

Friday, February 27, 2009

Concurrent Session G

8:00 a.m. – 9:15 a.m.

G-1 Strands: Professional Development

Title: Breakfast with David

Presenter: David Arendale, University of Minnesota—Twin Cities

This ticketed breakfast allows participants to discuss current issues with a leader in the field of Developmental Education, Dr. David Arendale, Associate Professor, College of Education and Human Development at the University of Minnesota.

Victoria B

G-1

Colloquium

G-2 Strands: Assessment, Administration

Title: Portfolio Exit Assessment for Developmental Composition

Presenters: John Kirwan, MiraCosta College

Dara Perales, MiraCosta College

Jane Leach, MiraCosta College

In its evolution from K-12 to higher education, portfolio assessment has largely leapfrogged developmental writing courses where exit exams remain the more common means of assessment. In this session, representatives from two colleges will share their differing means of success instituting portfolio assessment for developing writers.

Tidewater

G-2

Paper

G-3 Strands: Cognition, Learning Theory

Title: Encouraging Students to Think Critically: Challenges, Resistance and Opportunities

Presenter: Andres Elizade, Riverside Community College - Norco

When critical thinking is not completely absent from curriculum in developmental courses, it is commonly overshadowed by a “transmission orientation” to teaching and a “surface approach” to learning. Asking three critical questions would help clarify the role of critical thinking in developmental courses: What is critical thinking? Why are not more students able to think critically? What can be done about it?

Pebble Beach

G-3

Paper

Friday, February 27, 2009

G-4 Strands: Cognition, Administration
Title: **Do Cortical Differences Between Males and Females Affect Learning?**
Presenters: **JoAnn Cohen, LaSalle College High School**
Jerry Evans, LaSalle College High School

In the past decade, neuroscientists have documented cortical differences between males and females using the functional MRI. These are stunning revelations. Learn about gender developmental differences in cortical function and the implications they have for learning. Discover how instructors who understand gender differences can increase learning acquisition and increase motivation.

Pinehurst

G-4

Workshop

G-5 Strands: Computers, Cognition/Learning Theory
Title: **Using Technology to Create Teacher Presence in Online or Blended Courses**
Presenter: **Heather Henderson, South Piedmont Community College**

Discover how to use audio and visual feedback technology to improve your efficiency and depth of feedback to students when teaching in an online setting. See how this creates social, cognitive, and teaching presence which is often missing from online instruction. Useful with Blackboard, WebCT, or even email attachments.

Meadowbrook

G-5

Demonstration

G-6 Strands: Learning Strategies
Title: **Go Graphic**
Presenter: **Mimi Leonard, Wytheville Community College**

This demonstration will explore the use of illustrated texts, graphic novels, cartoons, and comics (“sequential art”) in English lessons, including a “show and tell” examination of texts and an overview of several classroom-tested lessons. Attendees will learn simple techniques to quickly produce recognizable pictures.

Oak A

G-6

Demonstration

G-7 Strands: Learning Strategies
Title: **Accelerated Remediation: A Pilot Project**
Presenters: **LouAnne Kuntzman, Ivy Tech Community College**
Camilla Swain-LeDoux, Ivy Tech Community College
Jan Weiss, Ivy Tech Community College

Presenters from Ivy Tech Community College of Indiana (Evansville) describe a pilot project to create an innovative accelerated remediation program in mathematics, reading, and writing. Emphasis is given to the structure of the pilot program and first year results. A printed handout for participants includes extensive program materials and a CD-ROM.

Oak B

G-7

Demonstration

Friday, February 27, 2009

G-8 Strands: Learning Strategies
Title: **The RODEO Attention Plan for Note Taking**
Presenter: **Elaine Garcia Krieg, Houston Community College**

Give your students an easy-to-remember guide for learning the signals to recognize and apply essential course information to improve note taking as well as test preparation. Participants will learn how to apply the RODEO Attention Plan for Note Taking to achieve positive results.

Oak C

G-8

Workshop

G-9 Strands: Math
Title: **Modeling Developmental Mathematics**
Presenters: **Candy L. Hodges, Bethune Cookman University**
Rachid Aitmaalemlahcen, Bethune Cookman University

In a contemporary approach to teaching mathematics, problems are presented within context and require use of various skills, thus students gain conceptual transferable mathematics understanding. Traditional approaches focus on students mastering individual skills *before* attempting to apply those skills. This approach does not engage students or focus on conceptual understanding.

Cedar A

G-9

Workshop

G-10 Strands: Math, Cognition/Learning Theory
Title: **Quadratic Equations for Left and Right Brain Learners**
Presenter: **Nancy Henderson, North Georgia College and State University**

This presentation will equip instructors with ideas and handouts for teaching quadratic equations for left and/or right brain learners. The presenter will begin with discussing the differences between the analytic left-brain learner and the global right-brain learner; these ideas can be helpful in any subject.

