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## Announcing LAANE's 2019 Conference

Our 36<sup>th</sup> annual conference will take place at Greenfield Community College in Greenfield, Massachusetts, on Friday, October 25, 2019. This year's theme is Metacognition and Support for Students: Let's Think About This! This one-day conference, with discounts for adjunct faculty and students, provides education professionals the opportunity to learn from and connect with one another. Dr. Sandra McGuire will deliver the keynote address on metacognition.



## Dr. Sandra Yancy McGuire

Sandra Yancy McGuire, director emerita of the LSU Center for Academic Success and retired assistant vice chancellor and professor of chemistry, is an internationally recognized chemical educator, author and lecturer. She has travelled the globe promoting sure-fire strategies to help students, including those underrepresented in science and math professions, so they can be successful in their coursework and careers.

She has delivered keynote addresses or presented workshops at over 400 institutions in 46 states and 9 countries. Prior to joining LSU in 1999, Dr. McGuire spent eleven years at Cornell University, where she received the coveted Clark Distinguished Teaching Award.





Her book, *Teach Students How to Learn: Strategies You Can Incorporate into Any Course to Improve Student Metacognition, Study Skills, and Motivation*, was released in October 2015 and is a Stylus Publishing best seller. The student version of this book, *Teach Yourself How to Learn*, was released in January 2018.

Dr. McGuire received bachelor's degree, magna cum laude, from Southern University in Baton Rouge, LA, a master's degree from Cornell University, and her doctoral degree from the University of Tennessee at Knoxville, where she received the Chancellor's Citation for Exceptional Professional Promise.

Dr. McGuire's most recent accolades include the 2017 American Chemical Society Award for Encouraging Disadvantaged Students to Pursue Careers in the Chemical Sciences, the LSU Women's Center 2017 Esprit de Femme Award, and induction into the LSU College of Science Hall of Distinction. She also received the 2015 American Association for the Advancement of Science (AAAS) Lifetime Mentor Award and the 2014 Lifetime Achievement Award from the National Organization for the Professional Advancement of Black Chemists and Chemical Engineers (NOBCChE). She is an elected Fellow of the ACS and the AAAS.

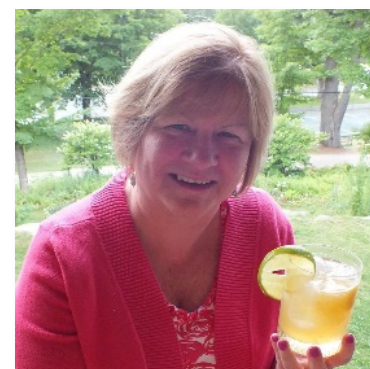
In November 2007, the Presidential Award for Excellence in Science, Mathematics, and Engineering Mentoring was presented to her in a White House Oval Office Ceremony. She is married to Dr. Stephen C. McGuire, the James and Ruth Smith Professor of Physics at Southern University. They are the parents of Dr. Carla McGuire Davis and Dr. Stephanie McGuire, and the doting grandparents of Joshua, Ruth, Daniel, and Joseph Davis.

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## **President's Corner: More Thoughts About Generation Z**

**Leslie Van Wagner, Champlain College**

In Crystal Bickford's last "President's Column" (Fall 2018), she discussed the characteristics and preferences of our current wave of college students, known as Generation Z. As the first generation of truly digital-natives, Gen Z students have never known a world without Internet, cell phones, iPads, or YouTube.



They reach for smart devices for answers and often multitask across four or five screens, using technology to solve their problems, help coordinate their activities, or provide them with relevant people or information. As Crystal stated, "Our discussions need to think about how our classrooms and our teaching strategies will meet this fast-paced, energetic, and eager group of students." For my first column as the new LAANE president, I want to take a deeper dive into the type of changes we will need to make to meet the learning expectations of this new generation of students.



Corey Seemiller and Meghan Grace (2017), authors of *Generation Z Goes to College* (a book well worth reading), call college educators and administrators to

- provide leadership opportunities for students who don't identify as "leaders,"
- connect leadership opportunities to students' passion(s),
- shift service-learning to social change,
- scrap mandatory volunteer requirements, and
- promote study abroad and global emersion trips—55% of students want to study or live abroad.



