

THE PADE INFORMER

Pennsylvania Association of Developmental Educators

Volume 28, Issue 2

Summer 2009



President's Message

Dear Colleagues,

Allow me take this opportunity to thank all PADE 2009 participants for helping to make this year's conference another very successful event! Given the challenging economic times we were a little concerned about the ability of our membership to travel this year. We needn't have worried, however, as your commitment to professional development was demonstrated by a solid turnout in spite of tight budgets. As you have heard me say before, PADE is a very organic organization. Every active member contributes in a meaningful way to its overall form, scope, and function. Your strong participation greatly facilitated the success of this year's conference.

I also want to say "thank you" to the Conference Planning Team and all of you who volunteered so much of your time and energy to help make this another quality event! Finally, special thanks is due Linda Dapcic Angst who worked long and hard in orchestrating what proved to be another outstanding professional development opportunity

for the PADE membership. Your hard work and dedication to PADE are very much appreciated, Linda.

As you know, my two year term as the president of PADE is nearly over and this will be my final President's Message. Serving in this position certainly has increased my appreciation for what goes into operating an engaged and effective volunteer organization of professionals. And while we made good progress in such areas as reinvigorating committees, reviewing internal board needs and processes, and establishing an archivist position to maintain historical records, I can see more clearly than ever at this point just how much more needs to be done. The good news is that your PADE board is on top of it. Discussions are already underway with regard to important issues such as improving PADE's communication infrastructure and processes, updating the PADE website, and the potential for allocating funds to support the professional development of our membership.

With this to build on I am confident that your incoming executive team, Elisa Cohen as President and Linda Mininger as Vice President, will provide leadership with a vision that will continue to strengthen our organization and community. I remain excited about PADE's potential and what it has yet to contribute to the field of developmental education and to the students we all serve. As we move forward I hope you will join me in reaffirming your commitment to PADE and your willingness to continue working with your PADE colleagues on behalf of our professional community and our students.

Thanks, everyone, for the opportunity to lead an organization with a purpose as important as PADE's.

Ron

Ron Williams

PADE President 2007-09

PADE 2009

Increasing the Odds for Student Success

This 28th Annual conference took place on March 27 and 28 in Grantsville, PA. It was very well attended. The participants enjoyed a very collegial attitude and sharing of ideas and best practices. Linda Dapcic-Angst from Reading Area Community College, chaired this PADE 2009.



The keynote speaker was **Dr. Nwachi Tafari**, Division Dean of Developmental Education at Guilford Technical Community College. The theme of his speech was **“Humanity Training”**, where he addressed five basic concepts:



- Those I teach are humans, capable of unbelievable success and failure
 - I am a human, capable of unbelievable success and failure, like my students
 - Humans must have their basic needs met before they can truly focus on higher education
 - Humans must be validated to truly focus
 - Learning must be strategic: learn how to do it.
- Dr. Tafari’s advice to us educators: “Put humanness into your teaching”.

A student panel was our new feature at this conference. **Dr. Carmy Carranza** from Indiana University of Pennsylvania facilitated a student panel of six. Dr Carranza serves as the chairperson of developmental studies and also as the Director of the Learning Enhancement Center and Act 101 programs. The theme of the discussion was: **“What Our Students Tell Us”**.

The students answered questions about the meaning of academic success, their own success, their perception of failure, their role models, the most helpful skills they learned, and the roadblocks that hindered their success and ways to overcome them. They praised the support services on their campuses and credited particularly the Act 101 programs for their retention and matriculation.

The student panelists were:



Tara Duncan, Reading Area Community College
Ayesha Hernandez, Harrisburg Area Community College
Stephanie Mader, graduate, Shippensburg University
Brandon O’Dowd, Pennsylvania College of Technology
Wanik Odafi, Harrisburg Area Community College
Herlinda Ruiz, Bloomsburg University

The conference offered 19 concurrent sessions covering a variety of themes related to student success. Participants were able to focus on diverse areas of interest. Below is a sample of topics that were presented:

- Academic autonomy and success
- Academic intervention and supplemental instruction
- Disability and diversity in higher education
- Podcasting and other on-line tools
- Reflective writing and portfolio assessment
- Effective use of textbooks
- Marketing with appeal
- Retention and connection with students
- Student advisory committees
- Advising and counseling...

