



## Developmental Education Peer Group / VADE 2009

Tuesday – Wednesday, October 27–28, 2009  
Hilton Garden Inn, Richmond, Virginia

### Tuesday, October 27

#### Registration

11:00 a.m. – 12:00 p.m.  
Hilton Garden Inn Lobby

#### Opening Luncheon, Welcome & Address

12:00 – 1:30 p.m.  
Gerhart Room

#### Update on the Developmental Task Force

##### Carolyn Byrd

Dean of Instructional Support Services, Patrick Henry

##### Janet Laughlin

Dean, Student Success & Academic Advancement, Danville

#### Featured Afternoon Session

1:45 – 5:30 p.m.  
Miller Room

#### Teaching Grammar the Way the Brain Naturally Learns

##### Rita Smilkstein

Author, *Igniting Student Potential: Teaching With the Brain's Natural Learning Process*, and  
*We're Born to Learn : Using the Brain's Natural Learning Process to Create Today's Curriculum*

##### Abstract:

This dynamic and interactive session will focus on how the brain learns and how to use this knowledge to help students learn, successfully and with motivation, to express their ideas in grammatically correct writing. Participants will have hands-on experiences with classroom-proven lessons based on the natural human learning process (NHLP).

**Audience Level:** All

# VCCS Developmental Education Peer Group / VADE Agenda

Tuesday, October 27, 2009

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## Concurrent Session One

1:45 – 2:45 p.m.  
Rhoads Room

### Teaching Developmental Writing: Strategies That Work!

**Carrie Dorsey**

English Instructor, Northern Virginia

**Abstract:**

Which teaching strategies are working well in the developmental writing classroom? Which prompts are yielding well-developed essays? Which grammar exercises or on-line programs are effective in improving student writing? Which in-class activities are stimulating students to think more critically? This session will allow instructors to discuss our successes in the classroom. Bring copies of your most successful assignments or internet links to share.

**Audience Level:** Intermediate

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## Concurrent Session One

1:45 – 2:45 p.m.  
Amethyst A Room

### Does Your Class Measure Up? Using the Southern Center of Active Learning Excellence (SCALE) Method in Math and Science

**Megan Tillery**

Assistant Professor of Biology, Patrick Henry

**Co-presenter:**

*David Dillard*

*Patrick Henry*

**Abstract:**

This session will spark the innovative minds of science and math professors to increase more interaction in the classroom. Creative approaches are needed to engage students' attention, develop critical thinking skills, and promote teamwork. Students' social skills improve by using clear communication, teaching each other, and developing an appreciation for diversity.

**Audience Level:** Beginner

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# VCCS Developmental Education Peer Group / VADE Agenda

Tuesday, October 27, 2009

## Concurrent Session One

1:45 – 2:45 p.m.

Amethyst B Room

### Freshman Learning Communities at Liberty University

**Heather Schoffstall**

Director, Bruckner Learning Center, Liberty University

**Co-presenter:**

*Denise Green*

*Liberty University*

**Abstract:**

Entrance → Transition → Connection. At Liberty University, our Freshman Learning Communities (FLCs) are designed to help undecided freshmen as they enter the college experience to get connected and to transition more easily from high school to the university. As a result of this program, students have shown a greater sense of belonging and have adapted very quickly to the college environment.

**Audience Level:** Intermediate

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## Concurrent Session Two

3:00 – 4:00 p.m.

Rhoads Room

### Student Success Using Math Modules

**Libby Arnesen**

Instructor, Thomas Nelson

**Co-presenters:**

*Theresa Nystrom*

*Thomas Nelson*

*Cathy Hoffmaster*

*Thomas Nelson*

**Abstract:**

In reaction to the low success rate in developmental mathematics (Algebra I & II) at TNCC, a group of 7 math faculty members developed the Student Success Using Math Modules (SSUMM) program. The program is based on splitting each course into four modules and the student must master a module before moving on to the next. Details are provided on how we got funding, the book and software used and how we split the material.

