



IDEA Reader's Corner

Iowa Developmental Education Association Newsletter, April 2019

A Call to Collective Action from IDEA President, Jennifer Condon



We're all in. Well, we've been in for years, deep in the trenches of student success. Our work has been questioned, which may be fair because we do not speak

of our success in traditional open platforms in a loud voice that the audience takes time to understand. Now we know what to do: continue the work and document our strategies that lead to students' success.

In a related and recent move, the National Association for Developmental Education (NADE) changed their name to the National Organization of Student Success (NOSS). Because too many people consider developmental education and remedial education the same, the name change makes sense, especially when today's priorities include student success.

We know student success includes our remedial reading, math, and writing curriculum; study skills classes; orientations; academic assistance and tutoring; adult basic education; and many other related services that we know as developmental education. We know that one size does not fit all, and that leads our colleges and faculty to meet students differently because we're all in.

Let's keep talking, sharing, presenting, and reporting the news of what works and what doesn't. We are responsible for the stories that have gone untold and the information that is both anecdotal and empirical.

Get the word out. We're all in.

Jennifer Condon is Dean of Liberal Arts at Iowa Central Community College.



In this issue, you'll find preliminary details about our Fall 2019 IDEA Conference, information about the IDEA student scholarship application process, and responses from colleagues who attended the NADE Conference in Atlanta in March.

Fall 2019 Conference Preview

Molly Struve

The IDEA committee has been busy planning our 2019 IDEA conference! This year you will notice a couple of changes from past conferences.

The first is the date - **The 2019 IDEA conference will be held on September 19th & 20th**. We have decided to move the conference to September, instead of our normal October time. We found many colleges had mandatory in-service trainings or other conferences in October. We hope this change will allow for more attendees and, therefore, more chances to connect with others in the developmental education field.

The second change is the location. Although we have held conferences in the Des Moines/Ankeny area, this year the conference will be held on the DMACC campus in Ankeny. This is a great time to check out the college and also allows our committee to set aside more funds for speakers and student scholarships.

The theme for the 2019 IDEA conference is "We're All In!" For those of us working with students in developmental education courses, it has been a year of reflection and teamwork, with partnerships including colleges and the Iowa Department of Education. We are all committed to student success and will work together as a state to provide students a chance to be successful at all levels. This conference offers the perfect opportunity for you to connect with others in the field and to learn about new or best practices in education.

We hope to see you at the 2019 IDEA conference on September 19th & 20th!

Molly Struve, IDEA Secretary, is an Advising/Success Center Associate Professor at Iowa Lakes Community College.

If you're all in to promote student success, plan to present a session at the IDEA Fall Conference.

The online Call for Proposals is available at

https://www.dmaccc.edu/idea/SitePages/Fall_Preview.aspx

Proposals will be reviewed after June 1.

The Iowa Developmental Education Association is offering a \$500 scholarship to one student who has excelled in developmental coursework (math, reading, writing, ESL, study skills).

Find more information, including an online application form, at

https://www.dmaccc.edu/idea/SitePages/scholarships_grants.aspx

The scholarship application deadline is June 1, 2019.

NADE Conference Highlights

Thanks to IDEA members who attended the NADE Conference in Atlanta for sharing their favorite takeaways.

NADE Conference Overview

Dan Nelson

As usual, the NADE, now NOSS, conference for 2019 offered a wide variety of presentations and topics of discussion, ranging from classroom approaches to critiques of research. Institutions across the nation continue to adapt to the challenges facing both students and instructors, particularly in the various experiences of many states transitioning to corequisite programs. Attempting to take advantage of as many opportunities as possible, I attended a variety of topics I hoped might be useful for the institutions and students in our own state.

Perhaps the most immediate issue involved the evolving identity of the organization. The membership decided to change the organization's name from National Association of Developmental Education (NADE) to the National Organization for Student Success (NOSS). Part of this change reflects the changing goals of the membership and the recent turmoil in some states involving the perception of Developmental Education. The board hoped that the name change might provide more opportunities for practitioners across the county to participate.

The keynote presentations offered a focus on psychology and brain-based learning needs useful to higher education instructors. A neuroscientist, herself a graduate of the GED and Developmental Education process, explained the physical process in the brain in which basic understanding of a concept is necessary to build upon before advancement to more complicated understandings. She noted how this research, based on brain-level processes,

highlighted the value of preparatory educational experiences. A second keynote featured the presence of implicit bias in our behaviors. A philosophy professor from California presented experiences and research that exhibits the power of unconscious influences on choices and behavior that influence social interactions, classroom exchanges, educational engagement, and job opportunities. While these influences may be unconscious, the presenter argued that once people realize this condition, it is imperative to counteract such biases with active engagement in order to mitigate and alter the impact of such biases. Both presenters noted the power of student support structures and classroom environments to build necessary learning and address prominent and negative perceptions in society.