We must also be available to students in and out of the classroom. Gen Z students have grown up in a world of constant texting and are used to receiving responses in seconds—not hours. Email is considered formal and outdated. By making ourselves available through social apps such as Group Me, Group Tweet, or Google Hangouts for questions, we are allowing many students to get answers in the only way they feel comfortable doing so. We may need to rethink office hours and instead offer our cellphone numbers, set up group chats, or communicate with students via Skype or FaceTime.

The bottom line is that traditional educational practices require thoughtful change in order to meet the needs of this generation. Gen Z students want to be part of the process of learning, not passive observers. As Dawn Wotapka (2017), author of "How to Teach Gen Z Students" states, "[Generation Z] are resourceful learners whose attention span is hindered by a constant bombardment of information. They make up for that with their creativity, self-discovery skills, speed to process information, and the ability to handle multidimensional learning experiences."

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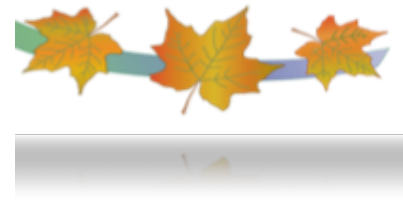


## Peer Tutor Column: Embrace the Unknown

Helene Kasper & Hannah White, Peer Tutors at Greenfield Community College

One of the most common anxieties that plagues new tutors is the fear of not being able to answer a student's question. Given that tutors are recommended by professors, new tutors often feel like they have an obligation to be smarter and more capable than their peers. Moreover, many students place tutors on a pedestal and erroneously believe that tutors know everything. Both of these factors can cause many new tutors to develop the misconception that if they are unable to answer a student's question right away, they are somehow failing the student. However, unbeknownst to many new tutors, sometimes the act of helping a student find an answer, rather than simply providing one, can ultimately be more beneficial to a student's learning.

First, when the student becomes aware that tutors do not know everything, the student's insecurities may be alleviated. Additionally, when a tutor admits they do not know something, tutees can begin to perceive tutors as equals, instead of superiors, which can lead to more productive and comfortable sessions. When they first come to the tutoring center, many tutees lack confidence in their ideas and abilities. This perception often causes tutees to feel hesitant about sharing their ideas because they think they are in the presence of someone who knows more than them; they may fear being judged by a tutor. When this metaphorical barrier is broken between a tutor and tutee, it becomes easier for tutor and tutee to develop a positive and effective working relationship. Tutees may then begin to feel more comfortable asking tutors questions when they do not understand something. They may be more willing to bring in early-stage essay drafts, and they may become more receptive to constructive criticism. As a result, tutees may stop seeing tutors as superiors and instead start viewing them as allies in a continuous learning process.



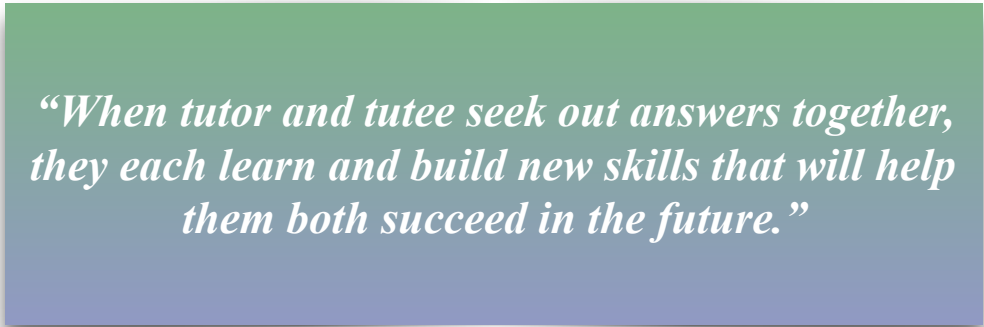
### Peer Tutor Biographies



Hannah White earned her associate degree in visual arts with a concentration in photography from Greenfield Community College, and she is currently a senior pursuing her bachelor's degree in history with a self-designed concentration in visual arts at Smith College.

