

Laura DeLaney Receives National GED Award

By: Vicki Bauer, State AE Administrator

A special guest at the 2010 State AE conference last month in Kearney was Laura Ann DeLaney, Nebraska's top GED scorer for 2009. Laura tested at Bellevue Public Schools and the AE staff were present at the conference to see Laura accept the plaque from GED Testing Service. She is one of only 75 GED examinees worldwide who receives this award each year.

Laura's scores were awesome! Her overall average score was 746 and she received perfect scores on two of the five GED tests.

Laura shared her story with us.....
"Laura DeLaney was born and raised in a small town in Minnesota. She began attending high school in Princeton, Minnesota in the fall of 1991. But she never

finished. A troubled home life throughout her childhood had led to an even more troubled teenage life, which led to Laura dropping out of school during both her sophomore and junior years. She returned to high school the following years, pledging each time to work hard and turn things around, but after quitting for the third and final time during her senior year, it became evident that this was not to be.

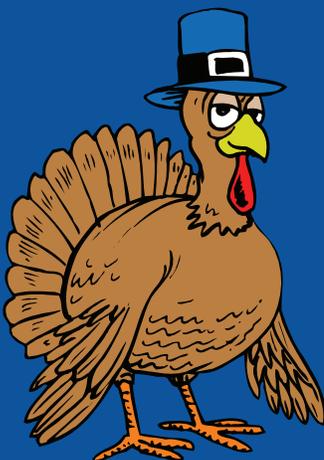
At age 17, during that final year which should have been her senior year in high school, Laura became pregnant and married her boyfriend soon after. The relationship had almost immediately become abusive, but Laura still went ahead with the marriage, hoping and believing it would somehow fix everything.

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Happy Thanksgiving!



CONGRATULATIONS to Laura Delaney (center) Nebraska GED high scorer for 2009! With her from left to right, Vicki Bauer, state director, Jim Millard, Mary Hagerup, Debbie Bose and Sue Tabler, Bellevue ABE staff members. See related article on pages 1 and 2

Spotlight on...

Southeast Community College—Lincoln

Jason Lilly is an Adult Education Student at Southeast Community College. He recently received special recognition from Nebraska Appleseed Center for Law in the Public Interest for overcoming barriers to become a successful student on the way to creating a career for himself.

"I had a happy childhood, loved sports and was smart. As a teenager, I became bored. I would skip school to hang out with my friends. It was trouble. Then I dropped out of high school. But in 2003, thanks to Southeast Community College's Adult Education classes, I received my GED.

That same year I was involved in a life-changing automobile accident. I suffered a traumatic brain injury, visual impairment and was told I would never walk again. I was given a 10% chance to live. But with lots

of prayers and support, I beat the odds. I wheeled back to SCC's Adult Education classes to refresh my skills.

I'm now 24 years old and hold a 4.0 grade-point average. And, I'm really walking a new path and envisioning a career working with troubled youth."



Jason Lilly, Adult Education Student
Southeast Community College

This great list of web sites you can use in your classroom was provided by Aditha McLaughlin, SCC.

Printable Worksheets and Organizers
<http://www.Freeology.com>

Graphic Organizers
<http://www.Educationoasis.com>

Interactive Games and Worksheets
<http://www.Aplusmath.com>

Worksheets and Interactive Practice
<http://www.Schoolexpress.com>

Grammar/Spelling/Math Worksheets
<http://www.Abcteach.com>

Language and Reading Worksheets
<http://www.Englishforeveryone.org>

Spelling and Grammar
<http://www.Usingenglish.com>

Math Worksheets
<http://www.Math-drills.com>

Language and Math Worksheets
<http://www.Worksheetplace.com>

Laura Delany, National GED Award Winner Continued

Continued from page 1

Although two more children were born during the 12-year marriage, it didn't fix anything. Things only got worse and the relationship came to an overdue end in 2006.

Between the years of 1995 and 2006, Laura had accomplished many things. She managed a fast-food restaurant, worked in an administrative position in a multi-million dollar company, became a realtor in Minnesota, recorded an original CD and even dabbled in fashion modeling. But she still never finished high school.

Financial issues, self-motivation and a troubled marriage all played a part in what held her back from earning a diploma.

Finally, in January of 2009, Laura married her soul mate and best friend, Brian DeLaney. Brian was a Master at Arms in the United States Navy and was issued orders to Offutt Air Force Base. The family then relocated to Bellevue, Nebraska, where Brian was finally able to help Laura see the importance of having a diploma. He believed in her and encouraged her to finish school. With her husband's support, Laura completed each of the GED tests at Bellevue Public Schools and attended the graduation ceremony, where she received honors. Even though it took place nearly 15 years later, it was truly a momentous day, and a great reminder that a person

can achieve whatever they decide to put their mind to.

