

LAANE 2014 CONFERENCE ABSTRACTS

#1 Presentation Title: Smartpens, iPad Apps, and Pictures: How to Enhance the Tutoring/Learning Experience for All Students

Presenter: David Lindenberg of Southern Vermont College

Abstract:

Over the past 2 years I have been using Smartpens, iPad apps, camera phones, and a digital camera to make sure students have access to the beneficial practices of repetition, good communication, and modeling correct procedures. This session will be a combination of demonstration, discussion, and presentation. I'll share successes and challenges. You'll learn ways to support students, and you'll discover uses for common and uncommon technology.

#2 Presentation Title: Helping Tutors Find Their Paths: Addressing Long-Term Goals for Peer Tutor Development

Presenters: Crystal Bickford and Brittany Heyman of Southern New Hampshire University

Abstract:

What motivates our students to become tutors? How do they change during their undergraduate tutoring experiences? Our year-long, IRB-approved research project explores the motivation of nearly fifty students transitioning from "classroom student" to "writing tutor" while examining the processes that shape the tutor's identity. In response to the study's findings, participants will discuss, brainstorm, and record ways to recruit and train tutors with an emphasis on the development of their long-term professional skills.

#3 Presentation Title: Tips and Tricks for Creating Instructional Videos for Your Course or Program

Presenters: Rachael Bancroft and Patricia Allen of Cape Cod Community College

Abstract:

In this one-hour presentation, facilitators will demonstrate tools, tips, and tricks to create and use videos for instructional purposes. Attendees will learn how tools like Screencastomatic, Educreations, Windows Moviemaker, Powerpoint, and Youtube can be used to create and share professional quality instructional videos with ease. Facilitators will demonstrate how these videos enhance instruction in the classroom, in on-line classes, and as on-line training options for peer tutor programs.

#4 Presentation Title: CRLA ITTPC Level 1 Standards, Outcomes and Assessments for Effective Tutor Training

Presenter: Roberta Schotka of Wellesley College

Abstract:

This hands-on session is designed for anyone who is developing and/or evaluating the effectiveness of their tutor training program. Through large- and small- group discussion and activities, you will come away with a clearer understanding of the requirements for CRLA Level 1 certification; gain an awareness of how you are utilizing the minimum 10 hours of training; insure that your training topics are aligned with CRLA guidelines; and examine your program delivery methods and materials to insure that they model the learner-centered instructional methodologies you want your tutors to use with their tutees. Further, we will discuss and examine simple, yet effective, assessment techniques that encourage optimal learning and effective program accountability.

#5 Presentation Title: Making Learning Accessible for ELL Students: Strategies and Insights

Presenters: Kim Donovan of University of New Hampshire at Manchester and
Jeanne Hughes of Southern New Hampshire University

Abstract:

The challenges English Language Learners (ELL) face when doing academic writing affect their learning experiences. The presenters, an academic center director and a classroom teacher, will share strategies that have been used both in undergraduate composition classes and in the academic support center to help ELL students gain the skills they need for academic success. In this session we will examine these practices and discuss their effectiveness. Participants are encouraged to bring ideas to share and will leave with new ideas about helping ELL students learn.

#6 Presentation Title: Technology-Enhanced Formative Assessments

Contact Presenter Information: Tammy Kenny of Southern Vermont College

Abstract:

Formative assessments help students and instructors monitor student learning; they can be used to determine base knowledge, identify areas that need remediation, provide practice problems that target essential concepts, organize thoughts, and build student confidence. This presentation's topics will include clickers/clicker apps, virtual labs, concept map building websites, Google documents, and online word walls. Clickers will be provided, so participants can have the opportunity to use this technology and gain experience creating a clicker activity.

#7 Presentation Title: Understanding Students on the Autistic Spectrum in the College Classroom

Contact Presenter Information: Nathalie Crocker of Landmark College

Abstract:

This spring, the Centers for Disease Control released a study showing the prevalence of autism spectrum disorders (ASD) among US children to be 1 in 68. Colleges are seeing a rise in numbers of students identified with ASD, and instructors may see ASD students behaving in ways that seem unusual: rocking back and forth in their chairs, speaking too much, or struggling to work with peers. Drawing from our depth of experiences and stories about our own work with ASD students, we will provide a lively presentation using PowerPoint, short film clips, and case studies. Our goal is to help instructors understand the primary difficulties faced by students with autism (such as sensory issues, social pragmatics, anxiety, rigid thinking, executive functioning, and computer overuse syndrome), so they can better meet the needs of their students.

#8 Presentation Title: Beyond FYE: Using the Seminar to Enhance Student Success

Presenter: Tiffany Probasco and Tanya Rogers of Benjamin Franklin Institute of Technology

Abstract:

The profile of the modern college student has changed, and many students come ill-equipped to face the challenges of entering the college environment. At the Benjamin Franklin Institute of Technology's Department of Academic Development, we have created Franklin Seminars, a series of one-credit courses, which go beyond the traditional First Year Experience (FYE). This student-centered curriculum has increased our student success rates and retention. In this session we will share examples of course curriculum and discuss how to coordinate these courses with existing support services. We will also encourage and leave time for questions and feedback.

#9 Presentation Title: It Takes a Village: Collaboration for Retention...A Story of First Year Seminar
Presenters: Marisa Forti, Rachel Blair Vogt, Colleen Sasso and Kristin Boelzner of University of New Hampshire at Manchester

Abstract:

First Year Seminars (FYS) are an effective approach to increase academic performance and student retention. Our research related to retention, student development and information literacy led us to develop an FYS model that works on our campus. Our First-Year Seminar is a multi-model approach based on student academic or co-curricular interests. Our goal is to provide opportunities to cultivate skills, values and attributes necessary for students to become confident, capable and contributing community members. The development, evolution and success of these transitional seminars on an urban commuter campus are the result of collaborative relationships among faculty, administrative staff, FYS instructors and peer leaders. Attendees will learn from those representing key departments involved in the program, including the Library, FYS Instructors and a student leader. Panelists will share their role, experiences, challenges, and ongoing contributions to the seminars.

#10 Presentation Title: Access to Higher Education for Adult ESOL Students

Presenters: Jinnea-Brianne Hebert, Rachel Meehan and Keegan McGuinness of the University of New Hampshire at Manchester

Abstract:

Many of the adults who enroll in English for Speakers of Other Languages (ESOL) Programs hope to pursue a post-secondary degree. As peer tutors at the University of New Hampshire in Manchester, the presenters will discuss how writing tutors can help students in ESOL programs improve their English skills, prepare for college, and acclimate to US cultural and institutional expectations. The goal of this presentation is to create a discussion among all participants about the role tutors can play in ESOL programs, a role that can facilitate access to higher learning for adult learners.

#11 Presentation Title: Strategies to Assist ESOL Students in Solving Word Problems

Presenters: Brenda Goudreau and Alyssa Ferraro of University of New Hampshire at Manchester

Abstract:

English Language Learners are often very capable in using various math skills, but may find word problems challenging. In this session, participants will learn new strategies for teaching/assisting English Language Learners to solve math word problems. Considering the difficulty vocabulary presents for these students, the two presenters – an undergraduate peer tutor and a professional math tutor – will discuss techniques for breaking down word problems. Our presentation will include handouts and activities. Through discussion, we will encourage participants to share strategies they have successfully employed in the past.