Agenda for ALP Western Region Spring Convening

Wednesday, May 22nd 9 AM – 3 PM

Monroe Community College
1000 East Henrietta Road
Rochester, NY 14623

Time	Event	Location
8:30 - 9:15 AM:	Breakfast	Building 9, room 233
9:15 - 9:30 AM	Welcome	Building 8, Room 200
9:30 - 10:20	Concurrent Sessions #1	Rooms 9-233 and 9-239
10:30 – 11:20	Concurrent Sessions #2	Rooms 9-233 and 9-239
11:30 – 12:20	Concurrent Sessions #3	Rooms 9-233 and 9-239
12:30 – 1:20	Lunch	9-233
1:30 – 2:20	Concurrent Sessions #4	Rooms 9-233 and 9-239
2:30 – 3:00	Wrap Up	Rooms 9-233 and 9-239

Concurrent Sessions

	Room 9-233	Room 9-239
Concurrent Session #1 9:30 AM – 10:20 AM	*Student Voices Panel* Meghan Glaser & Angelique Johnston (MCC)	*Logistical Challenges of ALP* Matt Fox & Terry Shamblin (MCC)
Concurrent Session #2 10:30 AM – 11:20 AM	*Talk it Out: How Partner Sheets Get Students Writing* Maria Sebastian (ECC, NCCC & GCC)	*Taking a Developmental Approach* April Daniels (MCC)
Concurrent Session #3 11:30 AM – 12:20 PM	*Active Learning in the ALP Classroom: Strategies and Techniques to Engage Students* Lori Kubik, GCC	*Start at the Very End: Integrating Reading and Writing* Beth McCabe, Maureen Mass-Feary, Jacqueline Tiermini (FLCC)
Concurrent Session #4 1:30 PM – 2:20 PM	*Strategies for Integrating Multiple Measures and Directed Self Placement* Michael Rio (ECC)	*ALP Online: Course Design and Best Practices* Jacob Bodway (MCC)

Session Descriptions

Active Learning in the ALP Classroom: Strategies and Techniques to Engage Students. *Lori Kubik (GCC).* Active learning begins when students are able to assess their own individual needs for instruction, feel confident enough to ask questions, be comfortable enough to discuss with classmates, and bring this new knowledge into a larger discussion for the benefit of all. With active learning, students should be able to **connect** with material and each other, **prepare** for understanding, and **review** what they have learned for full retention. Some approaches to active learning include pairing of students, small group discussion, and student run forums which I use to help shape my curriculum. In this presentation, I will give specific examples that I use in my classroom to help students engage with material and each other. These approaches to active learning allow students to bring their own experiences into the classroom and develop their ideas thematically through writing.

ALP Online: Course Design and Best Practices. *Jacob Bodway (MCC).* In this presentation, I will cover the "ins-and-outs" of designing an online ALP course, which runs as a co-requisite to an online English 101 course. This presentation will serve as a guide for those instructors who are interested in teaching ALP online but are curious about how to create the course from scratch. Topics that I will cover, include:
- Merging Courses
- Course Design
- Assignments
- Lessons and Discussion Boards
- Non-Cognitive Issues for online learners
- Video Lectures
- Integrating Reading and Writing
- Pitfalls of Teaching ALP online vs. Face-to-Face

Logistical Challenges of ALP. *Matt Fox & Terry Shamblin (MCC).* As the current and former chairs of the ESOL/TRS Department, and as former faculty coordinators of ALP, we dealt with many logistical challenges as MCC launched and grew its ALP program. We will tell our story through the lens of these challenges, and describe the solutions we developed. The master schedule was an especially complex puzzle, but our creative problem solving created the next challenge: making sure all the faculty and professional advisors who would be enrolling students in ALP understood the novel system we had created. We will also address placement challenges, faculty recruitment, and professional development.

Start at the Very End: Integrating Reading and Writing. *Beth McCabe, Maureen Maas-Feary, Jacqueline Tiermini (FLCC).* Explore the best practice of backward design via an integrated reading and writing course. We'll start with course level objectives and map them back through module objectives, assessments and assignments, and learning experiences. View samples of lessons and thematic modules from FLCC's integrated reading and writing courses, and discuss the challenges and successes of teaching highly collaborative and fast-tracked developmental courses. We will also showcase the Blackboard group utilized to coordinate instructional methods across sections.
Presentation Objectives:
1. Align a course with course objectives using backward design
2. Create assessments that demonstrate mastery of course objectives
3. Develop engaging course content
4. Discuss teaching fast-tracked developmental courses

Strategies for Integrating Multiple Measures and Directed Self Placement. *Michael Rio (ECC).* Correctly placing students into developmental coursework is a difficult but crucial task. If students are to succeed, they must not onlybe placed at the proper skill level, but they must also be confident that they need the course and that it is valuable to them. Multiple measures placement, which uses a combination of metrics such as GPA, Regents, SAT and ACT scores, and diagnostic test scores, has been successful in many places. Directed self-placement is a strategy that allows students to determine their own placement with the help of a multiple measures rubric and an advisor. This workshop will present a review of literature and strategies for building DSP to supplement (or as an alternative to) multiple measure models

Student Voices Panel. *Meghan Glaser & Angelique Johnston (MCC).* Student-centered design is at the core of our andragogy. In reimagining how to best facilitate student success in higher education, we have a duty to include student perspectives in planning for and developing our ALP course offerings. Our Student Voices panel discussion will include former ALP students who have taken part in our pilot programming at Monroe Community College, representing an array of delivery models (one instructor, two instructor, face to face, and online). Hear about the effects of this model on student achievement and success, what students perceive to be most impactful, and how we can continue our work with this voice always central in our minds and to our ALP efforts.

Taking a Developmental Approach. *April Daniels (MCC).* This session will focus on applying a scaffolded, deliberate approach in the classroom . Together, we will explore the notion that taking a developmental approach is so much more than being nice--although that is a very good place to start!--and involves being informed and remaining flexible in our pedagogical choices. We will look briefly at Adult Learning Theory and do some activities to help participants further develop the methods of this approach, by addressing the affective, cognitive, and metacognitive learning domains.

Talk it Out: How Partner Sheets Get Students Writing. *Maria Sebastian (ECC, NCCC & GCC).* One of students' biggest challenges is deciding "what to say" or "how to start" their essays. I remembered so many times when a student would come to me and say they didn't know what to write about for a certain essay, but all I had to do was ask a few questions and they answered their own issues; as a result, I created what I am calling Partner Sheets where students talk out with each other what they will do in the their essays by answering questions I provide. Each student asks another student the questions, writes down their answers, and returns each student their answers, which they take with them and refer to when writing their essays. I wondered if it would work, but it really has. The students work together, and they have told me the partner sheets really help. I want other teachers to know how effective this is, and it can be used in any English class, or it can be used in the "second" class on an ALP day.