

CONCURRENT SESSIONS | FRIDAY

9 a.m.

Riley A
Meaningful Access and Support: The Path to College Completion (general interest)

Sharon Silverman
TRPP Associates (formerly of Loyola University Chicago)

The White Paper, "Meaningful Access and Support: The Path to College Completion" (Casazza and Silverman), is a call to action for United States colleges and universities and higher education policymakers to provide meaningful access and academic support for all students. Active engagement is encouraged as the five imperatives of the paper are presented and discussed.

Riley B
We've got an app for that (general interest)

Ted Krischak
Pearson Publishing

Pearson has developed exciting new apps that include the ability to offer instruction on grammar within the context of writing and math strategies—all on your smart phone. Your students will love this!

11 a.m.

Riley A
Ivy Tech's Foundations successes (general interest)

Allison Bell
Ivy Tech Community College

By making use of an online-software, MyFoundationsLab (MFL) from Pearson, and innovative visual and kinesthetic class activities, Foundations has improved retention and completion rates by an average of 65 percent over the past four years. Participants will get a chance to experience some of these lessons and share their ideas on how to engage the reluctant developmental learner.

Riley B
Engaging students in reading and writing

Suzanne Gates
El Camino College

McGraw-Hill's Power of Process is a research-based, completely customizable online program that leads students through strategic decision-making and reflection during the reading and writing process. If you want your students to engage in reading and writing, take a look at Power of Process! (Program note: Prof. Gates is the creator of Power of Process.)

Riley C
Lesson planning for MATH 080

John Sites
Ivy Tech Community College

Co-req courses are a relatively new idea for Ivy Tech. In this session, I will share my experience as same instructor for 123 and 080. I will talk about how a lack or a prerequisite for 123 changes the planning for 123/080 as opposed to 118/080. I also will share basic components of the 080 lesson and how I decide which ones I will use each day.



SPECIAL THANKS TO OUR KEYNOTE SPEAKER

Dr. Sharon Silverman, a partner in the consulting firm of TRPP Associates, is an educator and independent scholar. She is the founder and former director of the Learning Assistance Center at Loyola University Chicago where she developed LEAP, an award-winning student access and retention program and a learning center at the Stritch School of Medicine. Her activities focus on designing effective learning environments, evaluating programs and services, and providing professional development. Silverman was a Fulbright Scholar in South Africa and received a Fulbright Alumni Initiatives Award for her Sharing Cultures Project that connected students and teachers internationally in a virtual learning community at Nelson Mandela Metropolitan University and Columbia College Chicago.

Silverman along with Dr. Martha Casazza co-authored the following publications: Learning Assistance and Developmental Education (Jossey-Bass, 1996) and Learning and Development: Making Connections to Enhance Teaching (Jossey-Bass, 2000), and Partners for Innovation in Teaching and Learning (iUniverse, 2005).

INADE OFFICERS

President
Martha Bugher, mbugher2@ivytech.edu
Secretary
Kathryn Waltz-Freel, kwaltz@ivytech.edu

Immediate past-president
Sonja Strahm, ssstrahm@gmail.com

Visit inade.info to access 2015 Conference presenters' materials!

SPECIAL THANKS OUR SPONSORS

Cengage Learning
McGraw-Hill Higher Education
Pearson Higher Education

INADE 2015

Indiana Association for Developmental Education

INADE 2015

Bridging Change: Movements in Developmental Education

Welcome to the INADE 2015 annual conference in downtown Indianapolis. I want to thank you for attending the conference and trust that you will take away many ideas to enhance your work with students, be it as an instructor, advisor, administrator, tutor, state legislator, a publishing representative, or one of many others who play a role in the success of students. This year's theme, Bridging Change: Movements in Developmental Education, not only acknowledges the many changes taking place but hopefully also challenges those of us in developmental education to make certain that the changes strengthen our programs and better assist the students we teach, providing them with multiple opportunities for success. Enjoy time with friends and new acquaintances. Leave renewed and encouraged to give your best for those whom you serve.

Sonja Strahm, INADE president

Conference Agenda

THURSDAY, FEB. 12

10 A.M.–4 P.M.

11 A.M.–1 P.M.

1–1:45 P.M.

2–2:45 P.M.

2:45–3:15 P.M.

3:15–4 P.M.

4:15–5 P.M.

6 P.M.

REGISTRATION

LUNCHEON AND KEYNOTE ADDRESS

Sharon Silverman, Ph.D.
Benjamin Harrison Rm., first floor

CONCURRENT SESSIONS

CONCURRENT SESSIONS

AFTERNOON BREAK

Enjoy refreshments and conversation with our sponsors
Second floor

CONCURRENT SESSIONS

CONCURRENT SESSIONS

CITY TOUR OR WINE TASTING

Sign up at the registration desk

FRIDAY, FEB. 13

7:30–10 A.M.