Helene Kasper earned her associate degree in business administration from Greenfield Community College, and she is currently a senior pursuing her bachelor's degree in business administration in management at the University of Massachusetts, Amherst.

Second, the process of searching for an answer, by using outside resources, can expose tutees to fact-finding methods they may not have otherwise been aware of. For example, if a student has a question about how to complete a citation, it can be very helpful if the tutor points the student to a resource such as the Purdue Owl. Even if a tutor knows what a citation should look like, showing a student how to find this information on their own helps the student learn how to complete assignments independently. Ultimately, a tutor's main goal should be to help tutees "learn how to learn." Throughout a student's college career and life in general, there is not always going to be someone nearby to provide an answer. Often, students will have to seek out answers on their own. Thus, a tutor should prioritize helping a student gain valuable problem-solving skills over simply completing a given assignment.



*“When tutor and tutee seek out answers together, they each learn and build new skills that will help them both succeed in the future.”*

A Chinese proverb hanging in the Peer Tutoring Center at Greenfield Community College reads as follows: “Give one a fish and one eats for a day. Teach one how to fish and one eats for a lifetime.” This philosophy serves to remind new and experienced tutors alike they should not feel afraid or insignificant when they do not know how to answer a tutee's question. When tutor and tutee seek out answers together, they each learn and build new skills that will help them both succeed in the future. Tutors should not fear the unknown. In fact, they should embrace it.

## **Book Review of *Teach Yourself How to Learn: Strategies You Can Use to Ace Any Course at Any Level* by Saundra McGuire**

**Reviewed by: Kathy Mae Jenkins, The University of Tennessee**

Adult learning is a widespread phenomenon that encompasses learners from a variety of backgrounds. Educators of adult learners strive to implement ideas and techniques that will reach adult learners, captivate their interests, and make a positive influence on educational outcomes. In Saundra McGuire's new book *Teach Yourself How to Learn: Strategies You Can Use to Ace Any Course at Any Level*, she makes the case that not only are educators challenged to teach today's expanding educational content, but also students are striving to find ways to learn and understand what is presented to them. According to the author, the problem is that instructors focus their efforts on teaching students what to learn instead of teaching students how to learn. The aim of her book is to put forth clear, practical strategies that self-directed students can apply in a hands-on fashion to help them to process and understand their learning at a deeper level.

The book's target audience is graduate and undergraduate students who need to improve their grades, especially those with failing scores. The author speaks to students who are assailed with feelings of self-doubt and fear, fear that they are just not smart enough. She reaches out to students with ineffective study habits, habits that may have worked for them in high school, but not at the

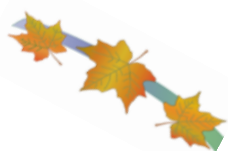
graduate or undergraduate levels. Her book serves as a motivator and source of hope for learners who are frustrated or failing in their efforts to learn. McGuire wants students to know why their learning habits are ineffective and explains how practicing her strategies can encourage the self-direction that leads to academic success.

*“This is a practical, hands-on book that offers self-directed learning strategies.”*

An important theme of the book is the fixed versus growth mind-set about intelligence. A fixed mind-set is the idea that a natural, inborn talent or ability dictates the success or failure in learning outcomes. In contrast, a growth mind-set is dependent on the behavior of the learner for its outcome. When learners invest more time and effort on their own learning and incorporate McGuire's strategies, outcomes improve.

The 10 chapters of this book offer a series of strategies that arm students with the tools to improve their learning.

