10:10-11:10
Session 1

Guided Reading & Thinking: Textual Strategies for Analysis, Comprehension & Connection

Presented by: Sherri Kurczewski and Lisa Rosenthal
Portland Community College

PCC's Developmental Education courses are undergoing a redesign in which reading and writing classes will be integrated into one course with fewer credits than their current forms taken separately. As Reading Specialists, we fear that reading instruction will take a backseat to writing instruction, as most composition and literature instructors have not had training in teaching reading skills. Thus, we hope to share strategies that will help instructors guide students to not just read an assignment, but to analyze language, comprehend on many of Bloom's taxonomic levels (literal, inferential, critical), and to make connections in order to prepare students to summarize and respond to a variety of texts.

Practical Application of Metacognition in Tutor Training

Presented by: Silas Towne
Central Oregon Community College

Metacognition is instrumental in student learning. It allows students to not only study smarter but truly understand what and how they should be learning material. Tutors, as a student resource, should understand metacognition and be required to practice this skill in order to develop it within their tutees. This session will focus on giving attendees a chance to walk away with some practical methods for implementing metacognition in their tutor program. This includes training activities and information, tutor session planning handouts and homework, and tutor feedback. This is a collection of acquired and created material that has a Supplemental Instruction focus.

Context, Analogy and Agreement: constructing Scaffolding with Common Understanding

Presented by: Kellie Smith
Central Oregon Community College

Tutors are masters of subjects charged with explaining complex concepts to emerging learners. Assumptions and specialized terminology can erect barriers to learning without careful understanding of how linguistics, cultural norms and metacurricular understandings need to be laid bare. On top of this there is an absolute necessity not to just give the tutee the answer. By defining context, using analogies and modeling cognitive apprenticeship students are engaged and authentic understanding occurs.

1:10-2:10
Session 2

"I'm actually starting to like math." – Learning Math Self-paced

Presented by: Heiko Spoddeck
Portland Community College

With colleges being asked to focus on student completion, alternative math instructional methods have become more important than ever. PCC has therefore dramatically increased their self-paced math offering over the last few years. The outcome of self-paced learning is often that students are much more engaged in learning math. When students understand math and are met where they are at, they often stop questioning the purpose of having to learn math and even start liking it because they suddenly are able to do something they never thought they could.

Learn How to Create a Vibrant, Inexpensive Drop-In Tutoring Center

Presented by: Jennifer Silkey and Ashley Dern
Chemeketa Community College

A budget-friendly drop-in center maximizes tutors' time by using their full subject knowledge to help more students, uses seasoned tutors to help mentor new tutors, and provides students a less intimidating environment. Join us to learn how to establish or optimize your drop-in tutoring service.

2:20-3:20
Session 3

Interactive Learning Activities Improve Tutor Training Effectiveness

Presented by: Jennifer Silkey and Ashley Dern
Chemeketa Community College

Student engagement in tutor training is essential for an effective training program. This session presents ways to evaluate how engaging an activity is and introduces participants to activities they can use in training. Participants will take away two interactive and engaging activities they can customize to achieve many learning outcomes.

Supporting Students Living in the Crisis of Poverty

Presented by: Sheri McIntyre
Linn-Benton Community College

This presentation focuses on barriers facing students living in poverty. Participants will learn a brief history of poverty in the United States and the ways in which the media has framed how we perceive those living in these unbearable conditions. In this workshop, you will be encouraged to sharpen your awareness of systemic barriers standing in the way of student success. Those who attend will be asked to reflect upon their own perceptions and biases, which often effect how we support, or sometimes fail to support, students living in poverty.

Tutoring in an Online Environment

Presented by: Matt Dudek
Chemeketa Community College

This will be a discussion and inquiry about effectively tutoring in an online environment. Aspects of online tutoring such as live and asynchronous tutoring, tutoring philosophy, and effective problem solving, and tutor improvement will be explored. Education is shifting more and more towards an online environment each year. It is important we as tutors think about how we are going to service this growing division of students. Our tutoring philosophy should still guide us, but the application of it can take on a different form in an online environment. It is critical to discuss tutoring in this manner to ensure that students remain the number one focus and that they are still provided with the best learning facilitation possible.

Nonsense in Context – Making Meaning in Text

Presented by: Leslie Boyd
Portland Community College

Vocabulary teaching is too commonly seen as an isolated skill, or at the least, one that is quite difficult to incorporate meaningfully in relation to critical reading. This workshop offers an engaging and effective approach to integration of contextual vocabulary building into critical reading instruction.