In addition to the many concurrent sessions, PADE 2009 offered the opportunity for participants to join **Discipline Specific FOCUS Groups** to discuss topics of interest, talk strategies and share best practices:

- **Counseling** was facilitated by Michael Wityk from Penn state University
- **Math** was led by Mary Ann Klicka from Bucks County Community College
- **Reading** offered presentations coordinated by Denise May from Bucks County Community College
- **Tutoring/ Learning Centers** was guided by Medea Rambish from Montgomery County Community College
- **Writing** was directed by Sherry Eichert from Bucks County Community College

Another featured program was “**Stress**

Reduction: Learning to Use the Tools You Have”. Osho David Doyle, and ordained Buddhist Priest with the order of the Dragonfly at the Blue Mountain Lotus Society offered tips by using the Four Directions of Mindfulness.



A Silent Auction was conducted. Items were donated by the PADE board members. Proceeds benefited the PADE **student scholarships.**



Names of three participants receiving scholarships for their schools are drawn from the donors' list.

Thank You

to the vendors who participated in this conference.

We appreciate the presentations, the give-aways and the door prizes that were generously offered.

**Hawkes Learning Systems
Smarthinking Inc.
Townsend Press
Hotmath, Inc.
Beadwear Jewelry**

In Appreciation

We also wish to thank all the volunteers who helped us make this conference a success. You were great!



PADE Awards

2009 PADE Award for Outstanding Support to Developmental Education by a College Administrator goes to Dr. Edna Corbett.

Dr. Corbett was hired as Director of the Tutoring Center at West Chester University in 1992. At that time the center was just a shell of service with no direction or organization, offering random tutoring in math and English. Within five years the center became the Learning and Resource Assistance Center, expanded to offering tutoring in a wide range of courses, instituted supplemental instruction, and held training for tutor certification to levels two and three of the College Reading and Learning Association. Dr. Corbett then moved on as Chair of the Educational Development Department.

Most recently Dr. Corbett was appointed the Dean of Undergraduate Studies and Student Support Services. Since her appointment she has successfully advanced developmental instruction and admission of developmental students. Dr. Corbett has written over fifteen grants bringing in excess of one million dollars for developmental education to West Chester University. She serves on thirteen committees, commissions and councils. She provides excellent leadership which has had a tremendous campus impact especially on retention issues and the collaboration across disparate groups.

Some other hi-lights of her career: Dr. Corbett has been the special advisory or principal investigator for various curriculum design projects in America and Nicaragua. She has conducted twenty-five presentations both nationally and internationally including CRLA, TASS and PADE.

Dr. Corbett is a reviewer for Middle States Commission on Higher Education; Research & Evaluation Special Interest Group Coordinator for CRLA; served on the PADE board as Southeast region chair and is this year's registration chair for the annual conference.

Words by colleagues to characterize Dr Corbett: energetic, creative problem-solver, sensitivity to the needs of at-risk students, tireless champion for developmental education, student mentor and advocate with an open door policy that follows students beyond graduation. She has encouraged other colleagues to become advocates for students needing developmental courses even when those courses are not presently being offered.

By Donna Dickinson, Act 101 Director, King's College

2009 PADE Award for Outstanding Contribution to PADE goes to Mary Ann Klicka

Mary Ann has had an active and distinguished twenty year record of service which has made her an individual richly deserving of this recognition.

For eleven of her twenty years Mary Ann has been in direct service as a member of the PADE board. She served for two years as the Eastern region representative and coordinated two successful workshops.

She served as representative for public two-year institutions and chaired the Political Action Committee. During her tenure the PADE Information sheet was developed and continues to be used.

Mary Ann was elected to six years of executive leadership service beginning in 2003, when she served as Vice President, then President from 2005-2007, and most recently as Past President, a term ending this June. Her willingness to step forward and take on positions which carry such significant responsibility is what makes her so worthy of this award.

Mary Ann was a member of the leadership team responsible for the planning and implementing of the 2006 NADE conference in Philadelphia. She was also responsible for nominating, submitting the required documentation, and ultimately securing the Curtis Miles Award to an Outstanding Established Chapter at the NADE 2007 conference.

In 2007, while dealing with serious health issues, Mary Ann took on the responsibility of co-chairing the PADE 2008 conference. That she was able to follow through with one of PADE's most successful recent conferences is further evidence of her character.