Chapter 1 includes McGuire's own story of transformation, and Chapter 2 tells readers why students do not already know how to learn in the way that is necessary for their success. Chapter 3 introduces the concept of metacognition and explains its relevance to learners. Chapter 4 explains how metacognition and Bloom's Taxonomy



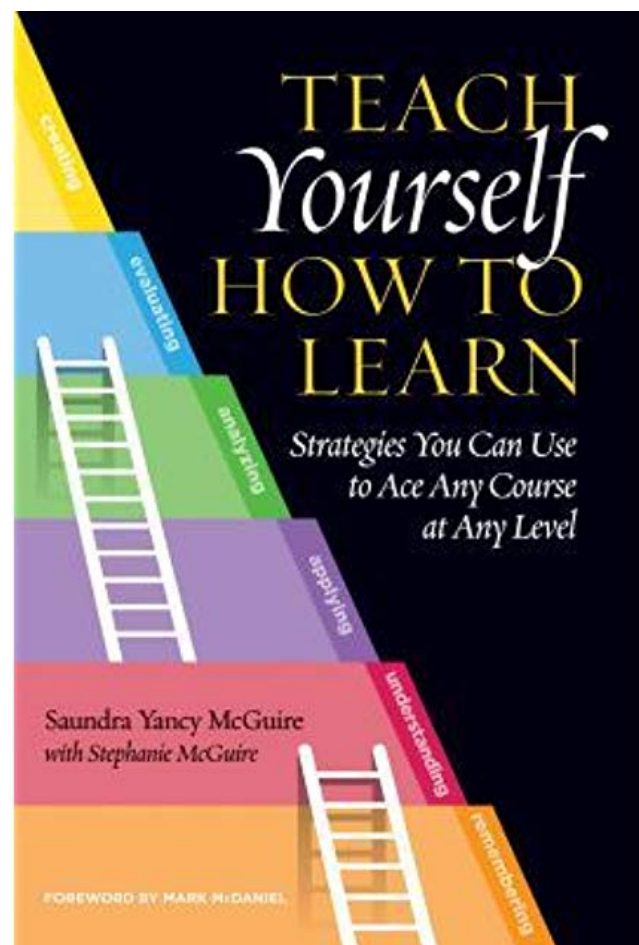
combine to form a foundation for McGuire's learning strategies. Chapter 5 provides 10 metacognitive learning strategies to help students with reading and homework; for example, reading actively and creating practice exams. Chapter 6 assures learners that intelligence is not fixed but grows through the application of her learning strategies. Chapter 9 addresses time management and offers strategies such as starting homework as soon as it is given and prioritizing time. Chapter 10 encourages students to try various strategies to discover which ones work best for them.

This is a practical, hands-on book that offers self-directed learning strategies. I recommend it for students who are self-directed, and for those who want to improve their learning strategies. This book is relevant to adult educators who are searching for ways to help struggling students, offering valuable clues that link to self-directed learning. It offers specific strategies to help students improve their learning by experiencing higher levels of understanding and application. Using the information found in this book, adult educators can help struggling students identify the difference between studying and learning.

Strategies appear to be direct, well thought out, and backed up by the science. Although self-directed learning is only mentioned once, there is a clear connection to self-directed learning. Including a discussion that focuses on how self-directed learning ties into what the author is presenting would

have been helpful. McGuire's personal story of her own learning transformation was short, and additional details of her story could be compelling in a way that encourages the readers' own hope for academic success. Overall, this book is a valuable tool for students, and encourages self-direction. The insight from McGuire's book is relevant for adult education because it explains learners' struggles, and how using these strategies can lead to successful learning outcomes.

*Originally published in the journal Adult Learning and reprinted with permission.*





## LAANE Leadership

Leslie Van Wagner—President

Norman Beebe—Vice President and  
Conference Coordinator & Annual  
Conference Proposal Coordinator

David Lindenberg—Treasurer/Website  
Administrator

Diana Lerman—Recorder/Archivist

Margaret McNellis—Managing Newsletter  
Editor

Renee Bernier—Membership Coordinator



LAANE Board at the 35th Annual Conference

From left to right: Kim Donovan, University of New Hampshire; Jeanne Hughes, Southern New Hampshire University; Diana Lerman, Fitchburg State University; David Lindenberg, Southern Vermont College; Leslie Van Wagner, Champlain College; Norman Beebe, Greenfield Community College; and Crystal Bickford, Southern New Hampshire University

## Newly Elected Officers



Leslie Van Wagner—President

Leslie is the associate director of academic support and coaching services at Champlain College. Prior to joining Champlain this semester, she was the director of the academic support center at Rivier University for 12 years, overseeing the writing center, peer tutoring center, and peer mentoring program. Leslie also taught many English literature and writing classes during her 25+ years at Rivier.

