3RD ANNUAL FORUM ON HIGHER EDUCATION LEARNING ISSUES

Don’t Leave Learning to Chance: Understanding Learning Diversity

An inclusive conference designed for faculty and professional staff within all academic disciplines, academic and student affairs units, and administrators who have a commitment to student success.

University of Nevada-Las Vegas
Las Vegas, NV
January 15 –16, 2009

Sponsored by:
On behalf of Let Me Learn and the University of Nevada-Las Vegas....


We are excited that you are joining colleagues from around North America to engage in the important conversation about how learning occurs in multiple places within the academy. One of the strengths of this forum is that participants bring many different perspectives to this focus on learning. Opportunities for learning and for empowering the learner exist each day as faculty, full-time administrators, and academic, student affairs, and support staff interact with students. This forum presents approaches from all these perspectives.

Through participation in concurrent sessions and panel presentations, dialogue with the speakers, as well as conversations over lunch and other social activities, it is our hope that you will gather and share ideas about how to support your institution to enhance its focus on learning. Another goal is that you will become energized and excited about real-time practical approaches to making a learning difference on your campus.

Please know that the staff of Let Me Learn is eager to help you achieve these goals. If we can introduce you to other participants, help direct your networking, provide you with insights and resources don’t hesitate to ask. We are here to help facilitate your successful conference experience.

Please note: You will find the following materials in your conference packet: “The power of personalized learning patterns in academic advising” (Johnston and McCalla-Wriggins, 2007) and “Unifying messy communities: learning social justice in educational leadership classrooms” (Rusch, 2008). These resources are intended to extend your experience with Let Me Learn beyond the conference.

Joel T. Johnston  
Executive Director  
Let Me Learn, Inc.

Betsy McCalla-Wriggins  
Higher Education Specialist  
Let Me Learn, Inc.

Patricia Maher, Ph.D.  
Director, Tutor and Learning Services  
University of South Florida

Dale Johnston  
Coordinator Special Projects and Events  
Let Me Learn, Inc.

Edith Rusch, Ed.D.  
Associate Professor  
Department of Educational Leadership  
University of Nevada-Las Vegas

Darryle Todd  
Graduate Assistant  
University of Nevada-Las Vegas
Dr. Doris R. Helms
Provost & Vice President for Academic Affairs
Clemson University

Doris R. Helms is currently serving as the Provost and Vice President for Academic Affairs at Clemson University.

Dr. Helms is the author of the South Carolina Science Framework and has devoted much of her professional career to working closely with science teachers in SC. Over the course of her years at Clemson, she has developed a working partnership between Clemson University and the DuPont Corporation for the purpose of enhancing teacher education programs, with an emphasis on math, science and technology. She is the co-author of two South Carolina State Systemic Initiatives (SSI).

As a result of her dedication to enhancing the teaching of science, she has been honored with the Charles H. Townes Award for service to Science and Mathematics Education in South Carolina. She also has received the South Carolina Science Council and South Carolina Hall of Science and Technology awards as well as a Commendation from the State Department of Education for her contributions to teacher education in South Carolina. She has served as the Chair of the College Board's Science Advisory Committee, Co-chair of the College Board's Science Pacesetter Initiative and as Chief Reader in Advanced Placement Biology.

Dr. Helms has served as Professor of Biology and has held the positions of Department Head and Associate Dean for Instruction in the College of Sciences. She is the author of four laboratory manuals (Worth Publishers, W.H. Freeman and Co.) used in high schools and colleges throughout the country and was a co-author of the laboratory component of the current College Board AP Biology curriculum.

She currently serves as the Council for Academic Affairs representative on the National Association of State Universities and Land Grant Colleges (NASULGC) Board of Directors and as the Southern Regional representative to the College Board Academic Assembly. Helms is the author of Clemson University's Roadmap and Academic Plan that focuses research on eight emphasis areas and has resulted in revision of the general education core, departmental curricula, and the faculty evaluation system. She is also supporting efforts to expand the University's new undergraduate student research initiative, Creative Inquiry.

Dr. Helms received her Ph.D. in Zoology from the University of Georgia and her B.S. in Biology with a minor in Education from Bucknell University.
Dr. Christine Clark  
Vice President for Diversity and Inclusion and Professor of Curriculum and Instruction  
University of Nevada, Las Vegas

Previously, Dr. Clark was the executive director of the Office of Human Relations Programs, the equity compliance and diversity education arm of the Office of the President, as well as an affiliate associate professor in the Department of Education Policy and Leadership and the Maryland Institute for Minority Achievement and Urban Education in the College of Education, all at the University of Maryland, College Park.

