



# New York College Learning Skills Association Symposium 2017 Schedule

## Saturday, April 1, 2017

Time	Session	Location
4:30pm - 6:00pm	Board Meeting	Sun
6:00pm - 9:00pm	Pre-Conference Workshop and Dinner	Arches

## Sunday, April 2, 2017

Time	Session	Location
7:00am - 4:00pm	Registration	Gallery
7:30am - 8:30am	Breakfast	Orenda
8:45am - 9:35am	<p>Session A</p> <p><b>Developing A Faculty Learning Community Through Critical Friends</b></p> <p>Gina Siple, Instructor, Nassau Community College</p> <p>A Critical Friends Group is an interdisciplinary professional learning network that emerges from a genuine desire to improve curriculum and learning outcomes for all students. This session will give a brief overview of the program, tips for starting your own program on campus, and a demonstration of the method.</p>	Geyser

	<p><b>Exploring Hidden Sources of the Lack of Motivation</b></p> <p>Lindsay R. Masters, Learning Center Writing Specialist, Daemon College  Carol McPhillips, Director of the Learning Center, Daemon College</p> <p>Students in developmental education courses are often dealing with other factors beyond academic skill deficits. Challenging behaviors such as “bad attitude”, non-performance, and a lack of motivation may be anxiety in disguise. Learning to interpret your first impressions differently will lead to the uncovering of information that might otherwise go unnoticed, resulting in students slipping through the cracks. Discovering this information through probing questioning methods will benefit you and the students with whom you work.</p>	<p>Hathorne</p>
	<p><b>Our Future Is In the Past: Study Skills Support and Civic Communication</b></p> <p>David Pecan, Assistant Professor, Nassau Community College</p> <p>Through exercises in reading and notation, brainstorming, group discussion, journaling, and independent research, the student is encouraged to develop meaningful ideas, evaluate those ideas through a process of analysis, and use this practice as a springboard to the composition of formal writing that enables the student to engage with the texts in front of them and the society around them. What becomes apparent is that students are able to address issues of reading comprehension, organization, and writing.</p>	<p>Coesa</p>

9:45am - 10:35am	<p data-bbox="505 212 651 243">Session B</p> <p data-bbox="505 287 1122 359"><b>Expanding the Role of Learning Centers: School Psychology</b></p> <p data-bbox="505 403 1166 583">Laura Scavo, Learning Center Director, Robert Wesleyan College Rhonda Lanni, Coordinator of Services for Students with Disabilities/Academic Learning Specialist, Robert Wesleyan College</p> <p data-bbox="505 630 1203 1035">One learning center made the decision to hire a master’s level school psychologist to address the needs of identified students with disabilities and provide educational psychology testing services when needed. However, the rewards of that decision have gone beyond our initial purposes to benefit not only individual students, but also academic departments and the campus at large. Come hear how a new approach to your disability services office can enhance your college campus outcomes overall.</p> <p data-bbox="505 1079 1071 1150"><b>Want to Make Developmental-English Relevant? Engage the Community!</b></p> <p data-bbox="505 1194 1089 1417">Alicia Richardson, Associate Professor, Schenectady County Community College Donna Corbisiero, Assistant Professor, Schenectady County Community College Megan Cassidy, Assistant Professor, Schenectady County Community College</p> <p data-bbox="505 1461 1203 1866">The future of developmental English depends on engaging our communities in discussions, projects, and events that highlight the needs and abilities of our students. This workshop seeks to share the projects used at SCCC to integrate Developmental English activities into the wider college community. Workshop participants will be asked to brainstorm ways to highlight the incredible work students are doing on their campuses in order to communicate the program's merit.</p>	<p data-bbox="1239 287 1344 319">Geysers</p> <p data-bbox="1239 1119 1372 1150">Hathorne</p>
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	<p><b>Self Assessment Practices in an Active Learning Environment</b></p> <p>Kim Ballerini, Associate Professor, Nassau Community College</p> <p>While active learning places the responsibility of learning on the learners themselves, assessment practices are most often initiated by educators and ultimately place the responsibility learning outcomes on professors. This discussion will define and model classroom practices that seek to actively involve students in the assessment of their own learning, and to empower them through such assessment to take accountability for understanding their role in contributing to successful classroom practice and learning outcomes.</p>	<p>Coesa</p>
<p>10:45am - 11:35am</p>	<p>Session C</p> <p><b>Making Students Critical Thinkers &amp; Critical Readers in Today's Digital Age</b></p> <p>Allison Bressmer, Associate Professor, Nassau Community College  Kerry Golde, Professor, Nassau Community College  Sue Newlin-Wagner, Associate Professor, Nassau Community College  Dr. Cheryl Novins, Professor, Nassau Community College</p> <p>How do your students deal with the incredible amount of digital information they are bombarded with each day? Making our students critical readers and critical thinkers is at the forefront of this presentation as we explore the types of digital information our students encounter on a daily basis. We will investigate ways to make our students think differently about how they approach information in today's world and share ways in which we can help them become better consumers of information in today's digital world.</p>	<p><b>Geyser</b></p>