Leslie holds a master's degree in teaching from Rivier University and completed her undergraduate work at St. Lawrence University. She also holds a certificate in copyediting from University of San Diego online. Throughout her career, Leslie has drawn energy from helping students discover their potential and succeed in college and beyond. During her free time, Leslie enjoys reading, watching films, making trips to NYC to see plays, exploring her new hometown of Burlington, and playing with her grandson, Sam.

### Diana Lerman—Recorder/Archivist

Diana holds a bachelor's degree in English from Middlebury College, a master's degree in English from Boston College, and a certificate in copyediting from the University of California, San Diego. She has worked as an academic coach, coordinated writing support services, and taught college composition and literature courses as well as classes preparing students for academic success. She currently serves as an online writing tutor for Fitchburg State University. Diana joined the LAANE board in 2015.



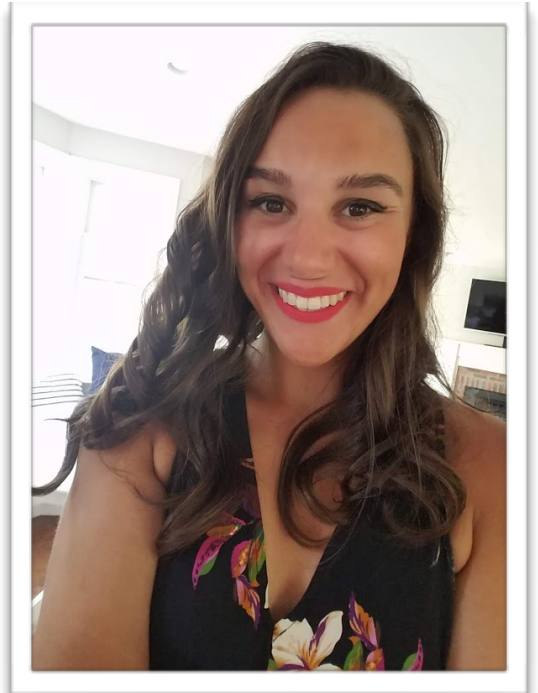
### Margaret McNellis—Managing Editor

Margaret earned her bachelor's degree in art history from Southern Connecticut State University and went on to pursue a career as a writer and editor. In 2015, she earned her master's degree in English and creative writing from Southern New Hampshire University. She expects to earn her master of fine arts in fiction from the Mountainview MFA program offered by Southern New Hampshire State University in June 2019. Margaret earned her graduate certificate in teaching composition from Southern New Hampshire University in February 2019, and taught first-year composition on campus at Southern New Hampshire University in fall 2018.

Currently, Margaret works as an associate editor at a weekly newspaper. She is also an entrepreneur. Margaret has had several works of short fiction published; she has won one contest and received an honorable mention in another. She is a member of Sigma Tau Delta and the National Society of Leadership and Success. She holds a third-degree black belt in Chinese Kempo karate. Margaret joined the LAANE board in 2018.

## Renee Bernier—Membership Coordinator

Renee Bernier, coordinator of academic coaching and research services in the Academic Achievement Center at Bridgewater State University, graduated from Stonehill College with her bachelor's degree in sociology and her master's degree in college student personnel administration from James Madison University. In her current role, she works with students to help them develop their academic support skills, like academic goal-setting, time/task management, active learning strategies, strengthening communication skills between students and professors, and exam preparation techniques.



She works to establish and foster strong connections with faculty and has developed several workshops that focus on introducing students to the concept of academic coaching as well as the 4 domains of learning (Osterholt & Dennis) as they relate to student needs. She also supervises six academic coaches, who meet with students regularly around the same topical areas. A large portion of Renee's work centers around supporting students on academic probation or who are academically at risk. Said work is largely informed and inspired by Dr. Saundra McGuire's endeavors in the field of learning assistance, and in fall 2018 Renee presented the top ten learning strategies for college students at the annual LAANE conference, infusing her own experience at Bridgewater to demonstrate their value. As a member of NCLCA and CRLA, she is always looking for opportunities to develop professionally, and is excited to be joining LAANE as their membership coordinator.