Cedar B

G-10

Demonstration

G-11 Strands: Math, Cognition/Learning Theory
Title: **Slaying the Ogre: The Missing Link Between Reading and Math**
Presenters: **Karen Duncan, Georgia Perimeter College**
Larry Powell, Georgia Perimeter College

Since college students continue to struggle with word problems in math, a veteran math professor sought the help of a reading professor. Viewing this issue from the math and reading perspectives, these presenters have come up with strategies to help students deal with word problems effectively and without fear.

Cedar C

G-11

Workshop

Friday, February 27, 2009

G-12 Strands: Professional Development, Literacy
Title: **Why Teacher Research is Not as Difficult as You Think**
Presenter: **Kelley Evans, Brunswick Community College**

Research does not have to be complicated or costly to reap benefits for instructors and their students. This presentation will provide a model of classroom-based research and self-directed professional development, a practice that has the potential to lead to exciting discoveries and improved classroom performance for both instructors and their students.

Sandpiper **G-12** **Demonstration**

G-13 Strands: Reading, Adjunct Issues
Title: **Celebrate Reading: A Festival of Learning**
Presenters: **Michael Vensel, Miami Dade College**
Sylvia Orozco, Miami Dade College

Do you need a way to get students involved? Do you want students to understand critical skills needed for reading comprehension? Using all learning styles, this demonstration will give the participant hands-on practice with various games and review lessons to promote skills in comprehension and memory retention.

Colony A **G-13** **Demonstration**

G-14 Strands: Special Needs
Title: **Another Modality for Hearing-Impaired and Deaf Students in Developmental Mathematics Courses: Video-taped Lessons with American Sign Language**
Presenter: **Linda Kass, Bergen Community College**

SPIN-Sponsored Session: Learning Disabilities

This presentation addresses the special needs of the Hearing-Impaired/Deaf student population to help ensure success in Developmental Math courses. This session will present a pilot project in which algebra sign-language videos were produced to teach addition and subtraction of signed numbers to deaf and hearing impaired students. These tapes can be used with all students who are underprepared for college level algebra classes.

Arrowhead **G-14** **Workshop**

Friday, February 27, 2009

G-15

Strands: Tutoring Centers, Trio

Title: Selecting, Training, & Supervising Student Workers at Academic Skill Centers

Presenter: John Foreman, University of North Carolina at Greensboro

To foster institutional retention, it is important to develop a method for securing skilled student workers. Skill centers typically hire numerous workers that include tutors, mentors, SIP leaders, lab monitors, and office workers to assist undergraduates needing academic assistance. This demonstration will provide strategies for the recruitment, selection, training, and supervision of these workers.

Colony C

G-15

Demonstration

G-16

Strands: Writing, Assessment

Title: Re-envisioning Mastery Learning in the Composition Classroom

Presenter: Rochelle Harden, Parkland College

Research tells us that developmental writers become better writers when they learn to revise, revise, revise. Even with smaller classes, meeting the needs of all students can be difficult and exhausting for composition teachers. In this demonstration, I will show how I used MyWritingLab to support my students' revision work, incorporate mastery learning, and decrease my workload in my composition classes.

Colony B

G-16

Demonstration

Friday, February 27, 2009

Concurrent Session H

11:15 a.m. – 12:30 p.m.

H-1 Strands: Research/Development
Title: Course Assessment: How “Courageous Conversations” Begin
Presenters: Jim Benner, Northampton Community College
Kathy Kapsos, Northampton Community College
Jeannie Galick, Northampton Community College

The presenters will outline a course-assessment process that demonstrates how collaborative analysis of student work leads to “courageous conversations” among faculty about student learning. Though done within the context of “Achieving the Dream” and focused on an Elementary Algebra course, our model can work across the curriculum, developmental/college-level. Any high enrollment, but “low success” course can be formatively assessed in this way, with these results.

Tidewater **H-1** **Demonstration**

H-2 Strands: Certification Council, Assessment, Research/Evaluation
Title: What’s New With Certification: An Update of Recent Changes
Presenters: Jane Neuburger, Syracuse University
Valerie Hampson, Sandhills Community College
Jeannie Galick, Northampton Community College

This session will review the new, streamlined process for NADE Certification. It is appropriate for reviewers and those who have previously attended a Certification Institute. Presenters will provide information on updates and will answer questions from participants who are actively engaged in completing an application.

Victoria C **H-2** **Demonstration**

H-3 Strands: Mathematics/Science
Title: Upside Down and Inside Out: Flip-flopping a Traditional Math Course
Presenter: Scott McDaniel, Middle Tennessee State University

This presentation will discuss a lecture-homework flip-flop. Students are required to watch a video lecture (created with CAMTASIA/Power Point) before coming to class. The session will include strategies to get students to watch the video lecture and the technology used to create the video lectures as well as some initial feedback from the students themselves.

