Title: “Generative Learning Activities for Enhancing the Teaching of Psychology”
Speaker: Logan Fiorella, University of Georgia

Abstract
Instructors are often encouraged to make learning “active,” but what does that really mean in practice? This talk focuses on a specific class of active learning strategies known as generative learning activities—instructional methods that prompt students to actively make sense of new information by connecting it to what they already know. These include techniques such as self-explaining, drawing, teaching others, and physically enacting key ideas. Grounded in cognitive theory and supported by empirical research, generative activities have been shown to enhance student understanding across a variety of domains. This talk will present recent findings from my lab on the benefits—and potential pitfalls—of generative learning, along with practical guidance for implementing these activities effectively in psychology courses.

Bio
Logan Fiorella is an Associate Professor of Educational Psychology at the University of Georgia, where he investigates how psychological science can enhance learning and instruction. His research examines the benefits and boundaries of generative learning activities—such as explaining and visualizing—and strategies for fostering productive learning habits.

Dr. Fiorella has received numerous honors for his contributions to educational psychology, including the Richard E. Snow Award for Early Contributions from the American Psychological Association (Division 15), the Outstanding Early Career Scholar Award from the American Educational Research Association (Division C), and the Creative Research Medal from the University of Georgia. He is a Fellow of the Psychonomic Society and was recognized as the world’s most productive early career educational psychologist by Educational Psychology Review.

He is co-author of the book Learning as a Generative Activity and co-editor of the Cambridge Handbook of Multimedia Learning (3rd ed.). His research has been supported by grants from the National Science Foundation, the Institute of Education Sciences, and the Spencer Foundation.