

Professional Development Fund Report  
CRLA Conference Portland, November 4-8, 2015  
Emma White and Morgan Andaluz

Kyle Bowen's keynote presentation, titled "New Ideas for New Learning Experiences" set the tone for this conference which was centered around the changes happening across the country in developmental education and in digital and online learning formats.

Morgan:

Kyle Bowen's post key-note workshop focused on new ways of encouraging students to self-monitor their own learning in college. As we actively discuss shifting our system for developmental education, I found this discussion especially relevant. The idea posited by Kyle is in its early stages, and involves applications for learning that are modeled somewhat after tools like the Fitbit. The notion is that students would be able to monitor their own learning as people do now with fitness. Further, either in tandem with this or separate, was the notion of providing skills badges for strengths as an alternative or supplement to grading.

Other workshops attended include: Portland College's use of teacher training with Reading Apprenticeship, ideas for project based learning and improved student engagement in online learning, strategies for integrating reading and writing, and engaging millennial learners. The theme reiterated by these presentations and reinforced by Linda Nilson's endnote speech, was that students benefit when they are not just provided with content, but when they are also supported with techniques on how to improve learning.

Emma:

I learned about self-regulated learning: student planning monitoring, evaluating and taking control of learning and the positive data behind teaching students to self-regulate their learning. Dr. Linda Nilson's workshop focused on how students benefit from practicing SRL and how to induce them to do it. I am not implementing several new SRL assignments in my classes. Such simple steps as asking students to reflect on exam scores can help them develop the planning and metacognition necessary for them to "fail up."

One very novel subject I learned more about is serious video games. I participated in a session presented by an English Dept. who used such games to guide students learning skills connected to course content.

Through blogging, students become digitally savvy with tools available through student accounts, and gain exposure to digital media and literacy. I found that the games can provide needed background knowledge for students when paired to support the reading of a novel on the same theme. I'm currently reviewing a many serious games to find a fit for my literature classes.

I also learned more about the research on how millennials read. It turns out there are many opinions on this and the jury is still out. I will use this new research to support RAD faculty as they teach millennials.

### **Our RAD Presentation:**

Our presentation on RAD, in collaboration with Delta College in Michigan, and with UHCC fellows San Albers and Desi Poteet, was well attended and received. There were 24 people in attendance. Feedback was overwhelmingly positive. The trend toward integration of reading and writing and toward revamping developmental education highlighted the relevance of RAD and programs like it. Here is a picture of our audience just before the presentation:



Emma and I will be sharing some of the best ideas at an English department meeting on December 7th, after which we will be gathering feedback for the Professional Development committee. It is important to add that information gleaned in workshops and exchanges with other professionals will surely impact RAD as well.