By Deborah Hartzell, Chair - Academic Development Division, Lackawanna University



Dr. Edna Corbett, Ron Williams, Mary Ann Klicka

Have you checked our website lately?

www.pade-pa.org

NADE Awards

Three Pennsylvanians Garner NADE Awards!

Pennsylvania was well represented at this year's NADE 2009 Awards as three of our fellow developmental educators were selected for national recognition.



Renee Starr, Paul Hrabovsky, Dr. Darla Shields.

Renee Starr, current PADE Treasurer, was awarded the **Outstanding Service to Developmental Education Students Award** for her excellence and long term commitment to students in the classroom. Renee is the Director of Developmental Mathematics at Arcadia University in Glenside, Pennsylvania where she has been a member of the Math and Computer Science Department for 11 years. In addition to teaching a variety of math courses ranging from pre-calculus and college math to developmental math for under-prepared students, she is responsible for the Math Tutoring lab and also mentors other teachers of developmental math courses. Her passion is in teaching the beginning math courses where students need the most help and encouragement. Renee's excellence in working with students was recognized by PADE in 2008 when she received the organization's **Exemplary Teaching in Developmental Education Award**.

Paul Hrabovsky, recent NADE Treasurer and Former PADE President, was recognized for his exemplary service to NADE with the **Henry Young Award for Outstanding Contribution to NADE**. Paul is noted for having made significant improvements in NADE's financial operation during his two-term tenure as NADE Treasurer from 2003-2007. Since 1991 he has been the Math Specialist for the Department of Developmental Studies at Indiana University of Pennsylvania. Paul has also been an active member of PADE where he has served as a Board Member, PADE Conference Chair, Treasurer, and President.

Dr. Darla Shields, Assistant Professor, Coordinator of the Exploratory Education program, and Supervisor of Student Teachers at Slippery Rock University received NADE's **Outstanding Thesis/Dissertation Award**. Dr. Shields began teaching mathematics part-time at local community colleges, taught all levels of mathematics for twelve years in public, inner-city middle schools and high schools and has taught Developmental Mathematics for seven years at

Slippery Rock. Her research interests include math anxiety, developmental education and teaching in urban schools. The research for which she received this award was entitled **"Causes of Math Anxiety: The Student's Perspective"** and involved a quantitative and qualitative analysis of a survey reflecting the experiences of 91 college developmental education students. Among other things, the results demonstrated that students in developmental education are more likely to have math anxiety than their non-developmental peers, making it very important that they have teachers who are not only approachable, but who can make them feel totally at ease in their classroom.

By Ron Williams, PADE president

PADE Scholarship

Penn State – University Park had the good fortune at PADE 2008 to be selected in the drawing for one of three PADE \$500 student scholarships. After much consideration five \$100 gift certificates were purchased at the University book store and distributed to developmental education students in the Comprehensive Studies Program/Act 101 Program who were selected on the basis of their financial need, scholarship and engagement. Recipients included: Erica Chapman, 8th semester, Agricultural Sciences; Anissat Salamy, 6th semester, Human Development and Family Studies; Al-Hassan Sherif, 06th semester, Public Relations with a minor in Sociology; Conrod Smith, 6th semester, Finance; and Robert Smith, 8th semester, Hotel, Restaurant, and Institutional Management.



Erica Chapman, Al-Hassan Sherif, Anissat Salamy

The students were very excited to receive this unexpected recognition and award and all wrote letters of appreciation expressing how meaningful it was to them. Erica Chapman wrote "My mom and I both work multiple jobs to pay my tuition bills and make ends meet, and we are really grateful to you for this scholarship." Rob Smith shared these thoughts, "I appreciate the financial gift towards my college education. It means a lot to me, and I hope one day I can return the favor to another student in financial need like myself." Al-Hassan expressed his appreciation and noted "...I was totally unaware that I would be receiving this award, which made it even more humbling."

The Comprehensive Studies Program staff wishes to convey their appreciation to all of the PADE contributors who make the PADE scholarships possible. Thank you, PADE!