Dr. Clark was also an associate professor and the coordinator of the Urban Educational Leadership Doctoral Program in the Division of Educational Studies at the University of Cincinnati, and an assistant professor of Teacher Education/Curriculum and Instruction at New Mexico State University in Las Cruces.

During the 1998-1999 and 2005-2006 academic years, Dr. Clark was a Fulbright Senior Scholar at La Universidad Autónoma de Ciudad Juárez and at La Universidad Rafael Landivar in Quetzaltenango, Guatemala, where she conducted research with graduate students on the theme "Violencia en Espacios Escolares" (Violence in Schools). In 2004, Dr. Clark was selected by the Council for the International Exchange of Scholars (CIES) as the consultant for its 2004 Visiting Fulbright Scholars Conference on the theme "Harmony and Discord in the Multicultural United States." This conference is sponsored by the U.S. Department of State, Office of Cultural Affairs. Also in 2004, Dr. Clark was accepted into the Fulbright Senior Specialist program.

Dr. Clark's specialty is in the development of critical multicultural, bilingual education as a tool for disarming violence in schools and communities. Dr. Clark was a member of the Board of Directors of the National Association for Multicultural Education (NAME) for seven years and is currently on the editorial board for the organization's journal, Multicultural Perspectives. Dr. Clark is also the associate editor for the Higher Education section of Multicultural Education.

Dr. Clark received a B.A. in economics with a minor in geology from Franklin & Marshall College in Lancaster, Penn.; and an M.Ed. with areas of specialization in cross-cultural counseling and multicultural curriculum development and an Ed.D. with areas of specialization in multicultural/bilingual education, multicultural organizational/community development, and urban educational leadership, from the University of Massachusetts at Amherst.
Thursday, January 15, 2009

10:00– 12:00: Workshops

Don’t Leave Learning to Chance:

Developing Purposeful Learners with the Let Me Learn Process®

Christine A. Johnston, Ed. D., Originator and Lead Researcher of Let Me Learn

Based upon the latest research on first year students, brain-based research, and best practices in higher education teaching and learning, this workshop will engage participants in developing their own sense of what purposeful learning and teaching encompasses.

Team Based Learning Using the Let Me Learn Process®

Patricia Maher, Ph.D., Director, Tutor and Learning Services, University of South Florida

Team Based Learning (TBL) is an important learning strategy for Higher Education. Woven with the LCI, the two build strong social and metacognitive learning frameworks. This session will demonstrate Team Based Learning practices, while simultaneously linking elements of the LCI learning profile to TBL.

1:15-2:15: Concurrent Session I

The Recruitment and Training of Candidates from a Non-Educational Field: Practices that Work

Daniel Ybarra and Carmen Caceres, Ph.D., University of Texas at Brownsville

The Transition to Teaching program is a federally funded grant that recruits future teachers in a fast paced, rigorous curriculum using high levels of technology. Candidates meet certain criteria and screening process to qualify. The students are trained and supported in teaching methodologies that prepare them for an educational career.

Assessing the Effectiveness of a Learning Community Approach to Writing Instruction

Sanford Tweedie, Ph.D. and Roberta Harvey, Ph.D., Rowan University

This presentation discusses the results of an investigation into the benefits of a learning community approach to writing instruction for art students at Rowan University. It will particularly focus on the performance of students who would have normally been placed into a remedial course but were permitted to enroll in the learning community on the rationale that this approach might offer a more appropriate and effective form of support for them.
Thursday, January 15, 2009

2:30-3:30: Concurrent Session II

**Mastering Forms of Mathematical Expression**
Robert Brown, Crafton Hills College

In this interactive workshop, math instructors explore the ways in which algebraic language, symbols, and conventions impact a student's understanding of algebra content. Each participant will receive a disc containing presentation materials and handouts, as well as strategies to help students "see what the instructor sees" when approaching math problems.

**A First Year Seminar Program: Challenges, Changes, and Chance**
Susan Magun-Jackson, Ph.D. and Pat Murphy Stevens, Ph.D., University of Memphis

This presentation will describe the purpose, implementation, and assessment of a first year seminar course created 18 years ago at a mid-south urban, public university. The focus is on the course as originally designed and its longitudinal assessment as well as the changes and challenges that have recreated the course.

3:45-4:45: Concurrent Session III

**Enhancing Medical Student Diversity**
Tom Waldrep and Andre Eaddy, Medical University of South Carolina

This workshop will present data from a study conducted from 2006-2008. During that time, the presenters observed that underrepresented minority students coming from relatively resource-poor backgrounds who had strong academic records in undergraduate school developed in a six-week intensive program the necessary test-taking skills and problem-solving habits to be successfully admitted to medical school.