The national conference also provides an opportunity to engage discussion regarding research and experiences in national trends. Alexandros Goudas, an instructor from Delta College in Michigan, noted concerns regarding the interpretation of research used to justify dramatic changes in some states. In fact, he expressed concern that organizations advocating for particular reforms may have ignored the findings of a study by Chen (2016) ("Remedial Course-Taking at U.S. Public 2- and 4-Year Institutions") which found positive results for preparatory programs over a period of several years. Chen's report is available online through the U.S. Department of Education at <https://nces.ed.gov/pubs2016/2016405.pdf>. Along with teaching courses in a community college, Goudas manages a site addressing research entitled *Community College Data* (<http://communitycollegedata.com/>).

Related to concerns about data and efforts to reexamine student placement, several presentations addressed the use of multiple measures. This reflects a general discomfort with standardized test scores serving as a single placement mechanism. GPA serves as the most common factor to consider,

but the state of Colorado has been working on a tool to help students reflect on their own skills and noncognitive strengths. A faculty member from western Colorado presented the state's work so far, which resulted in a set of surveys. Students would complete the surveys not only for the institutions to derive a sense of skill level but also for the student to consider his or her own perceptions of "college-readiness." While the surveys have been mostly completed, the Colorado system has yet to determine how placement decisions will actually be made using the surveys.

Although the trend in the national discussion leans toward corequisite courses, many institutions continue to find success with other models. Penn State offered a presentation about its use of supplemental instruction. The program features peer student study leaders who are trained in applying active cognitive strategies in their group learning experiences. These students meet with members of the class and provide both assistance with content and support through the overt modeling of active learning strategies.

Finally, since Atlanta hosted the conference and Georgia State University is right next door, some attendees toured the campus and discovered many of GSU's programs. GSU actively engages developing students through intrusive advising tools and targeted data analysis. For instance, GSU maintains an account specifically for students near the end of their program who may run low on funds, and they analyze course success rates to determine if particular courses, not only developmental courses, may play a role as indicators for student struggles.

The topics presented at this year's conference directly addressed many of the issues our state's institutions are confronting. As with other institutions across the nation, we are grappling with providing effective and efficient programs, revisiting placement standards, following current research, and supporting students on their pathways

to success. Along with the exchange of ideas and practices, many of the discussions and presentations may help guide us in our own efforts and continue our own discussions here in Iowa.

Dan Nelson, IDEA Community College Representative, is an instructor in Developmental Education and Academic Support at DMACC.

**NADE 2019 Session Spotlight 1:
"Two Can Play That Game,"
presented by Nancy Forrest, Catherine Frazer,
Christy Robinson, and Carol Summers,
of Amarillo College**

Justin Robertson

Recently, instructors at Amarillo College have begun utilizing interactive games and activities in their Integrated Reading and Writing courses to more fully engage and motivate students. As drowsy attendees entered the room for this 7:00 am session, they were greeted by Culture Club's 1983 hit "Karma Chameleon" and were given a booklet of materials to help facilitate activities in their developmental reading and writing courses. Despite the early time of the session, attendees were immediately asked to participate in games and activities with one another, waking them up and making for a lively and engaging session.

The first activity shared uses music to engage students by having them sing a parody of the "Karma Chameleon" titled "Comma Chameleon," which incorporates numerous comma rules into the lyrics to help students better commit those rules to memory. The presenters shared a recording of students singing (and often laughing) as attendees followed along on a provided lyric sheet.

The next activity demonstrated was "Connotation Password," which helps students learn the complexities of language and engage in critical

thinking. It's a spin on the old *Password* game show. After students are divided into teams, two pairs of students from each play competing rounds of *Password* in front of the class, with one partner providing words with similar connotations to the mystery password to the other, hoping he or she will guess correctly.

Another activity inspired by a game show, "Name That Tone," supports students' ability to identify an author's tone. Students are once again placed into teams. They are provided with a list of about eighty tone words and their meanings to review, ranging from "affectionate" to "condescending" to "inspirational." They then put the list away and are provided next with a sheet containing song lyrics. The instructor writes blank spaces on the board representing the number of letters in the tone word that matches up with the song, i.e. _____ for "Sarcastic." Each team then wagers how many letters they need to identify the tone, stating, "I can name that tone in ___ letters." After going back and forth, one team can challenge the other to "Name that Tone," with the instructor providing the number of letters wagered to the guessing team (the first letter is always included, with other letters randomly chosen by the instructor to share if the team wagers more than one letter). When a team gets the tone word correct, they are awarded a point and the class watches a music video of the song to further emphasize how the provided lyrics match up with the tone. This lesson in tone can further be extended by asking students in a follow-up activity to work together to write another verse of a song that matches its existing tone.