	<p><b>Actively Intrusive: The First Year Experience at Guttman CC</b></p> <p>Tracy Daraviras, Guttman Community College Nicola Blake, Guttman Community College</p> <p>This presentation will outline the integrated educational model at Guttman Community College, CUNY. We will describe our unique First Year Experience, where remediation is embedded into credit bearing courses and all students, regardless of their scores on entrance examinations, are enrolled in the same set of classes. Faculty and staff work together, as Instructional Teams, to ensure that students are oriented into higher education and prepared to meet the demands of academic literacy.</p>	Hathorne
11:45am - 12:15pm	<p><b>Hub Meetings</b></p> <p>Please join us for a meeting to discuss area Hubs as well as opportunities for Hub involvement.</p>	Geyser
12:15pm - 2:00pm	<p><b>Lunch/Business Meeting</b></p> <p>Keynote Address : Dr. Jane Maher <b>My Twenty Years in Prison (As A Teacher)</b></p>	Orenda
2:15pm - 3:05pm	<p><b>Session D</b></p> <p><b>Negotiating Failure: An Activity for Teacher Training</b></p> <p>Lynn Reid</p> <p>This session will provide an overview of non-academic failures that developmental students might experience as they begin to negotiate college life, along with a faculty development initiative intended to engage instructors with productive responses to these failures.</p>	Geyser

	<p><b>Creating an Open Source Developmental Math Textbook</b></p> <p>Debra Grodenchik PhD, Professor, Nassau Community College Jennifer Kohut, Instructor, Nassau Community College</p> <p>This presentation will take attendees through the process of creating an open source textbook for the adult developmental math student. We will discuss all aspects of this book (the process as well as the product) and how we believe it addresses the needs of our students. By incorporating universal design this book not only benefits the general developmental student but those with special needs as well.</p> <p><b>Promoting Deeper Understanding of Text with Reading Guides</b></p> <p>Sharon Green, Coordinator of Instructional services in the Office of Academic Support, Niagara University</p> <p>Reading hurriedly “just to get it done” can compromise deep understanding of text. I developed Reading Guides to accompany the first ten articles in my integrated reading-writing course. My Reading Guides include pre-reading; noticing textual organization; asking questions; annotating; locating main ideas; increasing vocabulary; and allocating adequate reading time.</p>	<p>Hathorne</p> <p>Coesa</p>
<p>3:15pm - 4:05pm</p>	<p><b>Session E</b></p> <p><b>Re-Seeing Basic Writing: Co-Requisite Model of Writing Instruction</b></p> <p>Colleen M. Sanders, Writing Center Coordinator and Assistant Professor of English, Fulton-Montgomery Community College</p>	<p>Geyser</p>

	<p>Can an accelerated writing class with mixed population, embedded support and active learning be a winning combination? Can a co-requisite model of writing instruction lead to student success? This pilot shifts from the traditional remedial writing classroom to an integrated co-requisite course with co-enrolled college-level and transitional students. I will share the co-requisite pilot, pedagogical practices, and early assessment of students/program.</p> <p><b>21st Century Skill: A Pathway to Student Success</b></p> <p>Mary Ellen Mulvey, PhD  Lisa Azzarelli-Brown, MS Ed English  Jacqueline Albarella, BA Arts Ed</p> <p>Every student deserves a chance to succeed in college and the workplace. Today's rapidly changing global economy, however, demands that we move our students beyond the basics of reading, writing, and arithmetic. New opportunities demand new skills. This interactive session will demonstrate how to integrate the "super" skills of communication, collaboration, critical thinking, and creativity into your programming for the developmental education population. Participants will build a model of a 21st century learning/work environment and discover how the 4 Cs can pave a path to student success.</p>	Hathorne
4:15pm	Depart	