## Terry Doyle Delivers LAANE's 35th Annual Conference Keynote Address

By Diana Lerman, Fitchburg State University

Education professionals gathered at Fitchburg State University in Fitchburg, Massachusetts, on November 2, 2018 for LAANE's 35<sup>th</sup> annual conference, *Putting Learners First: Empower, Engage, Excite!* Terry Doyle delivered the keynote address on how learning happens in the brain and how students can become more effective learners. Terry holds the title of professor emeritus at Ferris State University in Big Rapids, Michigan, where he worked for thirty-eight years. His books include *Learner-Centered Teaching: Putting the Research on Learning into Practice*, *Helping Students Learn in a Learner-Centered Environment: A Guide to Teaching in Higher Education*, and *The New Science of Learning: How to Learn in Harmony with Your Brain*.



In his engaging, hour-long presentation, Terry began by stating that many students are not efficient or effective learners. They do not understand their behaviors; they try and work hard, but they are not informed. Thanks to technological advances, these students operate in a data-rich world. Today's population conducts over 4 billion Google searches and watches over 10 billion YouTube videos every day. Book publishing has grown significantly. But all this information can overwhelm learners.

Terry asked us to consider the following questions when we prepare a lesson.

- **What should we teach?** Terry suggested we focus on the information that is most important for students to remember and to be able to apply a year after the course.
- **What can students do on their own?** We can reserve teaching time to instruct students in what they cannot figure out independently.
- **What are the best ways to facilitate students' learning?** We can identify the teaching actions that best optimize opportunities for learning. Lecturing can be an effective method when done right; Terry referred the audience to the book *Dynamic Lecturing: Research-Based Strategies to Enhance Lecture Effectiveness* by Christine Harrington and Todd Zakrajsek. (Todd Zakrajsek is Terry's co-author of *Learner-Centered Teaching* and *The New Science of Learning*.) Terry suggested that planning is an important component of successful teaching and reminded us that "the one who does the work does the learning."



Terry described learning as neurons forming new connections while pruning back others, forming a network. Citing Robert Bjork's work, Terry went on to define learning as the ability to use information after a significant period of disuse. It is the ability to solve problems in a context (even if only slightly) different than the original.

It is critical for students to learn how to learn before graduation. Companies and graduate schools expect graduates to be knowledgeable and to be able to learn independently. Students need to learn how humans learn—how the brain takes in information, processes it, and retrieves it—and to learn the behaviors that will enable them to learn so they can succeed in college and the workplace. Behaviors critical for effective learning include hydrating adequately, eating a balanced diet, getting enough sleep, and exercising regularly.

### Hydration

Drinking water is vital, as dehydration can cause many symptoms, such as fatigue, that inhibit learning. On average, a person can lose about two pounds of water while sleeping and approximately 80 ounces when awake, so replenishing first thing in the morning and drinking water throughout the day is important.

### Diet

The brain's only energy source is glucose, which neurons cannot store, so it is important to eat before learning and to eat throughout the day. The type of food matters. Sugar does not help the body access glucose and can cause the body to crash.

*“While a person can hold information just learned for up to 36 hours, 65% of that information will be forgotten in three to four days.”*

### Sleep

Sleep confers many benefits, but 70-80% of college students do not get the average 7-8 hours per night needed to function properly. A lack of sleep can cause many issues including irritability, difficulty with memorization, an increase in risk-taking and impulsivity, and slowed reaction time. Sleep deprivation over the long-term can weaken the immune system, lead to weight gain, and even increase the risk of developing cancer.

The hormone melatonin readies us for sleep, and the hormone adenosine puts us to sleep and keeps us asleep. Blue light, which television, computer, and smartphone screens emit, hinders melatonin while caffeine does the same to adenosine. Students should keep in mind that caffeine's half-life is 5 to 7 hours when considering the amount and timing of caffeine consumption. Alcohol also interferes with sleep, and the body metabolizes it very slowly—only .016 ounce per hour.

