

The 4th International Conference on Research in Access and Developmental Education



Pre- and Postconference Institute Descriptions

Preconference Institute (Wednesday, September 24, 9am-12pm)

“International Best Practices in Peer Cooperative Learning Models” by David Arendale

This institute identifies the best practices of the leading peer cooperative learning models and lessons learned in the past quarter century. These models include Supplemental Instruction, Peer-led Team Learning, and the Emerging Scholars Program. This session identifies unique features of each program, case studies of their implementation in the U.S. and other countries, and research studies that illustrate the potential outcomes. Session attendees will be guided in an assessment of their institution and its resources to determine which of the models could be most effectively implemented. The session facilitator formerly directed the National Center for Supplemental Instruction at the University of Missouri-Kansas City. He is currently conducting research and developing a new model of peer assisted learning at the University of Minnesota.

Preconference Institute (Wednesday, September 24, 9am-12pm)

“Brain-Compatible Teaching for Student Engagement, Empowerment, and Success” by Rita Smilkstein

When developmental education teachers understand how the brain learns, they can help all students be motivated, successful learners. This interactive institute presents cutting-edge brain research, focusing on how to develop and teach brain-compatible curricula in participants’ own courses. It includes hands-on experiences with classroom-proven lessons in reading, writing, and math.

Preconference Institute (Wednesday, September 24, 1:30-4:30pm)
“Research-Based Best Practices in Teaching Reading” by David C. Caverly

Teaching reading at the college level is generally the least effective of the basic skills taught. Recent research has identified research-based concepts and instructional practices to teach these concepts that can improve this effectiveness. This institute will review this research, provide hands-on experiences, and generate discussion on improving instruction.

Preconference Institute (Wednesday, September 24, 9am-12pm & 1:30-4:30pm) ***“NADE Certification Institute” by Jennifer Ferguson and Jane Neuburger. Also copresenting are Lisa Cole, Linda Thompson, Gladys Shaw, and Karen Patty-Graham***

Educators, administrators, and others who are interested in assessment and evaluation of their program(s) and/or are interested in pursuing NADE Certification will have an opportunity to complete the NADE Certification Training at this pre-conference institute. NADE Certification was launched in 1999 to recognize programs that meet or exceed criteria of good practices as defined by research and literature of the field. Certification may be given for components of a learning assistance or developmental education program. NADE does not certify entire programs. The programs eligible for certification are: Tutoring Services, Course-Based Learning Assistance (course-based study groups include those such as the Supplemental Instruction model), and Developmental Coursework. In order to be certified, a program component must demonstrate it utilizes practices found in quality services and programs by completing an Application Packet for the program component for which it is applying. This includes the following:

1. A summary of the results of a systematic self-study using the NADE Self-Evaluation Guides.
2. Submitting evaluation data (baseline data, action plans, comparative data, and results) that confirms the program component is using systematic, continuous assessment and evaluation to demonstrate that it is meeting its goals and objectives.
3. Providing the theoretical framework upon which the program is based.
4. Other requirements as specified in the individual Program Component Application Packets for which the program is applying.

Members of the NADE Certification Council will conduct the pre-conference program. This workshop will satisfy the training requirement that is part of the application process for NADE Certification. Individuals who intend to pursue certification as well as those who want to learn how they can prepare their program to become eligible for certification are encouraged to take advantage of this training opportunity. The registration fee covers the cost of training materials. The workshop is most beneficial for those who are directly involved in conducting the program component applying for certification and who will be responsible for coordinating the application process. It is also useful for those interested in learning about conducting program

assessment and evaluation and the analysis and presentation of data resulting from such activities.

Postconference Institute (Saturday, September 27, 2-5pm)

“Meeting the Diverse Needs of Developmental Mathematics Students: Challenges, Research, & Practices” by Barbara S. Bonham and Hildreth Davis

The mathematical requirements of the 21st Century for the workforce and college entry require changes in the PK-16 curriculum. This session provides an overview of the related issues, national projects, and implications for developmental education in the U.S. Participants will discuss the research-based suggestions for curriculum alignment and improving the performance of mathematics students. They will engage in activities for application and implementation of strategies in pre-college level mathematics classrooms, labs, tutorial sessions and workshops. This institute is designed for an audience of adult basics skills educators, developmental/pre-college mathematics instructors, learning support personnel, and tutorial coordinators.