

CoADE Sessions Friday, April 9th, 2010
Pueblo Community College

KEYNOTE: Developmental Student Success: A Research and Team Work Approach

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Developmental courses are some of the most difficult course most students will take. Most colleges have a low student success rate in completing the developmental course sequences. However, when these same students take credit courses their success rate is equal to non-developmental students. According to Benjamin Bloom, the variables that affect achievement are cognitive entry skills and intelligence (50%), quality of instruction (25%) and affective characteristics (25%). The purpose of this key note address is to learn how to manipulate these variables through research and team work to improve student success.

BREAKOUT SESSIONS:

Math Connections

Mentors + Mentees = Math Progression (PCC, Dr. Lana Carter & Denise Spaccamonti)

This session is to improve Basic Skills Math success rates for students. Life issues can impair a student's academic success. Forming specific relationships aids in the student's feeling special and those relationships fuel a student's desire to do well and finish their degrees.

The Math Connections Program at PCC is designed to offer students role models who serve as advocates, identify resources, offer support, and listen to concerns.

Fostering Independence in the Developmental Writing Classroom: Tapping into Student Expertise (PCC, Debbie Borchers)

Instructors can empower their students to take charge of their own writing improvement.

Specific tips and strategies will be provided to show how students can improve their writing by participating more fully in the writing process and monitoring their own progress.

The objective of this session is to provide developmental English instructors with practical ideas for increasing student self-sufficiency in monitoring student strengths and weaknesses in the writing classroom.

What Every Student Needs to Know: Reading, Writing, Arithmetic and Self-Advocacy... (CSU, Julia Kothe)

This session will examine how educators can implement empowerment strategies in the classroom to help college students with learning disabilities develop the self-advocacy skills necessary to succeed in post-secondary education.

We will discuss the ACCESS Project's innovative approach to combining self-advocacy and universal design for learning interventions to maximize successful outcomes. This presentation embraces the ongoing movement in higher education to recognize the importance of student development and education in and out of the classroom as a powerful means of reaching and transforming students.

Vocabulary CAN be fun....or at least funny! (NJC, Maret Felzien)

Explicit instruction of vocabulary is still important, and it can be fun! This session will teach you some new words and share several methods for making vocabulary work entertaining. This presentation will share some fun ideas for livening up vocabulary lessons. Using self-evaluation, critical thinking, humor and games, students can and will learn challenging vocabulary.

The Writing Center in Second Life: Distance Education Student Support implications of an Online Virtual Reality Environment (PPCC, Larry Giddings)

This session will demonstrate the PPCC Writing Center's tutoring program in the online virtual reality world called Second Life. With active audience participation "in-world," the session will demonstrate tutoring techniques, avatar communication, and avatar navigation in Second Life. This session offers unique alternatives for distance education students and students with impaired speech and hearing capabilities.

Shaping Students' Minds to Think and Observe Like Writers (Invited Guest, Kimberly Nolting)

Instead of teaching grammar, genres, organization, and development through kitchen type recipes, an instructor of developmental writing can use art, classic short writings, guiding discussions, and small group work to help students learn the basics and capture their surroundings as writers. Participants will receive actual instructional materials for three lessons. This presentation will help English and reading learning assistants as well as instructors.

Why Do Some Students Persist and Others Give Up? (Invited Guest, Kimberly Nolting)

After examining psycho-social factors that affect persistence, participants will learn what they can do within their instructional roles to help students acquire productive attitudes and self-images such as self-efficacy. Applications will focus on math, English, and reading. This presentation will help counselors as well as instructors and tutors.

Self-Paced Developmental Math Classes (CCD, Brad Sullivan)

In a traditional class we always see students who can move quicker or those who need to move slower. The self-paced class makes that a reality for the student! Mastery learning is incorporated to insure students have the chance to demonstrate competency. This presentation will show how the class is administered, how students are selected and enrolled, success of the program as measured by student grade information, and how mastery learning is incorporated. Video interviews of students who have been participants in the program will be shown.

A Concurrent Support Class for ‘At-risk’ Students in Intermediate Algebra (Fort Lewis, Dr. Cameron Ian Cooper)

This presentation details a concurrent support class to Intermediate Algebra. The support class has been shown to have a statistically significant increase in student success rates.

The research to be presented is the culmination of multi-year development of a concurrent support class to Intermediate Algebra. This research details the process of identifying “at-risk” students, characteristics found about “at-risk” students, and intervention steps taken to mitigate their “at-risk” classification.

Universal Design for Learning: Inclusive Classroom Instruction and Accessible Course Materials (CSU, Craig Spooner)

In the Universally Designed Learning Experience, students of all backgrounds and abilities learn and excel together. By teaching according to UDL principles, instructors are able to create an inclusive, engaging learning environment where students thrive.

UDL acknowledges the diversity in today’s classrooms—students with different life experiences, language backgrounds, learning styles, abilities and disabilities. It also recognizes the wide range of instructional technologies employed by today’s faculty and students.

The Benefits of Using Reading Plus in College Reading Classes. (NJC & PCC, Maret Felzien & Cindy Graham)

Even at college, developing reading fluency is still important. This session will show how using Reading Plus software has successfully improved the reading efficiency, fluency and confidence of remedial readers. This session will demonstrate the highlights of the Reading Plus program, show how this software can be incorporated in the remedial reading curriculum and class and share results of reading improvement for readers in REA 090.

How Irrelevant Lessons and Unhappy Students Lead to Success in the Classroom: Reviewing the last decade of self-esteem research. (Mesa State, Kelly Zepp)

Recent research of the self-esteem movement empirically demonstrates that emphasizing self-esteem has negative effects on both school performance and other areas of a person’s life. This session allows the developmental educator to consider how the self-esteem movement has affected their teaching methods and suggest ways to look at them differently.

This session will be based on a not yet published literature review recently written by the presenter. This review centers on the last ten years of research on self-esteem with special emphasis on the works of Dr. Roy Baumeister of Florida State University and Dr. Jennifer Crocker of the University of Michigan along with a studied look at the Brown Center Reports on Education published yearly by the Brookings Institution.

Integrating Math Study Skills into the Curriculum: A Proven Success Story (Invited Guest, Dr. Paul Nolting)

Research and techniques will be presented, demonstrating the improvement of math achievement by teaching math study skills through math courses, math labs, life skills/freshman orientation courses and math study skills courses. Participants will leave with a theoretical understanding on how to improve math success and practical math study skills techniques that focus on learning styles, note-taking homework, reading, test anxiety reaction, test-taking and test analysis.

One Road to Improved Retention (A+dvancer & FRCC, Deborah Anderson)

This session will share experiences of two colleges using A+dvancer, an online tutorial that helps identify college readiness, performs diagnostic reporting, and includes prescriptive instruction. Learn about opportunities on your campus of ways to incorporate A+dvancer in your classes, learning labs, testing, retesting and beyond. Come learn about the journey two colleges have taken to help shorten the developmental pathway.

Instructional Technology as a Key to Effective Course Redesign (PLATO, George O'Keefe)

What would it mean to your administration, faculty, and learners to know that all of your courses were designed using proven methods of effective instructional technology? This session will explore each of the six course redesign models from the Center for Academic Transformation and how best to leverage online instruction and management tools as more than mere supplemental adjuncts to course outcomes. Learn how working with the models can increase faculty involvement, learner retention/success and decrease workloads all at the same time. The PLATO Web Learning Network will be used as the online platform to illustrate each of the models and their relationship to effective integration of instructional technology.