REM sleep is critical for learning. It is when we make connections between our new learning and prior knowledge, problem solve, and practice new motor skills, and it is when we are most creative. REM sleep primarily occurs in the second half of the night, so a person must sleep long enough to enjoy its benefits. Terry recommended the book *Why We Sleep: Unlocking the Power of Sleep and Dreams* by Matthew Walker, the director of UC Berkeley's Sleep and Neuroimaging Lab, for further information.

## Exercise

If exercise were a drug, it would be the greatest pharmaceutical breakthrough ever—its effects on brain function and health are that significant. Exercise improves motivation, patience, and mood. It protects us from illness and inoculates us from stress. It makes learning easier.

Terry also shared several other helpful concepts for learning:

- The more senses a person uses in learning, the more pathways available for recall.
- The brain learns in patterns. Patterns include clusters (for example, the groupings in a phone number), compare/contrast, and cause/effect.
- Putting things into one's own words results in better learning.
- While a person can hold information just learned for up to 36 hours, 65% of that information will be forgotten in three to four days. Therefore, cramming for tests over the semester is ineffective when there is a cumulative final exam.
- There are 4 rules of memory:
  - Repeat the information over time (called distributive practice)
  - Elaborate the information (deal with material in different ways such as reading, writing, drawing, singing, etc.)
  - Want to remember the information
  - Recall the information (practice retrieving the information from memory, such as using flash cards rather than re-reading)
- How one takes in information at the moment of learning is the memory, so it is critical to pay attention in class.
- The brain cannot multitask. It cannot pay attention to two things unless one is automated.

To read about other recent conference keynote addresses, please visit our website at [laanechapter.org](http://laanechapter.org) and select “newsletters” under the “LAANE History” tab. A summary of Linda Nilson’s 2017 keynote address on self-regulated learning appears on page 4 of the fall 2018 newsletter, and a summary of Sarah Kravits’s 2016 keynote address on academic coaching appears on page 4 of the spring 2017 newsletter.

## Awards for Students, Speakers, and LAANE Members

### LAANE 2018 Student Scholarship Award Recipients

By Karen Britton, Massachusetts Bay Community College

*Each year LAANE awards the Student Scholarship Award to a student who is enrolled in a bachelor or associate degree program; has completed at least 6 credits of developmental, English language learning, stretch (extending beyond one academic term), and/or co-remediation coursework; has earned at least 24 credits; and will be enrolled in a minimum of 6 credits in the upcoming spring semester. This year's Student Scholarship Award was given to two students, Ouseiny Ousmane from Central Maine Community College (CCMC) and Yen Pham from Bristol Community College (BCC).*

**Ouseiny Ousmane** is a business management administration major graduating in spring 2019. He is planning to transfer to University of Maine Augusta to earn a bachelor's degree in business management. Ouseiny attributes his success at CCMC to the English as a Second Language (ESL) courses he took when he arrived. They improved both his writing and presentation skills. In his writing class, Ouseiny wrote at least two essays where the professors focused on title, introduction, thesis statements, body, grammar, punctuation and following instructions. In his presentation classes, he learned to speak to a large audience, including making eye contact and using larger vocabulary words. Ouseiny's TRIO Student Support Services Director Terry Charlton describes him as an "outstanding student with excellent organization, study and work habits." He shares that Ouseiny had the wisdom to take ESL courses in order to improve his communication skills, even though they did not count toward his degree, and also overcame financial and transportation obstacles. In addition to excelling in school in the midst of challenges, Ouseiny has been the recipient of two TRIO scholarships, and nominated twice for high honors by the CCMC president, and is a member of Phi Theta Kappa. He also volunteers at Lewiston Education, speaking about his college experience with students who have earned their GED and plan to go to college. Ouseiny has received many letters of congratulations from state senators regarding his academic achievements.

