Presentation Title: Digital Storytelling: Encouraging Multimodal Projects to Increase Student Engagement in Course Content
Presenter: Crystal Bickford, Southern New Hampshire University

Abstract:
Digital Storytelling is an effective way for students to process and share content through a variety of digital tools. It encourages the integration of visual, audio, and written information. Considered "multimodal," successful storytelling requires planning, research, and script writing, in addition to mastery of technical elements, in order to create a final product. Although this demonstration will focus on digital stories created in a sophomore seminar (a writing research course), we will discuss how the process can be applied in a variety of courses.

Presentation Title: Shifting from World to World: Literacy in the Lives of First Year College Students from Appalachia
Presenter: Cynthia Hermanson, Shawnee State University, Ohio

Abstract:
Literacy Narratives ask students to reflect on their own experiences with reading and writing. These narratives can be a way for first-generation college students to articulate and process the intellectual and social challenges they face in their first years of college. In this presentation we will explore the complexity of students' responses to their own literacy using a model from the Digital Archives of Literacy Narratives (DALN) from Ohio State University. We will also examine the evolution of students as they merge academic discourse with a sense of their own social significance, their language, and personal identity.

Presentation Title: Take a Breath: Yoga and Meditation for the Developmental Student
Presenter: Denise Cady Arbeau, North Shore Community College

Abstract
Teachers of developmental education are familiar with the nontraditional student who is balancing numerous stressors in his or her life, in addition to the sometimes overwhelming stress of college. Stress relief methods like yoga and meditation are essential life management tools that help new college students succeed, not only in their education but also in their careers and personal lives. These tools fit especially well into a first-year seminar course for underprepared learners. In this presentation, I will offer a brief introduction, including research, and then lead participants through the same yoga sequence I use in my classrooms, followed by a short meditation. I will leave time for questions and discussion.

Presentation Title: Foundations for Success: Strategies for Incorporating Grit and Growth Mindset Practices into the Developmental Reading Curriculum
Presenters: Erin Harte, Writing Center Coordinator / Adjunct Faculty, Laurel Santini, Associate Professor of English, Massasoit Community College

Abstract
Metacognitive strategies help readers to engage, question and make deeper connections with their texts, thereby becoming stronger, more deliberate readers. By aligning metacognitive practices with course materials and activities that consider Angela Duckworth's work on grit and Carol Dweck's research on growth mindsets, students are able to synchronize their reading and studying habits. In this workshop, two developmental reading instructors will illustrate some of the lessons, activities and assignments that help bolster both reading and study skills, which have helped our developmental reading students build a foundation for academic and reading success.

Presentation Title: Collaboration, Consolidation, and Unification: Centralizing Academic Support in a One-stop Shop
Presenters: Linda Foley-Vinay, Jill Eisenberg, Sara Hilinski, Suffolk University

Abstract:
Panel members will discuss the challenges they faced working within four separate academic support units: the Writing Center, the Math Support Center, Second Language Services, and the Ballotti Learning Center. We will share the rationale for centralizing these four units into a one-stop shop, as well as the transition process we experienced. Benefits and limitations of acting as a singular unit, as well as tools and facilities concerns will be highlighted. Finally, we will present some of the cross-campus collaborations we've been able to explore due to the new structure.

Presentation Title: Optimizing Student Potential: Connecting with and Developing Students in the Classroom
Presenters: Marisa Forti, Richard Mooney, Olivia Regan, UNH Manchester

Abstract:
We all strive to create classroom environments in which students are actively engaged, seek challenges, and support their peers. In this workshop, we will provide exercises and strategies that result in an engaged classroom environment. We will focus on four key points: 1) setting the tone, 2) authenticity, 3) excitement and engagement, and 4) feedback. The workshop will be grounded in student development theories and will utilize best practices in instruction, including collaborative learning pedagogy and flipped classroom. Participants will leave with sample activities and concrete steps, in order to engage students in the learning process.

Presentation Title: The EXCELL Program: Developing Persistence in ESOL Students and Providing Opportunities for Tutors
Presenters: Kim Donovan, Michael Pugh, Katie Sarette, Bruce Rheaume

Abstract:
Peer tutors at the University of New Hampshire at Manchester serve in the summer EXCELL (Educational Excellence for English Language Learners) program as class assistants in two language-rich, STEM-focused classrooms for 5th through 12th graders. In this workshop, we will explore how the EXCELL program helps participants develop persistence and provides opportunities to tutors. In small groups, presenters will share highlights and challenges. Attendees will be asked to reflect on how aspects of this program can be implemented within their home institutions.