Arrowhead A **H-3** **Demonstration**

Friday, February 27, 2009

H-4 Strands: Computers/Technology, Assessment, Diversity Issues
Title: **Web Conferencing: Alternative Strategy to Engage Learners Off Campus**
Presenter: **Lester Owens, Camden County College**

This demonstration was a project attempting to answer the question: Will web conferencing improve class attendance and dropout rates, improve learner engagement with instructor and tutors, help achieve a comfortable familiarity with e-learning responsibilities and technology, and provide educators with an alternative strategy to engage students away from campus?

Meadowbrook

H-4

Demonstration

H-5 Strands: International
Title: **International Perspectives on Access to Higher Education and the Student**
Presenters: **Gerry McBroom, Central New Mexico Community College, Facilitator**
John Storan, University of East London
Tony Acland, AimHigher, Hampshire and the Isle of Wight
Jim Bradley, University of Stirling

How do different countries promote access to higher education? How are students supported in the transition from one level of study to another? How is the work-based learner engaged? These and other issues will be explored in an International Session where NADE colleagues who work in different countries or who have recent experience of working internationally will come together to offer their particular perspective on these issues. The session will be augmented by an International Resource pack to which all the invited panelists will contribute and will consist of materials from a variety of media which will illustrate and bring to life the approaches taken by different countries.

Guilford Ballroom E

H-5

Panel

H-6 Strands: Adjunct issues
Title: **Enhance Student Learning via Motivated Strategies for Learning Questionnaire (MSLQ)**
Presenter: **Scott Gaier, Taylor University**

The Motivated Strategies for Learning Questionnaire (MSLQ) will be used to discuss how to identify and assess student motivation and learning strategies (Pintrich, Smith, Garcia, & McKeachie, 1991). Participants will learn how to use the MSLQ to enhance a student's academic success in any given course.

Oak A

H-6

Paper

Friday, February 27, 2009

H-7 Strands: Learning Strategies, Partners in Education, Research/ Evaluation
Title: Accelerated and Contextualized Learning: *The BreakingThrough Story*
Presenters: Greta Berry, Central New Mexico Community College
Ann Lynn Hall, Central New Mexico Community College
Don Lauser, Central New Mexico Community College
Penny Mortier, Central New Mexico Community College
Paul Pasceralia, Central New Mexico Community College
Lis Turkheimer, Central New Mexico Community College

The Breaking Through program at Central New Mexico Community College (CNM) provides accelerated and contextualized learning opportunities for students with low academic skills. It facilitates clear pathways through Developmental Education to certificate/degree programs in the construction trades through an innovative partnership. At CNM, we intentionally recruited students with multiple barriers.

Oak B

H-7

Paper

H-8 Strands: Learning Strategies, Partners in Education
Title: Developmental Acceleration: A Quick Review
Presenters: Billie A. Becker, Texas State Technical College
Galen Adams, Texas State Technical College

This presentation addresses the creation and implementation of one-week Quick Review courses which effectively accelerate students at least one developmental level in reading, writing, or math. Presenters will detail the steps required to move from concept to application to student success based upon three years of experience conducting these classes

Oak C

H-8

Paper

H-9 Strands: Learning Strategies
Title: Creating a Developmental Community of Learners
Presenters: Mary Dubbé, Thomas Nelson Community College
Richard Dollieslager, Thomas Nelson Community College
Doris Bryant, Thomas Nelson Community College
Dawn Hayden, Thomas Nelson Community College

This workshop examines the challenges and triumphs of creating developmental learning communities at an urban community college. Participants will be provided a packet containing the tools necessary for implementing effective learning communities—organizational forms, effective teaching strategies, marketing ideas, etc.

Turnberry

H-9

Workshop

Friday, February 27, 2009

H-10 Strands: Reading
Title: Using Speeches and Films to Enhance Literacy
Presenter: Jim Rubin, Tennessee State University

This demonstration/lecture illustrates specific classroom teaching techniques for adapting traditional literacy materials to enhance outcomes. The techniques use a specific methodology that supports vocabulary building through cloze tests that emphasize reading comprehension. Suggestions for using multi-media literacy sources are also mentioned.

Colony C **H-10** **Demonstration**

H-11 Strands: Learning Strategies
Title: Creating a Successful Online Environment for Developmental Math Students
Presenters: Sara McMillen, Surry Community College
Abreena Tompkins, Surry Community College

This session will focus on creating and conducting an online course for Developmental Math students which motivates learning, increases self-confidence, and meets appropriate objectives. The presenters will describe the organization and design of a course with a proven track record; discuss the associated technology; distribute examples of a variety of activities including discussion forums, writing assignments, and group activities; and discuss strategies related to improving communication, including ways to provide beneficial feedback for students.

Cedar A **H-11** **Paper**

H-12 Strands: Learning Strategies
Title: Contextual Activities to Drive Basic Mathematics
Presenter: Gary Simundza, Wentworth Institute of Technology

Developmental Mathematics can be made meaningful for adult learners if it is presented in the context of real workplace-oriented problem solving situations. Participants in this workshop will explore contextual activities that will engage and motivate their students as they develop mathematical competence with fractions and ratios.