7:45–8:45 A.M.

9–9:45 A.M.

10–10:30 A.M.

10:30–11 A.M.

11 A.M.–11:45 A.M.

NOON–1:30 P.M.

REGISTRATION

BREAKFAST BUFFET

Benjamin Harrison Rm., first floor

CONCURRENT SESSIONS

BUSINESS MEETING

Open to all registrants
James Whitcolm Riley, A

BREAK

Time to network and visit our sponsors

CONCURRENT SESSIONS

AWARDS LUNCHEON

Benjamin Harrison Rm., first floor

CONCURRENT SESSIONS | THURSDAY | JAMES WHITCOM RILEY ROOMS | SECOND FLOOR

1 p.m.

Riley A

Changes in math: Not just a K–12 or post-secondary issue

William Reed

Indiana Department of Education

This session will create a dialog about changes taking place at the high school level. It will give post-secondary math faculty the opportunity to share where they see the shortfall from students they are receiving. This information will help the DOE improve what it is doing at the K–12 level in math, so students, hopefully, come better prepared.

Riley B

Growing academically intelligent, more motivated athletes/students (general interest)

Dianna Stankiewicz

Anderson University

This new, innovative study table model is a unique program based on individualized time management plans and tutoring. The methods used in this initiative may be beneficial to any student who struggles with motivation and academic success.

Riley C

Authentic integrated reading and writing

Sheilah Craft

Ivy Tech Community College

An Integrated Reading and Writing course must have an equal balance of both. Students must read complex texts and critically respond to those texts. Furthermore, students should have some choice in deciding reading materials and writing topics for the work to engage them.

2 p.m.

Riley A

Meaningful Access and Support: The Path to College Completion (general interest)

Sharon Silverman

TRPP Associates (formerly of Loyola University Chicago)

The White Paper, "Meaningful Access and Support: The Path to College Completion" (Casazza and Silverman), is a call to action for United States colleges and universities and higher education policymakers to provide meaningful access and academic support for all students. Active engagement is encouraged as the five imperatives of the paper are presented and discussed.

Riley B

Lesson planning for MATH 080

John Sites

Ivy Tech Community College

Co-req courses are a relatively new idea for Ivy Tech. In this session, I will share my experience as same instructor for 123 and 080. I will talk about how a lack or a prerequisite for 123 changes the planning for 123/080 as opposed to 118/080. I also will share basic components of the 080 lesson and how I decide which ones I will use each day.

3:15 p.m.

Riley A

Lessons learned from integrating habits of the heart (reading)

Susan Ramsey and Kimberly Hilton

Ivy Tech Community College

Integrating the non-fiction novel Eight Habits of the Heart, by Clifton Taulbert, into the English 083 Strategies for College Reading curriculum fostered a dynamic classroom environment that encouraged personal growth, stimulated critical thinking, promoted problem solving, and created common ground while inspiring a solid sense of community.

Riley B

Intentional retention: Connecting at-risk students with the college (general interest)

Loretta Kucharczyk and Lee Helbert

Prairie State College

In response to the demand for higher levels of student retention and completion, Prairie State has connected its highest level developmental English students with an assigned advisor. The majority of the effort includes in-class and out-of-class contact with English 099 students. Details, resources and data will be shared.

Riley C

Advances in technology (math)

Jim Gauthier

Cengage Publishing

Journey from basic mathematics through intermediate algebra featuring a streamlined learning path powered by Enhanced WebAssign (EWA) and an integrated, fully-customizable e-book. This eCourse illustrates engagement and ease of use.

4:15 p.m.

Riley A

Co-teaching the co-req: Stories, successes, & strategies (reading/writing)

Kimberly Hilton and Danielle Marshall

Ivy Tech Community College

More colleges are accelerating developmental tracks to help students reach college-level courses quicker. This may result in the adoption of co-requisite models which may require co-teachers from developmental and college levels. This session explains strategies for English composition co-teachers including communication, collaboration and course design based on our personal experience.

Riley B

Lesson planning for MATH 080

John Sites

Ivy Tech Community College

Co-req courses are a relatively new idea for Ivy Tech. In this session, I will share my experience as same instructor for 123 and 080. I will talk about how a lack or a prerequisite for 123 changes the planning for 123/080 as opposed to 118/080. I also will share basic components of the 080 lesson and how I decide which ones I will use each day.

Riley C

National Day of Writing

Susan Ramsey and Jill Stanley

Ivy Tech Community College

Ivy Tech Indianapolis experienced a campus-wide celebration to commemorate the National Day of Writing with great success. The celebration promoted literacy and provided students an opportunity to share their writing in a public forum.