*“Helping under-prepared students
prepare, prepared students advance,
advanced students excel.”*

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Ann Klicka, Bucks County Community College

2009-10 Board Meetings

Friday, September 18, 2009
At State College

Friday, November 13, 2009
At Harrisburg Area Community College

Friday, February 5, 2010
At State College

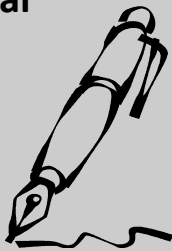
Wednesday, March 3, 2010
At The Hotel Hershey, Hershey

Friday, April 23, 2010
At Harrisburg Area Community College

Best Wishes to the members
who are retiring from the PADE board.
Thank You for your services
during these past years.

**“There aren’t any rules to success that will
work unless you do.”**
~ unknown

PADE Fall Regional Conferences



Save the date for your Regional Conference! Regional Conferences are a wonderful opportunity to share ideas and learn the most current information about a topical issue in Developmental Education. For example, in the past, there have been speakers on integrating student support services, panel discussions on engaging student voices in your academic support program, and ideas on avoiding procrastination or how to bust your stress level. These workshops are a great way to meet others in your immediate region and to develop professional networks for idea sharing and problem solving. The cost is minimal, usually covering your PADE membership and a breakfast or lunch break.

Take advantage of these one-day sessions to develop professionally and personally. Specific information about each regional conference will be announced soon through the PADE Web site, email, or the PADE List Serve. Also, feel free to contact your regional representative:

- Northeast Region Chair: Jacintha Burke (jacinthaburke@kings.edu)
- Northwest Region Chair: Michael Wityk (mjw286@psu.edu)
- Philadelphia Regional Chair: Joan Monroe (jmonroe@ccp.edu)
- Southeastern Region Chair: Medea Rambish (mrambish@mc3.edu)
- Southwestern Region Chair; Sandee Zelenak (zelenaks@wccc.edu)

**"Coming together is beginning.
Keeping together is progress.
Working together is success."**

~ Henry Ford.

Congratulations to the following PADE members who won the free "One - year membership" at the PADE 2009 conference

Southwest Region: Cassandra Oden, Robert Morris College

Southeast Region: Denise May, Bucks County Community College

Northwest Region: Dan Park, Clarion University

Philadelphia Region: Kim Harris, Peirce College

Northeast Region: Mary Smime, Keystone College

You Are Invited



Rolling on the Developmental River

2009 MRADE CONFERENCE

September 24 & 25, 2009

Hannibal, Missouri

Midwest Regional Association for Developmental Education (MRADE)

For additional information, please contact:
Jennifer Briney at jbriney@src.edu

Developmental Education Summit

Delaware County Community College
Monday, October 26, from 9-3.

For additional information, please contact:
Dr. Clayton A. Railey, III

Dean, Communications, Arts and Humanities
DCCC

901 S. Media Line Road
Media, PA 19063-1094
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"Nine tenths of education is encouragement."

~ Anatole France

Research Corner

Can Color Boost Memory and Creativity?

By Camille J. Belolan

Assistant Professor, Developmental Writing
Bloomsburg University of Pennsylvania

A recent *New York Times* article, “Reinvent Wheel? Blue Room. Defusing a Bomb? Red Room” (Belluck, 2009), summarized the results of a recent study (para. 3) on the effects of color on different types of learning tasks. Belluck reports that Juliet Zhu, a University of British Columbia marketing professor, found that red enhances students’ ability to zero in on details and retain them while blue unleashes creativity (para. 4). Does this mean that if instructors use these colors when choosing and/or creating instructional materials that doing so will unequivocally produce the type of learning that leads to memorization and mastery on the one hand and imagination and ingenuity on the other? According to some prior studies, the answer is a qualified yes. However, other factors relative to color, i.e., cultural-emotional cues and cognitive learning styles, must be taken into consideration as well:

It is commonly accepted that individuals raised in this culture associate danger or heightened awareness to visuals that are red; for example, Belluck quotes Yale professor John A. Bargh as saying that many people link the color red to the words “stop, fire, alarm, warning,” (para. 14). Educators might therefore consider using red to raise students’ consciousness of a specific body of material in order to master and retain it. Belluck includes additional support for this theory by quoting Norbert Schwarz, a University of Michigan professor, who contends that the “attention to detail” (para. 12) that is precipitated by the color red can aid in “processing tasks” (para. 12).

