

# Saturday, February 28, 2009

**Concurrent Session K**

**10:30 a.m. – 11:45 a.m.**

**K-1** Strands: Tutoring, Administration, Math  
**Title:** **Developing Online Adult Learners: A Comprehensive Academic Support Model**  
**Presenters:** **Christopher Fields, Franklin University**  
**Heather Sherman, Franklin University**

This session will provide participants with a roadmap to use in developing a multidisciplinary online tutoring program with a particular focus on the adult learner. The presenters will demonstrate the requisite steps used to create the program, obtain faculty buy-in, evaluate technological needs, measure program effectiveness and implement changes.

**Oak A**

**K-1**

**Workshop**

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**K-2** Strands: Tutoring Centers, Assessment, Research/Evaluation  
**Title:** **Peer Reviews of Learning Center Services**  
**Presenters:** **Dianne F. Clark, Indiana University-Purdue University Fort Wayne**  
**Barbara Jane Ehle, Indiana University-Purdue University Fort Wayne**  
**David Reedy, Rhodes State College**  
**Mary Arnold Schwartz, Indiana University-Purdue University Fort Wayne**

Teams from three Midwestern institutions visited one another's campuses to assess how services of the learning centers were perceived by interviewing administrators, faculty, and students. Results were analyzed and presented as part of each campus visit. Information about how to conduct similar peer reviews and potential benefits will be presented.

**Oak B**

**K-2**

**Paper**

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**K-3** Strands: Computers, Learning Strategies, General Interest  
**Title:** **Creating Webquest Lessons to Integrate Technology Into the Classroom**  
**Presenters:** **Jo Ann Tong, University of Wisconsin**

Webquest is a learning activity based on inquiry and constructivism using technology. Learn the benefits of using a Webquest in the classroom and the essential components for creating the activity. View model Webquests which use interdisciplinary teaching. The models are perfect for paired or CBL courses and freshman seminars.

**Oak C**

**K-3**

**Demonstration**

# Saturday, February 28, 2009

**K-4** 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.

**Colony A** **K-4** **Paper**

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**K-5**  
**Title:**  
**Presenter:** Glenda Wood, Gulf Coast Community College

**K-6** Strands: Learning Strategies, Literacy, Writing  
**Title:** Confronting the Trauma Sensitive Literate Actions of Developmental Students  
**Presenters:** Deborah Kellner, University of Cincinnati

This presentation will discuss the practice of journaling and its relevancy for developmental students who often present their own issues within the classroom setting. These issues can include poverty, death of a family member, single-parenting responsibilities, abuse, natural disasters, and/or family members sent to war. This session will address literacy tools as a solace for those who suffer silently.

**Colony B** **K-6** **Demonstration**

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**K-7** Strands: Counseling, Legislative Issues, General Interest  
**Title:** Enhancing Student Excellence in Developmental Coursework Through Academic Advising  
**Presenters:** Paul Fowler, Louisiana State University at Eunice

This presentation details how Louisiana State University at Eunice's Pathways to Success, a 2008 National Academic Advising Association Outstanding Award Winning Program, utilizes academic advising and a first year orientation program coupled with developmental coursework to increase student success. Theories of academic advising and student intervention methods will be discussed.

**Colony C** **K-7** **Paper**

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# Saturday, February 28, 2009

**K-8**

Strands: Reading, Writing

**Title:** Responsive Teaching Approaches in Developmental Reading/Writing Classrooms

**Presenter:** Negar Farakish, Teachers College, Columbia University

The presenter will discuss responsive teaching approaches of some experienced community college developmental reading/writing instructors credited with teaching success. The presentation will focus on these instructors' use of assessment strategies, attention to students; various ways of learning reading/writing skills, and integration of students' prior knowledge, skills, and interests into instruction.

**Cedar A**

**K-8**

**Paper**