

Oct. 22 -23 I attended the 2004 Student Success Conference in San Francisco, CA. Here is a summary of the event.

Each day had a Keynote Speaker as well as three sets of breakout sessions. On Friday, I chose to attend "Faculty Development to Technology Integration", "Learning Squares-- Adapting "Teaching Squares" to develop a curriculum incorporating student learning styles in classes for at-risk students" and "To think or not to think: That IS a Question". The first session targeted how to use technology provided by Houghton Mifflin to help students with career portfolios, online tutoring and other technology packets that are available to students through Houghton Mifflin. The second session talked about a program that had implemented "learning squares." It is a program that is aimed at at-risk students and helps with improving teaching, building communities among faculty, and enhancing learning in the students. The third session I attended presented brain-based and how to use it practically in the classroom. There was also an emphasis on asking questions and critical thinking.

On Saturday I attended the following three sessions: Active Learning Strategies, Using Memory to be a more Powerful Learner, and Peer Editing Tips to Help Students Improve their writing skills. The first session was a very hands-on session where we moved around the room asking peers questions and using them as learning aides. The point was to show us how we may use active learning in our classroom to help with learning. I felt it was a good idea theoretically, but did not seem practical at all in the classroom. The second session I attended dealt with memory. It looked at the differences between procedural and declarative memory and how to enhance each with activities in the classroom. The third session introduced active learning strategies to help teach students how to be peer editors.

Submitted by: Warren Lambert