Cedar B **H-12** **Workshop**

Friday, February 27, 2009

H-13 Strands: Mathematics/Science
Title: Redesigning Developmental Math to Be More Efficient and Effective
Presenters: Sue Beck, Morehead State University
Kendra Schroeder, Morehead State University

The presenters will be demonstrating how redesigning Developmental Math is impacting not only incoming freshmen but also the area high school students. Using technology has been essential to developmental instruction. The presenters will discuss the various teaching models—lecture, self-paced, Internet—all using the same software program.

Cedar C **H-13** **Demonstration**

H-14 Strands: Writing, Reading
Title: Progressing Toward a More Complete Integration of Reading and Writing in Developmental English
Presenter: Tabitha Miller, Pitt Community College

Over the past two decades, leading composition and reading theorists have emphasized the importance of combining reading and writing activities within a Developmental English and/or Reading course. In this session, I will present current theories as well as practical applications for integrating reading and writing.

Pinehurst **H-14** **Paper**

H-15 Strands: Professional Issues
Title: College Reading and Learning Association: Present and Future
Presenter: Jane McGrath, College Reading and Learning Association

The President of the College Reading and Learning Association (CRLA) will discuss topics such as its purpose, mission, structure, goals, CLADEA, and reciprocal organizations. In addition, she will provide information on CRLA's Tutor (ITPC) and Mentor (IMPC) certification processes.

Sandpiper **H-15** **Workshop**

Friday, February 27, 2009

H-16 Strands: Reading, Learning Strategies
Title: Utilizing Concept Maps in Developmental Reading Classroom
Presenter: Laurie Bauer, University of Cincinnati

This presentation will demonstrate the use of a Concept Map assignment that students are completing as a culminating activity in the Developmental Reading courses. This learning tool incorporates the use of technology, allows students to draw their own connections to different texts and translates ideas from a text into a visual display. Participants will gather information on the given assignment that has been successfully used in Developmental Reading courses.

Colony A **H-16** **Demonstration**

H-17 Strands: Math
Title: Faculty Background/Experience: Impact on Developmental Mathematics Outcomes
Presenter: Michael Preuss, Rockingham Community College

The relationship of faculty background and experience to student outcomes in Developmental Education was investigated as a dissertation project. This session reports the findings and will involve the participants in a discussion of the implications and applications of these findings in respect to faculty recruitment, professional development, and long-range institutional planning for their respective institutions.

Augusta **H-17** **Paper**

H-18 Strands: Computers/Technology, Diversity Issues
Title: Budding National Database Promotes Excellence in Student Outcomes Analysis
Presenters: Keith White, Utah Valley University
K. D. Taylor, Utah Valley University

This presentation will introduce a model of a national database for student outcomes in Developmental Education and describe its usefulness to participating institutions. The database tools will allow individual departments/institutions to perform sophisticated analyses of student outcomes, creating customized course reports and long-term tracking, while simultaneously building a national database.

Pebble Beach **H-18** **Paper**

Friday, February 27, 2009

H-19 Strands: Professional Development, Reading, Computers/Technology
Title: Improving Developmental Writing Success Rates: The Accelerated Learning Project
Presenters: Peter Adams, Community College Baltimore County
Sandra Grady, Community College Baltimore County
Anne Loomis Roberts, Community College Baltimore County

This presentation will describe a highly successful program that mainstreams basic writing students into ENGL 101 while providing strong support through a companion course students take at the same time. Data from the first year show dramatic improvements in success and retention rates. Costs will also be discussed.

Colony B

H-19

Paper

Friday, February 27, 2009

Concurrent Session I

12:45 p.m. – 2:00 p.m.

I-1 Strand: Adjunct Issues
Title: **Helping Part-Time Instructors Bloom Into Seasoned Professionals**
Presenter: **Patricia Eney, College of Lake County**

Part-time instructors are the mainstay of post-secondary education in the twenty-first century. Though underpaid, overworked, and undervalued, they are absolutely essential to our programs. In this session, participants will learn what current research tells about part-time instructors and discover what is necessary to improve supervision of these valuable professionals.

Sandpiper **I-1** **Workshop**

I-2 Strand: General Interest, Research
Title: **Setting Reading and Writing Levels Recommended for Content Courses**
Presenter: **Katherine H. Clark, Linn-Benton Community College**

A collaborative project helps academic departments identify recommended reading and writing levels for their entry-point courses. Method combines task analyses, identifying instructor expectations, instructional materials analysis, and 10-year student success data correlated to placement test scores. Results broadly affect advising, instructional methods, and program planning. Materials will be shared.

Tidewater **I-2** **Paper**

I-3 Strands: Learning Strategies
Title: **Computer-Assisted Instruction for Developmental Students**
Presenters: **Robert Harper, North Texas Community College**
Olatunde Ogunyemi, Gambling State University

The purpose of this study was to assess the relationship between developmental students' different cognitive styles, computer attitudes, learning behaviors, and motivation in computer-assisted instruction (CAI) courses. Four instruments, Group Embedded Figures Test (GEFT), Computer Attitude Scale (CAS), Motivated Strategies for Learning Questionnaire (MSLQ), and a demographic survey were administered to collect the data.