**Audience Level:** Beginner

# VCCS Developmental Education Peer Group / VADE Agenda

Tuesday, October 27, 2009

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## Concurrent Session Two

3:00 – 4:00 p.m.  
Rhoads Room

### **Get The FACTS (Fundamentals of Active Critical Thinking Strategies): Ways to Infuse Critical Thinking into Your Classes**

**Greg Hodges**

Assistant Dean of Arts, Sciences, and Business Technology, Patrick Henry

**Abstract:**

Participants will investigate the meaning of critical thinking, its inclusion in the VCCS Core Competencies, and the current VCCS assessment instrument (CCTST). Moreover, participants will examine the subset of skills necessary for effective critical thinking and ways to infuse critical thinking into their current classes regardless of discipline.

**Audience Level:** Beginner

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## Concurrent Session Two

3:00 – 4:00 p.m.  
Amethyst A Room

### **Meeting the Changing Needs of Our Developmental English Students: Preparing Them for Research Skills and Beyond—Developmental Reading Faculty Inquiry Group**

**Laura Young**

Developmental Reading-Assistant Professor and Program Head, Northern Virginia

**Co-presenters:**

*Debbie Naquin*  
Northern Virginia

*Louise Waldroup*  
Northern Virginia

**Abstract:**

This session's goal is to inform, present and discuss with other VADE members how NOVA-Loudoun has formed, and is using, a developmental English faculty inquiry group. We will share how we assessed our focus for this Faculty Inquiry Group and why we have chosen to target the developmental reading curriculum. We will also explore ways to measure the developmental students' skills and methods of addressing their skill gaps as they relate specifically to researching techniques.

**Audience Level:** Beginner

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# VCCS Developmental Education Peer Group / VADE Agenda

Tuesday, October 27, 2009

## Concurrent Session Three

4:15 – 5:15 p.m.

Rhoads Room

### **The Virginia Indians Pre-College Outreach Initiative: Building a Strong Foundation**

**Elaine Humphrey**

Associate Director for Research and Assessment, Virginia Tech

**Abstract:**

Learn about Virginia Tech’s pre-college outreach to Virginia Indian middle and high school students and their families including our first year’s accomplishments, lessons learned, and next steps. We hope you will then sign up to join other institutions who are helping us make this truly a “Go to College” program!

**Audience Level:** Beginner

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## Concurrent Session Three

4:15 – 5:15 p.m.

Gerhart Room

### **Keys to Success in Online Algebra Classes**

**Harriette Roadman**

Associate Professor of Mathematics, New River

**Abstract:**

Use of interactive software increases student success and retention in online Algebra classes. The presentation will demonstrate course set-up and show how to easily manage deadlines and special cases. The many advantages of teaching and learning with interactive software will be explored, along with results of proven student success.

**Audience Level:** Beginner

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## Concurrent Session Three

4:15 – 5:15 p.m.

Amethyst A Room

### **Applying the Theory of Multiple Intelligences to Accommodate Diverse Learners**

**Robert Sulzberger**

Adjunct Professor, Thomas Nelson

**Abstract:**

In this interactive session, participants will become familiar with Gardner’s Theory of Multiple Intelligences and will discover ways to enhance the delivery and assessment of instruction to meet the

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needs of diverse learners, including students with disabilities, in the community college classroom. Participants will learn strategies they can incorporate daily.

**Audience Level:** Beginner

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**End of Day One – On Your Own for Dinner**

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## Begin Day Two: Wednesday, October 28, 2009

### Breakfast Buffet & Business Meeting

7:30 – 8:30 a.m.

Gerhart Room

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### Concurrent Session Four

9:15 – 10:15 a.m.