The usefulness of these findings is obvious for instructors who prepare Power Point presentations, transparencies, and even handouts. If one concurs with Belluck’s article (and Zhu’s research), red should be used to fortify students’ recall of specific terms, principles, and concepts. Therefore, educators may consider using a red font to entice students to zero-in on a list of terms that is relevant to an anatomy and

physiology course, or the common characteristics of poems created by British writers during the Romantic Age. Educators might also choose to insert bright red bullets, as opposed to green or purple, to emphasize the importance of an upward or downward trend as depicted on a graph in a mathematics or marketing class.

Textbook publishers have long relied on the color red to emphasize salient terms, principles, and concepts. A developmental writing text that I reference for my classroom presentations features a month-long timeline calendar for completing various assignments. Entries such as “prewriting for illustration paper due” (Anker, 2007, p. 5) and “review, test on subject-verb agreement” (p. 5) are printed in red. Though students do not have to memorize the dates on the calendar (which are black), the use of red ink for the important tasks as opposed to a pastel shade such as lavender, for example, signals a call to attention, or detail, as Zhu has found. A recently published text on developing research writing skills (Palmquist, 2000) uses a vivid red font for virtually every major heading as does Hacker’s *A writer’s reference*, 4th edition (1999), for all of its sub-headings.

But what if an educator wants to stimulate creativity? In Zhu’s study, respondents said “blue symbolized peace and openness” (Belluck, 2009, para. 20). One can easily “test” this finding, at least hypothetically: *When an individual is staring up at a clear blue sky while reclining next to a pool of blue water, his or her mind can run freely while in this state of total relaxation.* This dreamy blue scenario corresponds with Zhu’s contention that blue should be the color of choice for material and tasks involving imagination and thinking outside the box since it engenders positive feelings and puts people at ease, “a brainstorming session” (para. 6), for example.

Applying this finding to an educational setting, a professor who challenges his art history students to research and assemble a collage of 19th century paintings depicting lords of the manor at their leisure or an early childhood education instructor who directs her students to research story books that address environmental issues might use a blue background for a Power Point presentation to list the particulars of each of these assignments, or, simply duplicate those guidelines on sky blue paper. When attempting to motivate students to brainstorm a list of topics for an expository essay or to formulate a research question for a thesis project, an instructor might

use a sky blue dry erase marker when listing student responses on a white board. Kirzner's college level text, Focus on writing, paragraphs and essays (2008), utilizes eye-pleasing turquoise blue for every introductory page for each of the major units covered in the text, but red for all of the major topic headings within those units. This use of blue introductory pages easily translates into a *Feel free to come on in; students are welcome here* kind of aura. Then, once "inside" the unit, as it were, the red lettering highlights the information that students must *remember*.

Another important aspect of this discussion is cognitive learning style. The operative concept is the "field dependence/ field independence continuum" (Dwyer & Moore, 1991, para. 2). To summarize: a field dependent individual will be more influenced by color than will a field independent one. However, the same researchers, in tests involving drawing and identification, found that "across all levels of cognitive style, the mean achievement scores of students who had received the color-coded treatment were significantly higher than those who received the black and white-coded treatment" (para. 8).

Based on the foregoing, it appears that color may very well be a useful teaching tool. Since a percentage of students will likely be field dependent learners and the field independent ones will, at the very least, be more strongly attracted to a colorful presentation than to a black and white one, then using red to promote attention to detail and recall and blue to foster creativity seems worth a try.

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About the Author:

Camille Belolan has thirty-plus years of teaching experience, including 16 on the college/university level. Currently she serves as full time Assistant Professor of Developmental Writing at Bloomsburg University of Pennsylvania. She can be reached at cbelolan@bloomu.edu; 570-389-4835

Causes of Math Anxiety: The Student Perspective

Dissertation by Dr. Darla Shields
Assistant Professor, Coordinator of the
Exploratory Education program, and
Supervisor of Student Teachers
Slippery Rock University

This was a quantitative and qualitative study of 91 adult, college students to determine relationships between math anxiety and grade and subject level, characters who played the most significant role in the development of math anxiety, societal messages, the students' one-response analysis of their anxiety, and various teaching strategies.

Results indicated that 51% expressed the onset of math anxiety during Algebra class. A combination of grades seven, eight, and nine, normally the middle school years where students first experienced Algebra, showed a total of 45% of the participants first experiencing math anxiety.