Additional activities that may already be familiar to many instructors were also shared, along with ideas and resources to help with instructor preparation. For instance, Jeopardy game boards to teach grammar skills or review other concepts can easily be created using <http://jeopardylabs.com>. The computer/phone quiz game Kahoot! was highlighted as a student favorite as well. The presenters

emphasized having the students create the questions and answers themselves; this especially works well for instructors with multiple sections of a course, with each class coming up with the questions/answers for the other section and then competing against each other.

Lastly, student activities supporting making inferences from texts and identifying writing purposes and points of view were shared. These tasks are made more fun by using a mystery set-up, with the students acting as detectives. In one game, a mysterious, possibly criminal situation (like a missing person) is slowly unraveled through several short readings, with students discussing their theories about what happened as they read each new piece of information from the case. Students are encouraged to separate facts from opinions and determine which inferences they are making are sound, with clear support from the text. In another activity, the classic game *Clue* gets an update with students in groups reading text samples about a crime from different perspectives that demonstrate different purposes. Cut-out figures of a storyteller, investigator, lawyer, and judge are placed in front of the groups, who then must assign the reading passages to the appropriate character. A variation on this game might require students to write passages themselves that match the appropriate character, demonstrating their ability to utilize different purposes and tones in their own writing.

Too quickly, the session presented by the Amarillo College faculty was over. The room had been engaged from start to finish—even more impressive considering the catatonic state in which the attendees had entered the session the hour before. They left abuzz with ideas of how to incorporate more active learning into their own classrooms, thanks to this session overflowing with creative methods to connect students to course materials.

Justin Robertson is an Instructor in the Communications Department and Reading and Writing Coordinator at Iowa Central Community College.

NADE 2019 Session Spotlight 2: Too Much Screen Time?

Laura Walters

We live in a technology-driven world. We don't want our children to spend too much time in front of a screen, but that is exactly what we are asking of our students. We have online homework systems. We require typed papers, and most research happens online. Students can learn to read using various apps. Research shows these techniques are improving student learning and retention, but how can we interrupt the monotony and get our students to interact face-to-face with their peers and with us?

At NADE this year, I attended an amazing session by Stacey Hinkley titled "Putting the FUN in FUNdamentals: Using Games to Promote Learning." She brought several different activities for different types of remedial courses: reading, writing, and math. The participants (instructors and administrators from all areas) completed the activities just like her students.

The first one we did was "I have/Who has." She had a stack of cards and gave one to each participant. One card said, "I have the first card. Who has 3 x 7?" Someone else had a card that said, "I have 21. Who has 6 x 8?" Occasionally, everyone said the answer and waited for someone to say they had that card. Hinkley times the students on the set and encourages the class to increase their speed the next day. The activity took less than 7 minutes from passing out the cards to collecting them. You can find several templates for math, reading, and writing on-line. Simply Google "I have who has math" or "I have who has parts of speech" or "I have who has template." You could also create your own to help students study for an exam.

The second idea was Six-Word Stories. She divided the class into groups and gave each group a slip of paper with six words. The students were asked to create a story to explain the sentence. For example, "For sale: Baby shoes. Never worn. - Ernest Hemingway." The group with this sentence decided someone gave the couple a pair of shoes at a baby shower, but the baby's feet were too large to fit in the shoes when he was born. Find other sample sentences at www.sixwordstories.net or <http://6wordshorts.tumblr.com/>

She discussed several other ideas and provided us with a list of resources. I recommend checking them out and trying a few in your next class.

- Make your own crossword.
<https://worksheets.theteacherscorner.net/make-your-own/crossword/>
- Exit Slips
http://www.readingrockets.org/strategies/exit_slips
- Chalk Talk
<https://www.csustan.edu/sites/default/files/writingprogram/Pages/documents/ChalkTalk.pdf>
- Figurative Language Sort
<http://www.montgomery.k12.ky.us/userfiles/1890/Classes/20988/FigurativeLanguageCardGame.pdf>

Laura Walters is the Developmental Math Coordinator at Iowa Central Community College.

Join the IDEA Conversation

- Have you recently attended a conference of another professional organization? Summarize a session relevant to our membership for the *Reader's Corner*.
- Has your institution revamped its placement policies, developmental studies offerings, or academic support program? Provide a quick update.
- Have you located a great academic resource for student or faculty use? Share the wealth.
- Have you transitioned to a new position or received special recognition for your professional accomplishments? Let us celebrate with you!

To submit articles or information for future editions of the *Reader's Corner*, please send to:

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(For contact information, please see the IDEA website linked to the right.)

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IDEA Website:

Check the IDEA website for 2019 conference updates, student scholarship information, and member resources.

www.dmacc.edu/idea

The new NOSS website:

<https://thenoss.org/>

IDEA Facebook:

Like us on Facebook to receive updates on IDEA and our annual conference!



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