Rhoads Room

### Discovering Success through Student Involvement in Grammar Instruction

**Linda McLintock**

Asst. Professor of English & Developmental English Dept. Chair, Germanna

**Co-presenter:**

*Harriett Leithiser*

*Germanna*

**Abstract:**

Involving students by using grammar learning packages to supplement lectures helps them acquire competencies needed for success. The presenters will discuss the development of these packages and demonstrate their versatility for classroom use. Some participants will receive a CD of grammar learning packages. All participants will receive handouts providing suggestions for use.

**Audience Level:** Beginner

# VCCS Developmental Education Peer Group / VADE Agenda

Wednesday, October 28, 2009

## Concurrent Session Four

9:15 – 10:15 a.m.

Gerhart Room

### Diversity

**Stacey Alwine**

Full-Time Instructor, Northern Virginia

#### Abstract:

What are our pre-conceived notions of “diverse learners” in the classroom? Do we treat diverse students differently? Are diverse learners’ needs different from “non-diverse” learners? What does this have to do with the educational researcher Benjamin Bloom? How can Bloom’s taxonomy help prevent us from making our students feel “dumb”?

**Audience Level:** Beginner

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## Concurrent Session Four

9:15 – 10:15 a.m.

Rhoads Room

### Varying Instructional Methods to Make the Most of Learning Opportunities

**Jenny Provo**

Adjunct Instructor, English, Germanna

#### Abstract:

As community colleges emphasize being student/learning centered institutions, it is critical faculty adjust their teaching methodologies to incorporate the tenets of student centered instruction. This program will review the four spectrums of student centered learning and will provide case examples for how teaching methodologies can be adjusted to meet the needs of modern learners. Attendees will be encouraged to complete a free, online learning style assessment before attending this session.

**Audience Level:** Beginner

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## Concurrent Session Four

9:15 – 10:15 a.m.

Amethyst B Room

### SDV Open Forum

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## Concurrent Session Four

9:15 – 10:15 a.m.

Amethyst A Room

### Go Graphic!

**Mimi Leonard**

Assistant Professor, Developmental Studies, Wytheville

**Abstract:**

This presentation will explore the use of illustrated texts, graphic novels, cartoons, and comics (“sequential art”) in reading or writing lessons, including a “show and tell” examination of texts and an overview of several classroom-tested lessons.

**Audience Level:** Beginner

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## Concurrent Session Five

10:45 – 11:45 a.m.

Miller Room

### Grading Group Work Fairly While Maintaining Esprit de Corps: Is it Possible?

**Susan Shearer**

Associate Professor, Patrick Henry

**Abstract:**

Formal cooperative learning involves high stakes group work, which is graded. This session will look at different ways to grade group work and the use of peer evaluation. Participants will have an opportunity to discuss and develop rubrics for grading group activities within their disciplines.

**Audience Level:** Beginner

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## Concurrent Session Five

10:45 – 11:45 a.m.

Rhoads Room

### Four Ways to Punctuate for Developmental Writers

**Janice Heiges**

Professor of English, Northern Virginia

**Abstract:**

Textbooks provide much discussion about how to punctuate sentences. However, these explanations can be dense and often confuse students, especially beginning writers who struggle to learn the

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difference between comma splices and run on sentences. I have created an accessible chart to visually show students how easily punctuation can become a workable revision tool.

**Audience Level:** Beginner

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## Concurrent Session Five

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Gerhart Room

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**Audience Level:** Beginner

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## Concurrent Session Five

10:45 – 11:45 a.m.

Amethyst A Room

### **Integrating Course Requirements Using a Library Research Film-Making Project**

**Laura Young**

Program Head-Developmental Reading, NOVA-LO, Northern Virginia

**Abstract:**

Library research, summarizing, responding and argumentation are all essential skills needed for college study. What better way to integrate these skills then by providing a fun, engaging library research film-making project in your class! Although this project is designed specifically for an English 5 class, the elements of this project and the process for designing it can be utilized in a variety of content areas.

**Audience Level:** Beginner

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## Concurrent Session Five

10:45 – 11:45 a.m.

Amethyst B Room

### **SDV Open Forum**