**The Role of the Learning Connections Inventory and Nontraditional Variables in Predicting Freshmen Academic Success**
Cheryl O. Lane, Ph.D., Francis Marion University

This presentation is about the results of a dissertation study conducted at Clemson University. It addresses the traditional and nontraditional variables can predict academic success for first-time freshmen. The *Learning Connections Inventory* was used to include as a non-traditional variable.
Friday, January 16, 2009

8:30-9:30: Concurrent Session IV

**Fostering Creativity in Educational Leadership Preparation: Pushing Beyond Traditional Learning Boundaries**

Joy Phillips, Ph.D. and Lynn Bradshaw, East Carolina University

This workshop explores the implementation of an innovative course in an educational leadership preparation program at an east coast public university. The course, designed for a cohort of educational leadership students pursuing an Ed.D., sought to foster students’ ability to tap into their creative capacities to enrich their leadership practices.

**The Benefits and Pedagogical Rationale For Teaching Summary Writing Skills To Post-Secondary Second Language Learners and Non-Traditional Students**

Sybil R. Ishman, Ph.D. and Maureen Barry, Rochester Institute of Technology

Currently, most student populations are exceedingly diverse in terms of learning needs and skill levels. This presentation discusses the benefits and pedagogical rationale for teaching summary writing skills to post-secondary second language students and non-traditional students. The presenters propose that summary writing is a valuable tool that will help teachers to access the extent of students’ metacognitive skills, and in so doing will help alleviate the frustration of students and will aid in their success.

9:45-10:45: Concurrent Session V

**Using the Brain Dominance Theory to Design Learner-Centered Education**

Mary West, Ph.D. and Lois Smith, Guilford Technical Community College

The ability to design and facilitate effective learning experiences that address a variety of learning styles is a challenge in today’s classroom. One methodology that can be used involves the Brain Dominance Theory as described by Ned Herrmann in *The Creative Brain*. This interactive session will lead the participants through mapping brain dominance and then using this information to create learning-centered instruction.

**Factors Affecting Persistence in First-Year Undergraduates**

Arthur Manjarrez, Central Washington University

This workshop provides valuable information on three sets of personal characteristics that may serve as effective predictors of academic persistence in first-year university students: nontraditional characteristics, self-efficacy, and contextual social supports and barriers.
Friday, January 16, 2009

11:00-12:00: Concurrent Session VI

**PROJECT SEEDS: Supporting Excellent Education for Diverse Students**
April Haulman, Ph.D. and Gina Lopez, University of Central Oklahoma

This presentation will discuss the SEEDS Project at the University of Central Oklahoma. The focus will be on the engagement in continuous quality improvement of the UCO undergraduate teacher preparation program to better prepare candidates to work in culturally/linguistically diverse settings and the establishment.

**Assessing the Impact of Organizational Structure and Co-Curricula Activities on Student Learning and Retention during the First Year**
Simone Rodriguez-Dorestant, Ph.D., Lystra Huggins-Anderson, and Kareen Odate, Medgar Evers College of The City University of New York

The purpose of this presentation is to demonstrate how the organizational structure established at Medgar Evers College (MEC) of The City University of New York has enhanced collaboration among departments and offices in order to improve student learning in the first year. Using the College’s Freshman Year Program as a case study, the presenters will illustrate how structural changes have effectively led to the mandating of co-curricula activities as an integral component of the student first year college experience. Over a one year period, the presenters will explore how requiring students’ participation in college activities can help to enhance student learning and retention during the first year.
CONFERENCES VENDORS

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Still looking for what can make a real and lasting difference with your students? Then look no further. “Let Me Learn: the Tipping Point to Achieving Success on Your Campus” is a two-day opportunity for you to learn about the potential of this powerful process for your campus. Registration for the two-day sessions covers a workshop notebook, food, and conference take-aways including how to bring the Let Me Learn Process to your campus. With travel budgets cut, we are coming to you!

Registration for the two-day conference: $225. Group and early bird discounts available.

Workshop Schedule:
Day I  The Let Me Learn Process: What Makes it the Tipping Point?
AM  What is the Let Me Learn Process and help can it help you be more effective at what you do?
PM  How can you specifically use the Let Me Learn Process as an instructor, advisor, higher education administrator, and coach?

Day II  Campus-wide Applications: How to Infuse the Let Me Learn Process into Strategic Areas of Your Campus
AM  How does the Let Me Learn Process increase student retention?
PM  How does the Let Me Learn Process enhance learning outcomes?

Locations:
In 2009, visit www.letmelearn.org/events/ for more information regarding regional workshops. Tentative locations in 2009 include Arizona State University, the University of South Florida, and the University of Wisconsin-Eau Claire. If you are interested in hosting a regional workshop, please contact Joel Johnston at joel@letmelearn.org.