Pebble Beach **I-3** **Paper**

Friday, February 27, 2009

I-4 Strands: Computers/Technology
Title: Technology Integration for Successful Post-Secondary Transition: A UDL Approach
Presenters: Debra Fitzgibbons, Texhelp Systems, Inc.
Jennifer Ray, Texhelp Systems, Inc

How do we enhance success for all students entering into post-secondary education and provide universal tools to help students that might be ill-prepared for the next chapter in life? The right technology can help to bridge that transition. A collaborative approach to training and support of Read&Write GOLD provides blueprints for success.

Vendor-Sponsored Session: Texhelp Systems, Inc.

Colony C **I-4** **Demonstration**

I-5 Strands: Diversity Issues, Partners in Education, Research/Evaluation
Title: Exploring Summer Bridge Programs and African-American Persistence
Presenter: Samuel R. Benbow, Shippensburg University of Pennsylvania

The Pennsylvania State System of Higher Education reported in 2003 that the four-year graduation rate for African-American students was 25.7per cent lower than their White counterparts. Summer bridge programs have and continue to be used as one of many tools to address this issue of disproportionate representation. How effective are they?

Turnbury **I-5** **Workshop**

I-6 Strand: Professional Development
Title: Authors and the Review Process: Using Peer Evaluation to Get Published
Presenter: Barbara Calderwood, Editor, *Journal of Developmental Education*
National Center for Developmental Education
Appalachian State University

This session will examine the review process for scholarly publishing and as it relates to the revision of manuscripts and, ultimately, to acceptance for publication. We will review what the process IS, examine what forms of feedback authors can anticipate receiving, and use actual manuscript revisions with their evaluation materials to demonstrate how feedback can best benefit successful revision.

Auditorium II **I-6** **Workshop**

Friday, February 27, 2009

I-7 Strands: Learning Strategies, ESL, Literacy
Title: Credit-Bearing, Supported Courses for At-Risk, First-Year Students
Presenters: Elaine M. Bukowiecki, Bridgewater State College
Dorie AuCoin, Bridgewater State College
Susan Miskelly, Bridgewater State College

This session explores the challenges/rewards of sustaining a centralized learning assistance program for academically at-risk, first-year students that is credit-bearing and part of the full curriculum. Through videotapes, PowerPoint, and presenter-audience interactions, successful learning strategies which are based on faculty-administrator collaborations and lead to positive student outcomes will be demonstrated.

Oak A **I-7** **Demonstration**

I-8 Strands: Learning Strategies, Diversity Issues
Title: Creating a Politically Engaged College Campus
Presenter: Richard W. Griffin, Ferris State University

Ferris State University is one of the eight institutions participating in the Political Engagement Project sponsored by AASC&U, the Carnegie Foundation, and *The New York Times*. The initiative is to develop pedagogy and research focusing upon increasing political awareness and involvement among undergraduate students on a campus-wide basis through classroom and field trip activities, interdisciplinary teaching, and collaborative research.

Oak B **I-8** **Paper**

I-9 Strands: Learning Strategies, Cognition
Title: “You’ve Got to Accentuate the Positive, E-lim-i-nate the Negative”
Presenters: Barbara Odderstol, Craven Community College
Phillip Evancho, Craven Community College

This presentation will demonstrate the effectiveness of collaboration between a class of ACA/College Success skills and a curriculum class of Music Appreciation 110. The format will be based on David Langford’s principles of active student learning. It is NOT for music majors only!

Oak C **I-9** **Workshop**

Friday, February 27, 2009

I-10 Strands: Mathematics/Science
Title: **Get On the Fast Track**
Presenter: **Suzanne Williams, Central Piedmont Community College**
Valerie Wright, Central Piedmont Community College

In this presentation attendees will learn about the intensive mathematics review courses developed by Central Piedmont Community College, Charlotte, NC. The courses are designed for students who place into Developmental Math courses or need a brush-up on fundamental math skills. Three courses have been adapted to address skills from arithmetic to intermediate algebra. Attendees will receive course information for all three levels of Fast Track including the text, pace, syllabus, and assessments used for the courses. The presentation will also provide statistical information on student placement after the intensive review and the success of students in subsequent math courses.

Meadowbrook

I-10

Demonstration

I-11 Strands: Mathematics/Science, Cognition, Computers/Technology
Title: **Active Learning Strategies Inside and Outside the Mathematics Classroom**
Presenter: **Julie Miller, Daytona Beach College**

Do you have students underprepared for class? Do you have trouble finding class time to cover all the material? This session presents strategies to combat these two problems through the use of discovery-based worksheets and video content.