**Yen Pham** is a general studies major planning to apply to the paralegal program and eventually become a lawyer. She arrived in the US three years ago with only a diploma from her native country in her hand. Yen attributes her success at BCC to her developmental education, and states that "If there is no ESL program, I will not be able to go to college to get my degree." BCC helped her adapt to a new environment and communicate with society by developing four skills – reading, writing, conversation and grammar. There were challenges with reading, grammar and vocabulary, but Yen discovered the more she read, the less she struggled. Her listening and speaking skills improved, and she passed a course supporting reading skills with high distinction. The more she studied, the more her fundamental knowledge grew. Denise DiMarzio, Yen's English professor, describes her as "an exceptionally hard worker who pursues excellence in all that she does." She shares that Yen was always eager to improve and learn more, someone with high expectations of herself, including working 15-20 hours a week while in school. In addition to passing several of her courses with distinction, Yen is a member of the International Club, participating in various events such as Map Day and the International Festival. She also joins in religious activities at a local temple.

The LAANE Board congratulates both Ouseiny and Yen for their strong applications  
and numerous accomplishments, and wishes them all the best into the future!

## LAANE Board Member Awards

By David Lindenberg, Southern Vermont College

### Outstanding Contribution to LAANE—Norman Beebe, Greenfield Community College

Norman was one of the first LAANE people I met. I remember having a long parking lot conversation with him in Durham, NH after attending my first LAANE conference. He has always been an inspiration to work with. For as long as I can remember, he has been gathering a group of co-workers to read conference workshop proposals. I have worked closely with him to make a system for individuals to submit their proposals and receive feedback from Norman in a timely manner. This past year Norman went above and beyond his normal excellence by being a key person in organizing the conference. He consistently communicated in a pleasant and professional manner. He helped mediate decisions between people who had LAANE's best interest at heart but differed in



what the process should be. Whether working with other board members, communicating with people submitting proposals, or making transportation arrangements for the keynote speaker, Norman has always accomplished difficult tasks with a smile and a joyful disposition. Because of these attributes and many more, the board unanimously awarded him Outstanding Contribution to LAANE at this past conference. Thank you Norman, we are grateful for your efforts on behalf of LAANE.

### Certificate of Appreciation—Crystal Bickford, Southern New Hampshire University

Crystal has served on the board for over 20 years. Even though she has had to deal with the normal politics of work, the care of an elderly mother, and a commute that makes me tired just thinking about it, she has put in an endless amount of hours to make LAANE the best organization she could make. Ideas about how to use social media to keep our membership more informed, writing reports to request money to have the best keynotes we can get, and making the ability to serve on the board not be a strain on one's time are just a few things I've appreciated about Crystal. On a personal note, besides supporting her peers, two things that bring happiness to Crystal are Halloween and Disney.



The board decided to say thank you for all her hard work by providing a Certificate of Appreciation and a gift certificate to the Disney store. Thank you Crystal, we truly appreciate all that you have done for LAANE.



I've been on the LAANE board for approximately seven years, and in that time I've had the pleasure of meeting many hardworking and dedicated educators. The stories of how each of these people is devoted to their students have always amazed and humbled me. Not only are they passionate about education, developmental education in particular, but their desire to share this knowledge with others is remarkable. Two individuals have epitomized this desire to share through their dedication to the LAANE board, and each was recognized at our Annual Conference this year.

### Outstanding Research Publication Award

Keynote speaker Terry Doyle received LAANE's Outstanding Research Publication Award, which recognizes an individual or individuals who have authored a published article, book, periodical, or monograph in the field of developmental education. Terry is the author of *Learner-Centered Teaching: Putting the Research on Learning into Practice* (2011), which was featured in the *Chronicle of Higher Education's* Selected New Books in Higher Education in 2012, and of *Helping Students Learn in a Learner-Centered Environment: A Guide to Teaching in Higher Education* (2008), which was recently translated into Mandarin. He is the co-author of *New Faculty Professional Development: Planning an Ideal Program* (2004) and *The New Science of Learning: How to Learn in Harmony with Your Brain* (2013), which was a finalist for the USA Best Book Award in the category of Education/Academics. Stylus published the second edition of