Descriptive statistics showed that 61% of the participants believed that a teacher had the greatest influence on their math anxiety, 16% reported that others (including self and peers) were responsible, 11% believed that society had the greatest influence, 7% believed that their mother had the greatest influence, and 5% believed that their father had the greatest influence on their math anxiety.

Students seem to be getting the message from society that math will be important in their future, as only 12.1% disagreed that they were

getting that message, however knowing how important it will be often added to their anxiety because they realized it would be important, but they felt ill-equipped.

A strong positive correlation (.718) between math anxiety score, as measured by the MARS-S, and the students' one-response ranking of their own math anxiety level was found. This shows that students very often realize their level of math anxiety.

Analysis of teaching strategies that created anxiety for students showed that independent competition made 58% of the participants anxious, followed closely by team competitive math activities, 57%. Third independent math work created anxiety for 30% of the participants and large group instruction followed with 25% agreeing that the strategy made them anxious. Talking, discussing, and social interactions created anxiety for 22% of the participants and the strategies that caused the smallest percentage of participants to be anxious were small group instruction (15%), and partner work, also 15%. It was evident that for some students all teaching strategies related to math class made them anxious.

Students more often feel that their math anxiety is caused by a lack of cognitive skills as opposed to affective skills. Data analysis of anxiety alleviating strategies suggested that they also seem to believe that the alleviation of math anxiety occurs through obtaining better cognitive skills.

Students portrayed the need for an instructor who is open to questions and communication. Seventy one percent agreed that letting the instructor know when they needed help alleviated anxiety for them and 63% agreed that asking questions in class helped to alleviate anxiety. Students with math anxiety especially need teachers who are not only approachable, but who make students feel totally at ease in the classroom.

Finally, it was found that 93% of these developmental math students believed that they have math anxiety, which lends support to research that states developmental students possess math anxiety more often than nondevelopmental students.

About the Author:

Dr. Darla Shield was one of the recipients of the 2009 NADE Award. See biography on page 5.

Do You Need to Publish?

We are interested in **publishing summaries and reviews of the most recent research and literature in the field of developmental education.**

We welcome your own research, as well as readings and articles that you have found interesting and worth sharing. We believe that this is a great way to keep the membership informed on the best practices in the field and to engage into discussions in this field of education. For further information, please contact Henriette Evans at hevans@pct.edu.



"The Informer" Would Like to Go Green

We are looking forward to **going green**. We would like to publish "*The Informer*" on the PADE website. A note will be sent to you to let you know when each issue becomes available. If you have any thoughts, comments and/or concerns, please contact Henriette Evans at hevans@pct.edu.



The secret in education lies in respecting the student."

~ Ralph Waldo Emerson

Save the date
March 4 and 5
PADE 2010

**“Cutting Edge in
Developmental Education.”**

The Hotel Hershey, Pa.

*Consider Offering a Talk
or Presenting a Poster*

www.pade-pa.org

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UPCOMING CONFERENCES

Kellogg Institute: Training and Certification of Developmental Educators. June 27-July 24, 2009. (30th Anniversary).
Appalachian State University, Boone, NC. <http://www.ncde.appstate.edu/kellogg.htm>

Pennsylvania Association of Developmental Educators 2010 Conference: “Cutting Edge in Developmental Education.” March 4-5, 2010. The Hotel Hershey, PA. www.pade-pa.org

National Association of Developmental Educators, 34th annual conference: “Discovering Success.” March 10-13, 2010.
Columbus, OH. <http://www.oade.org/nade2010/intro.htm>

The 2010 On Course National Conference. April 9-10, 2010. Raleigh, NC. www.oncourseworkshop.com

New York College Learning Skills Association. 33rd Annual Symposium on Developmental Education. April 11-13, 2010.
Fairport, NY. www.nycls.org

The PADE Informer

This is your newsletter! What would you like to see in it? To submit an article or book review, please contact the editor, Henriette Evans, at hevans@pct.edu. All submissions should be sent as plain Word files.

Do you have an idea you would like to discuss? Feel free to call Henriette at (570) 320-2400 X7753.

Deadline for *The PADE Informer* - Fall 2009 issue is November 15, 2009.

Many thanks to all who submitted articles, photos and suggestions for this and future issues of the newsletter.