Cedar A

I-11

Demonstration

I-12 Strands: Mathematics, Learning Strategies
Title: **Redesigning Developmental Mathematics: What Did We Get Ourselves Into?**
Presenters: **Mary Monroe-Ellis, Pellissippi State Technical Community College**
Caroline Best, Pellissippi State Technical Community College
Amy Tankersley, Pellissippi State Technical Community College

Can you change curriculum, delivery method, and student placement testing for all your Developmental Mathematics students in one semester while piloting three different software packages? The presenters in this session did, and they will show you what changes were made in all of these areas and describe the chosen software.

Cedar B

I-12

Paper

Friday, February 27, 2009

I-13 Strands: Mathematics/Science, Tutoring Centers, Learning Strategies
Title: Application of the Box of Raw Data (BDR) Problem-Solving Method in Developmental Mathematics
Presenter: Elena Litvinova, Bloomsburg University

The presenters acknowledge that many students lack problem-solving skills because their teachers were ineffective in relating these curtail (?) abilities. Her position is that the BRD method has the potential to provide teachers with the necessary confidence in their ability to teach problem solving.

Cedar C **I-13** **Paper**

I-14 Strands: Research/Evaluation, Mathematics/Science, Partners in Education, Diversity
Title: Breaking Through: High Leverage Strategies for Adult Learners
Presenters: Elisabeth Barnett, Teachers College, Columbia University
Judy Taylor, Jobs for the Future
Pat Phillips, Davidson Community College
Debra Bragg, University of Illinois at Urbana-Champaign

The national *Breaking Through* initiative offers low-skilled adults the opportunity to enroll in pathways from Adult Basic Education or Developmental Education into college-credit professional and technical education. This presentation will share program models that were developed by emphasizing the use of four “high leverage” strategies as well as evidence of their effectiveness.

Pinehurst **I-14** **Workshop**

I-15 Strands: Reading, Counseling
Title: More Than One Way: Options for Developmental Students
Presenters: Juliet Scherer, St. Louis Community College-Meramec
Christine Carter, St. Louis Community College-Meramec

St. Louis Community College (STLCC) faculty will present research about students who fail to exit the Developmental Education sequence yet re-enroll, information on existing programs that specifically address this population, and the recent program built by STLCC in response to this population. Participants will brainstorm options for students who repeatedly re-enroll in developmental courses without making appreciable progress.

Colony A **I-15** **Paper**

I-16 Strands:
Title:
Presenter: Olatunde Ogunyemi, Grambling State University

Arrowhead A & B **I-15**

Friday, February 27, 2009

I-17 Strand: Tutoring Centers
Title: **Soil, Water, Sun: Discovering the Vital Tutoring Components**
Presenter: **Geoff Bailey, University of North Carolina at Greensboro**
Christen Hanley, University of North Carolina at Greensboro

Just as plants require soil, water, and sun to grow... a successful tutoring program requires a solid foundation, continual pruning, and cultivation of new ideas. Join our round table in discussing our successes, failures, and breakthroughs, which have led to what we are calling our petals of excellence.

Augusta

I-16

Workshop

I-18 Strands: Writing, ESL
Title: **A Hispanic Generation 1.5 Student Stuck at the Gates**
Presenter: **Jacqueline Peña, Florida International University**

This session will report on a case of a native Spanish speaker who could not pass critical college writing assessments. We will review his K-17 language experiences and analyze his unique writing characteristics. The session will end with an analysis of his language development through a tutorial setting.

Colony B

I-17

Workshop

I-19 Strand: Writing
Title: **ASE India: Cultivating Collaborative Learning and Instructional Opportunities in Pre-Curriculum Studies**
Presenter: **Linda Kass, Bergen Community College**

Participants will create informal lesson plans utilizing information about India and brainstorm opportunities in which they can collaborate with other subject area instructors to create dynamic classroom projects/lessons and memorable learning opportunities and experiences for students.

Meadowbrook

I-18

Demonstration

Friday, February 27, 2009

Concurrent Session J

2:15 p.m. – 3:30 p.m.

J-1 Strands: Cognition/Learning Theory, Learning Strategies
Title: Making Meaning on the College Campus: From Developmental Theory to Classroom Practice and Retention
Presenters: Ron Weisberger, Bristol Community College
Sally S. Grub, Bristol Community College

This presentation describes the positive results in retention of at-risk students through application of Robert Kegan's constructive developmental theory in a learning community (LC). This three-course LC included "College Success and Developmental Reading and English and sought to support both cognitive and affective growth.

Pebble Beach

J-2

Paper

J-2 Strands: Computers/Technology, Writing
Title: Integrating ANGEL Into Developmental English Courses
Presenters: Phyllis Prawl, Laramie County Community College

Today, more tech-savvy Millennial Generation students are filling Developmental Studies courses. To better reach these learners, instructors can use ANGEL, a web-based course management tool which can make any course a hybrid (part onling/part classroom). This demonstration presents the benefits of ANGEL.