Presentation Title: How TRIO Student Support Services Programs Can Help Foster Gritty First Generation College Students
Presenter: Alessandra Monteiro, Massasoit Community College

Abstract
The TRIO Student Support Services Program at Massasoit Community College utilizes intrusive advising, group orientation sessions, workshops, peer mentoring, and cultural trips. Our program embraces a holistic philosophy of advising and aims to instill both grit and growth mindsets in our participants. The purpose of this presentation is to link TRIO Student Support Services best practices to grit theory. In this session, we'll offer theories, models, information from student exit surveys, and some statistical evidence on the importance of instilling grit in the students we serve.

Presentation Title: Students' Perceptions of Peer Response and Group Conferencing: Empowering Student Voice and Writing Engagement
Presenters: Crystal Bickford, Brittany Heyman, Taylor Picard, Megan Palmer, Southern New Hampshire University

Abstract:
The Millennial Generation presents a unique set of challenges to the classroom, including the desire to multi-task and work in teams as well as a strong need for attention and validation. Frequently, this creates a conflict between the students' current skills and the teacher's expectations when it comes to drafting and revision. In this presentation we will share a research report on group conferencing as a form of peer feedback on writing. We will 1) offer a brief background to the development and changes to peer response, 2) share IRB-approved research on outcomes, and 3) outline the specific steps used for this method. Through a question-and-answer/discussion period, participants can explore ways the technique can be modified for a variety of student populations and contexts.

Presentation Title: Lecture Note-taking Tools: Sync Audio Recordings to your Notes
Presenter: Norma Willingham, Landmark College

Abstract:
Taking notes from a lecture is difficult, particularly for those who struggle with spelling, processing speed, active working memory, attention, listening comprehension, or determining saliency. But exciting tools are now available to facilitate note taking from a lecture or other auditory source. With these tools, students can sync a recording of a lecture to written, typed, or drawn notes, and they can click on a word and hear just that part of the lecture. This process helps relieve anxiety, increase student engagement and independence, and it allows students to strategically review specific parts of a lecture. In this workshop, we will explore a number of platforms, including the LiveScribe Pen, Notability, OneNote, Audio Notetaker, and others.

Presentation Title: Rethinking Readiness: Uncovering the Real Prerequisites for College
Presenter: Pam Hollander, Worcester State University

Abstract:
At this time of national debate about the terrain between twelve years of schooling and college, the passage continues to be a precarious one for many. PARCC and Smarter Balanced, new assessments that are supposed to align with the new national standards, measure only one aspect of college and career readiness and a very narrow band of academic skills. The goal of this interactive presentation is two-fold: to collectively build a definition of college readiness that is wider than the one presented in the mainstream media and to plan next steps for how we can get this definition out to a wider audience.   As an introduction to our discussion and planning, I will draw on the work of scholars and researchers who have made the case for this broader definition, as well as examples from my 20+ years of teaching first-year college students.

Presentation Title: Coaching Students for Academic Adversity
Presenters: Susan L. Petrucelli, Julie Bodnar, American International College
Abstract:
Academic coaching is a powerful tool. When used in conjunction with classroom instruction, it can help students become independent thinkers and overcome academic hurdles. Using coaching strategies, teachers can shift the responsibility for learning and problem solving back to the student and help students identify and explore their core motivations. Through coaching, students are empowered with the self-confidence to address future obstacles, and as a result their success rates increase. In this presentation, academic coaching will be defined and examined, and the interactive delivery will include several hands-on group activities.

Presentation Title: Teaching Math Students to Think Like Experts: Applications of Novice vs. Expert Learning Theory for Math Tutorials
Presenter: Rachel Olson, Norwich University
Abstract:
Learning theory research shows that novice learners organize knowledge differently than expert learners. In order for meaningful learning to occur, novice learners must not only acquire key component skills and reinforce effective skill integration through practice, they must also determine appropriate conditions for when to use what they have learned (Ambrose et al. 2010). In this PowerPoint presentation, I will discuss how organizational and metacognitive strategies can be used in post-secondary math tutorials to both improve student understanding of "big picture" concepts and build appropriate connections among math concepts and skills. We will explore these learning principles through analysis of College Algebra and Pre-Calculus math tutorials.

Presentation Title: One-on-One Writing Support that Fosters Student Persistence
Presenter: Jan Thompson, Meg Baronian, Landmark College
Abstract:
For the struggling writer, persevering through a writing process can become much less harrowing with the right kind of support. The presenters work within a framework of goal-setting, planning, activating, and reflecting. In this workshop, we will discuss approaches and strategies to make individualized writing sessions more effective. We will explore how to ask the right questions, consider the student's learning profile, empower the student to articulate her or his needs, and decide when to scaffold and model and when to encourage independence. We will also examine interventions for helping students get "un-stuck".