

**Title of Grant:** Successful Teaching Strategies for Developmental Math

**SP2008 – 82W-FF**

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**Abstract:**

TNCC offered this workshop for Tidewater area VCCS math faculty. The goal was to improve teaching techniques in Developmental Math to promote greater student success.

**Actual Outcomes:**

Math faculty from TNCC, TCC, RCC, PDCC, and ESCC collaborated in improving the effectiveness of developmental math courses. All 15 full-time faculty members at TNCC teach developmental math. Most of the 38 adjuncts teach developmental courses as well. Faculty cited this activity on their yearly evaluation and the MET division dean offered C.E.U. credits for participation.

**Other Colleges:**

Faculty, staff and administrators from TNCC, TCC, JTCC, JSRCC, ESCC and DCC attended. Approximately 85 people signed up for the workshop and 80 attended. There were 66 people attending from TNCC, 7 from TCC, 3 from JTCC, 2 from JSRCC, 1 from ESCC and 1 from DCC.

**Discussion and Critique:**

The day-long program was designed to get as much information from Paul Nolting, guest speaker, as possible. Math was the topic for the morning and Communities of Learning (COL) and community building in the afternoon.

**Evaluation:**

In an assessment survey conducted at the end of the workshop all but 4 of the 58 returned were excellent. TNCC's math department plans to have follow-up discussions at a departmental meeting(s) concerning implementing the strategies discussed. We sent out a survey at the end of the semester to see if attending faculty incorporated Dr. Nolting's strategies and techniques in their classroom.

**VCCS Benefits:**

Morning Presentation: Teaching Math and Other Subjects to Developmental Students

Attendees of the morning workshop learned about their individual learning styles. Dr. Nolting then related teacher learning styles to student learning styles and talked about methods to increase student participation and retention of material using active teaching and learning techniques. He discussed techniques for dealing with students who repeat the same class multiple times.

### Afternoon Presentation: Building Community, in the Classroom and Throughout the College

Attendees of the afternoon workshop worked on increasing faculty/student and peer active learning. Dr. Nolting discussed active and self-regulated learning, motivation and deep learning activities in and out of the classroom. The planning process for designing cross-curricular communities of learning and its strengths and pitfalls were also discussed.

Students benefited by learning and practicing math study skills in class, which, it is anticipated, will increase their course completion rates and grades.