Tidewater

J-2

Demonstration

J-3 Strands: Computers/Technology, Tutoring Centers
Title: Innovative Tutoring Sessions Using Podcast Technology
Presenters: Lori Petrozzello-Karn, Raritan Valley Community College
Debbie Weiner, Raritan Valley Community College
Bob Emberger, Raritan Valley Community College

The presenters will explain how they gathered campus support and funding to create a graphing calculator podcast. They will also describe the technical process involved and provide the preliminary outcomes of student use. Participants will have an opportunity to brainstorm new technology innovations together and discuss potential obstacles.

Tanglewood

J-3

Demonstration

Friday, February 27, 2009

J-4 Strands: Learning Strategies, Administration, Research/Evaluation
Title: **Promising Reforms in Developmental Education Instruction: Three Colleges' Experiences**
Presenters: **Elizabeth Zachry, MDRC**
Carolyn Byrd, Patrick Henry Community College
Nwachi Tafari, Guilford Technical Community College
Chris Allyger, Mountain Empire Community College

This session will bring together the author and representatives from three colleges to discuss findings from a recent evaluation of Developmental Education strategies. Colleges will discuss the instructional reforms they implemented and how they sought to reach developmental learners with a wide variety of skills, including low-level, high-level, and multi-level learners.

Pinehurst **J-4** **Paper**

J-5 Strands: Learning Strategies, Cognition/Learning Theory
Title: **Beyond Memorizing: Helping Students Discover What Learning Is**
Presenters: **Carolyn Hopper, Middle Tennessee State University**

You may have already noticed that your idea of learning and your students' idea of learning are not always the same. Recognizing the differences and adjusting to them may be the most difficult, but most important, transition that first-year students make. Come learn to model the learning process for your students.

Meadowbrook **J-5** **Workshop**

J-6 Strands: Learning Strategies, Assessment, Partners in Education
Title: **From Acorns to Oaks with Bridges Students**
Presenters: **Mary Allen, Valencia Community College**
John Stover, Valencia Community College
CoCo Hutchinson, Valencia Community College
Larry Herndon, Valencia Community College

Join us in an active learning workshop covering a three-semester program including Bridges, Student Success, and Developmental Math. Learn how to design semester-by-semester intervention strategies that focus on Self-Discovery, Self-Motivation, and Academic Success.

Oak A **J-6** **Workshop**

Friday, February 27, 2009

J-7 Strands: Learning Strategies
Title: **Enhancing College Learning: Integrating Supplemental Instruction With a Paired Study Strategy Course**
Presenter: **Johanna Dvorak, University of Wisconsin Milwaukee**

This study was conducted to determine the impact of Supplemental Instruction on students' academic progress in an Anatomy and Physiology course. It asks if credit for Supplemental Instruction in a paired course improves student success in a high-risk course. This presentation will describe how integrated study strategies help student retention.

Oak B **J-7** **Demonstration**

J-8 Strands: Mathematics/Science, Learning Strategies
Title: **Concept Exercises for Starting the Math Class**
Presenter: **Chris Oehrlein, Oklahoma City Community College**

Start each class meeting with exercises designed to improve conceptual understanding of the material. These exercises can be used to review previously taught concepts or to introduce new concepts. The exercises also help instructors identify what is being commonly misunderstood by the class.

Oak C **J-8** **Demonstration**

J-9 Strands: Mathematics/Science, Computers/Technology
Title: **Developing Math Courses to Meet Diverse Student Needs**
Presenters: **Heather Evans, Carroll University**

Structuring mathematics courses that use computer-assisted learning can be challenging. This presentation will show how lecture, lab, common online assessments, and the web-based program ALEKS© have been combined in an intermediate algebra course to meet a diversity of student needs. Course syllabus will be shared. This is not a vendor presentation.

Cedar A **J-9** **Demonstration**

J-10 Strands: Learning Strategies, Mathematics/Science, Assessment
Title: **Active Learning in Math Using a Classroom Response System**
Presenters: **James M. Sullivan, Beaufort County Community College**

Active learning and peer instruction are excellent teaching methodologies for Developmental Math classes. These methods lead naturally to enhanced student engagement and classroom participation. The presenter will discuss an implementation of this approach which relies on a classroom response system. Best practices for implementing this approach will be described and recent results presented.

Cedar B **J-10** **Paper**

Friday, February 27, 2009

J-11 Strands: Mathematics/Science, Learning Strategies
Title: **Let's Get Together! Cooperative Learning Activities for Math**
Presenters: **Bronte Miller, Patrick Henry Community College**
David Dillard, Patrick Henry Community College

This interactive workshop will highlight several “ready to use” cooperative learning activities designed to address math topics in ways that ensure positive interdependence and individual accountability. Topics include factoring, quadratics, linear systems, calculators, test preparation/review, and others. The workshop will also focus on effectively setting up cooperative learning groups.

