

NADE 2005 -- Mandy Davis

I like to preface this report by expressing my thanks for enabling me to attend this worthwhile conference. The 29th Annual NADE 2005 Conference in Albuquerque, NM, March 9-13, *Learning and Teaching: Above and Beyond* offered a wonderful opportunity for professional growth and learning. In picking relevant break-out sessions, as well as a pre-conference institute, I have focused on sessions that either address tutoring or involve innovative technology to enhance instruction.

I attended the pre-conference session entitled “**Facilitative Helping: Training Tutors, SI Leaders**” which included key topics, strategies, and activities in the training of peer tutors. This hands-on workshop was very informative and provided new insights into peer tutor training. Indeed, the presenters of this pre-conference workshop, Sally Lipsky and Arden Hamer from Indiana University in Pennsylvania, have created a for credit class for their peer tutor training which is required for every potential tutor.

Opening Thursday’s conference was the presentation of keynote speaker, Dr. Kay McClenney, who explored developmental education as a path to the upper class and success. Her comments were very

relevant especially in light of the increasing numbers of developmental students we in the community college setting serve. She stressed that as educators we need to prevent developmental students from becoming stigmatized and instead we need to provide them with the skills they need in order to access competitive fields and give them the opportunity to succeed and realize their full potential.

Following Dr. McClenney's presentation, I attended a break-out session by Cowley County Community College on the use of computers in developmental writing courses. This presentation highlighted new content delivery techniques as well as computer-aided intervention to provide students with a self-paced, flexible, and self-directed developmental writing course that is specifically tailored towards individual student needs. The student receives as much individualized instructions as he/she requires in a community of learners in a structured lab setting. I found this session especially germane considering the Title III faculty project Kim Cleberg and I are currently undertaking.

Unfortunately, my first choice for the next break-out session was cancelled; therefore, I attended a demonstration entitled **"Pursuing Plagiarism: The High-Tech and the Low-Tech Roads"**

by Peg Ehlen from Ivy Tech State College. The session provided ways to help the developmental student to understand what constitutes plagiarism and how to distinguish between blatant and subtle plagiarism. Furthermore, this session discussed the use of Turnitin by iParadigms, LLC, a software program specifically designed to instantly identify papers containing unoriginal material. The presenter reiterated that she found Turnitin to be the perfect solution for the problems they faced with digital plagiarism and that it worked as a deterrent because students are made aware that this program will be used to check suspect papers.

The last session on Thursday that I participated in was **“Organizing a Summer Tutoring Program”** by Mary Knasinski, University of Wisconsin-Milwaukee. This session highlighted the optimization of a summer tutoring program given budget constraints and limited curricula during summer sessions. However, this tutoring program is set up as a peer tutoring program with paid peer tutors who are qualified to tutor the specified courses. Furthermore, this session also showed diverse practices in promoting learning centers and tutorial labs and gave hands-on instructions in scheduling tutors during summer sessions. This particular session would probably have

been more helpful to a Learning Center administrator because a big part of it focused on budget constraints during the summer.

Friday's workshop **"Teaching Writing in the 21st Century:Computer Mediated Instruction"** presented by Joanna Chrzanowski and Dorothy (Dory) Sheldon from Jefferson Community College in Watertown, NY highlighted a basic English course which utilizes Academic Systems software. The course is self-directed, however the class meets in a structured lab setting. The individual student determines to some degree course content, especially in the Grammar Review portion of the class. This is accomplished by pre-testing grammar knowledge through the software, which then automatically assigns needed grammar review modules. The initial course set-up follows traditional length such as 16 weeks for a regular semester; however, the student can complete the assigned work anytime and therefore may finish course work after 8 weeks and successfully complete this class in that time frame.

Looking back on the conference, I am looking forward to incorporating some of the concepts into the Title III faculty project Kim Cleberg and I are piloting. I hope to be able to attend many more NADE conferences over the coming years and found this one informative and

a great opportunity to see best practices in developmental education. Furthermore, as Somerset Community College moves toward student learning outcomes and enhancing and supporting lifelong learning, many of the ideas presented can be incorporated to facilitate the goals of KCTCS and Somerset Community College

Respectfully submitted by Mandy Davis, Writing Instructional Specialist

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