**Hyatt Regency Chicago, IL April 7-9 2013**

1. **Lavina Williams**
2. **Two sessions I attended.**

**A. Teaching Generation NeXt: Innovating College Instruction. (Mark Taylor)**

**Description**: This session will offer both evidence of the absolute necessity of, and methods for, innovating college instruction in moving from the old teaching model to active, learner-centered pedagogies that increase student engagement, responsibility and investment in their own learning, and of leveraging newly available technologies and resources, to bring about meaningful and lasting outcomes with our current cohort of students.

**B. Exploring the Learning Commons: Tutoring Moves In!**

**(Susan Richards, Gerald Giraud, Renee Dechert and Carol Zawacki.)**

**Description:** This session explores one community college library’s experience in transitioning from an information commons to a learning commons. The library is being redefined through integrating tutoring, writing instruction, and faculty to enhance student learning. Speakers will share experiences and outcomes that resulted from this ongoing collaboration.

1. **What were the main outcomes of the session? What were the most important/groundbreaking points?**

**A. Teaching Generation NeXt: Innovating College Instruction. (Mark Taylor)**

The presenter focused on active learning strategies to help instructors reduce lecture. He discussed to importance of improving classroom engagement. Attendees were given clickers that demonstrated a tool that can be used to encourage participation, increase attendance, and conduct evidence inventory. The goal was to increase knowledge and understanding of four differing generations. We discussed Veterans, Baby Boomers, Generation X, and Generation Y. The presentation assisted in enhancing comprehension of how generational differences affect learners. The presenter promoted skills for intergenerational communication.

**B. Exploring the Learning Commons: Tutoring Moves In!**

**(Susan Richards, Gerald Giraud, Renee Dechert and Carol Zawacki.)**

The most important points of this session was learning how faculty can collaborate and work closely with campus tutoring facilities to stimulate change. One very important piece was learning the data that disclosed the importance of separating tutoring spaces based on discipline. Tips and strategies were given to build alliances that reinforce tutoring campus-wide. Constructing adequate space and creating contracts for students and tutors was discussed. Tutor-track software is responsible for collecting and analyzing data.

1. **How does this session relate to teaching and learning and assessment?**

**A. Teaching Generation NeXt: Innovating College Instruction. (Mark Taylor)**

This session relates to teaching and learning and assessment because it focused on the generational divide. This is important because it is impossible to facilitate learning in a classroom if one does not understand how to properly reach, gain, and maintain student interest. We are living in a time of change. When considering the job of a teacher versus the job of a student, it’s important instructors know how to shift responsibility for learning from teachers to learners. This clearly relates to teaching and learning, and it can be applied to assessment because we must measure student learning. This cannot happen if one cannot facilitate learning in the classroom.

**B. Exploring the Learning Commons: Tutoring Moves In!**

**(Susan Richards, Gerald Giraud, Renee Dechert and Carol Zawacki.)**

This session relates to teaching and learning and assessment because tutoring is a major resource that increases knowledge. Teachers must be aware of the problems tutors tackle and how they can collaborate with tutors to solidify its importance to students. If tutors

and teachers worked together, students would gain essential support. This topic closely relates to assessment because students must be given the tools to assess themselves and the motivation to improve. In order for learning to take place, students must be involved in their own learning and tutoring can assist them with that.

1. **Name and discuss one actionable item from this presentation you feel can be applied in the long or short term at Olive-Harvey College to improve student learning or how we can help document that learning is taking place. What can be your role in helping to bring this actionable item to fruition. Please be specific as possible.**

**A. Teaching Generation NeXt: Innovating College Instruction.**

One actionable item from this presentation I feel can be applied in the long or short term at Olive-Harvey College to improve student learning is there should be mandatory faculty presence in assessment meetings! Every faculty member needs to be made aware of the schools’ current position with HLC and the direction we plan to go in. We need each faculty member to assist in data collection and implementing course objectives, student learning outcomes, and tying them to the mission statement. Faculty members need to get involved with assessment. We must ensure respective stakeholders that our students are prepared.

**Exploring the Learning Commons: Tutoring Moves In!**

One actionable item from this presentation I feel can be applied in the long or short term at Olive-Harvey College to improve student learning is Olive-Harvey should implement a full-time Assessment Coordinator. That person would be responsible for working closely with the campus tutoring labs and collecting data for assessment purposes.

A second actionable item from this presentation I feel can be applied in the long or short term at Olive-Harvey College to improve student learning is separating the disciplines in the tutoring lab. There should be different labs that are separated based on discipline.

A third actionable item from this presentation I feel can be applied in the long or short term at Olive-Harvey College to improve student learning is there should be a requirement to attend tutoring for students enrolled in developmental courses. This would be another way to reinforce Olive-Harvey’s reinvention goals (Graduation, retention, and producing college credentials of economic value).