Cedar C **J-11** **Workshop**

J-12 Strands: Professional Development, Research, Graduate Student Issues, Adjunct Issues
Title: **Practical Professional Development Opportunities for Part-Time Faculty**
Presenters: **Marjorie Keil, The University of Akron**
Becky McDonald, The University of Akron
Michelle Miller, The University of Akron
Mindy Morse, The University of Akron

Departments need practical and easily accessible, on-site professional development opportunities for adjuncts. You will learn about creating leadership opportunities while fostering community and growth in teaching and learning. Topics include 1) departmental professional development day; 2) an “Idea Exchange,” 3) a holistic scoring session, and 4) a custom-published textbook committee. Participation invited; handouts.

Turnberry **J-12** **Colloquium**

J-13 Strands: Reading
Title: **Critical Thinking in Reading: A Project-Based Model**
Presenter: **Mary G. Rouse, Bluegrass Community and Technical College**

This presentation will demonstrate how to bring student-selected current issues into the Developmental Reading classroom as a means to teach critical thinking. Taught in conjunction with reading skills, it incorporates the individual components which make up critical thinking and can be easily adapted to cohort classes.

Sandpiper **J-13** **Demonstration**

Friday, February 27, 2009

J-14 Strands: Learning Strategies, Mathematics/Science, Reading
Title: **Reading for Meaning: A Unique Cross-Disciplinary Approach**
Presenters: **Lisa A. Johnson, Prairie View A & M University**
Regina S. McMorris, Prairie View A & M University
Sylvia H. Miller, Prairie View A & M University

Have you ever read a text message and understood it? Students feel the same way when they struggle to understand text in Math and Reading courses. In this session, presenters will demonstrate methods used in their Developmental Reading/Math Learning Community in which the focus is on increasing students' cross-disciplinary comprehension.

Colony A

J-14

Workshop

J-15 Strands: Tutoring Centers, Adjunct Issues, Professional Development
Title: **Ideas for Great Tutor Training in a CRLA Program**
Presenter: **Meredith Anne S. Higgs, Middle Tennessee State University**

Providing quality tutoring is often a key to success in academic enrichment and Developmental Studies programs. Training for the tutors is, in turn, a key for success of the tutors. This presentation provides ideas for quality training in a CRLA Master Tutor certified program.

Colony C

J-15

Workshop

J-16 Strands: Writing, Administration, ESL
Title: **Revolutionizing a Developmental Writing Program**
Presenters: **Mary Gross, MiraCosta College**
John Kirwan, MiraCosta College
Dara Perales, MiraCosta College

Leaders of MiraCosta College's Letter Department Developmental Skills Initiative will share the process and strategies undertaken to revolutionize its Developmental English/ESL writing program which culminated in 21 recommendations for improving student success. Learn how they are implementing these recommendations, all based on best-practice research which encompasses the areas of program coordination, professional development, curriculum, and assessment.

Colony B

J-16

Paper

J-17 Strands:
Title:
Presenter: **Laura Plemenik, ETS**

Friday, February 27, 2009

Chapter Meetings

3:45 p.m. – 4:30 p.m.

Mid-South CRLA

ALADE

ArkADE

CoADE

CADE

DEAM

FDEA

GADE

IDEA

ILSADE

INADE

KADE

LAANE

LADE

MADE

MDEC

MNADE

MRADE

NCADE

NJADE

NWADE

NYCLSA

OADE

PacADE

PADE

SCADE

SWADE

TADE

TNADE

VADE

WVADE

Links

Arrowhead A

Arrowhead B

Augusta

Cedar A

Cedar B

Cedar C

Colony A

Colony B

Colony C

Imperial A

Imperial B

Imperial C

Imperial E

Imperial F

Imperial G

Imperial H

Oak A

Edgewood

McCormick

Pebble Beach

Pinehurst

Sandpiper

Tanglewood

Tidewater

Turnberry

Olympia

Oak C

Oak B

Meadowbrook

Riverdale

Friday, February 27, 2009

Committee Meetings

4:45 p.m. – 5:30 p.m.

Adjunct Faculty	Arrowhead
Archives	Edinburgh
Awards	Augusta
Chapter Development	Cedar A
Constitution	Cedar B
Cultural Diversity	Cedar C
Elections	Colony A
International	Colony B
Marketing	Colony C
NADE Digest	Oak A
NADE Newsletter	Oak B
Political Liaison	Oak C
Professional Liaison	Pebble Beach
Professional Job Opportunities	Sandpiper
Research	Tanglewood

SPIN Meetings

4:45 – 5:30 p.m.

Arrowhead A	Integration of Basic Skills
Arrowhead B	Mathematics/Science
Augusta	Learning and Study Skills
Cedar A	Administration
Cedar B	Brain-based Learning
Cedar C	Online Educator
Colony A	English/Writing/ESL
Colony B	Technology
Colony C	Peer Assistance
Oak A	Advising/Counseling
Oak B	Technology
Oak C	Adjunct Faculty
Pebble Beach	TRIO
Sandpiper	Science
Tanglewood	Private Liberal Arts
	Learning Disabilities
	Workforce Development