Laura now works at the Main Exchange on Offutt Air Force Base and recently enrolled in the psychology degree program at Bellevue University. She plans to earn a Ph.D. in Forensic Psychology."

Laura received a standing ovation upon receiving her award. Those persons present felt admiration and pride for this young lady's determination and strength in overcoming obstacles that once stood in her way. We all see a bright future for this wonderful young lady, wife, and mother. Congratulations, Laura!

Thanksgiving Holiday Turkey Quiz

Did you know that Americans consume approximately 675 million pounds of turkey every year on Thanksgiving Day? Did you know that turkeys have existed for about 10 million years? Did you know only tom (male) turkeys gobble? Only half of the 102 colonists that arrived on the Mayflower survived to celebrate the first Thanksgiving; of those 50, only 5 were women (*who did all the cooking*)! Take this trivia quiz to find out just how much you know about turkey!

1. **What year was the first Thanksgiving celebrated (Plymouth Plantation in Massachusetts)?**

- A. 1621
- B. 1777
- C. 1849

2. **The first Thanksgiving lasted for three days! What didn't the Pilgrims eat?**

- A. Turkey
- B. Venison
- C. Pumpkin pie

3. **The potato is America's most beloved veggie. Why didn't the Pilgrims whip up some mashed potatoes for their big dinner?**

- A. Many pilgrims were allergic to spuds
- B. Potatoes were thought to be poisonous
- C. Potatoes weren't available until the early 1800s

4. **What do you call the bright red thing that hangs under a turkey's chin?**

- A. A garble
- B. A wattle
- C. A beard

5. **Where were the first turkeys domesticated?**

- A. Mexico
- B. Turkey
- C. United States

6. **Approximately what percentage of Americans eat turkey on Thanksgiving?**

- A. 50%
- B. 67%
- C. 90%

7. **Every year, the president of the United States pardons a turkey and saves it from becoming a Thanksgiving day feast. Where have most of the birds gone to spend the rest of their days?**

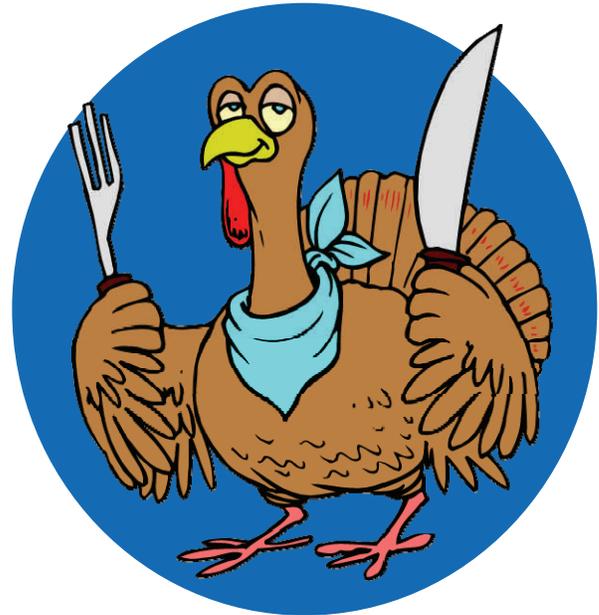
- A. The White House
- B. Disneyland
- C. Frying Pan Farm Park in Herndon, Virginia

8. **What great American statesman lobbied to make the turkey the national symbol?**

- A. Benjamin Franklin
- B. Thomas Jefferson
- C. John Adams

9. **How fast can wild turkeys run?**

- A. 5 mph
- B. 15 mph
- C. 25 mph



10. **What Native American tribe celebrated the first Thanksgiving with the colonists?**

- A. The Wampanoag tribe
- B. The Choctaw tribe
- C. The Arapaho tribe

11. **How fast can a wild turkey fly?**

- A. 5 mph
- B. 30 mph
- C. 55 mph

12. **Which president specified that Thanksgiving would fall on the last Thursday of November?**

- A. Andrew Jackson
- B. William Taft
- C. Abraham Lincoln

13. **Which U.S. president signed the bill into law making the Thanksgiving holiday the fourth Thursday in November to create a longer Christmas shopping season?**

- A. Franklin D. Roosevelt
- B. Dwight D. Eisenhower
- C. Gerald R. Ford

14. **Which country consumes the most turkey per year per capita?**

- A. The United States
- B. Israel
- C. Spain

15. **What is the best way to defrost a turkey?**

- A. In the refrigerator
- B. In cold water
- C. In the microwave oven

Taking A Dialogical Approach to Adult Education—Part I

By: Kale Riley, Instructor, Nebraska Corrections Education

I am currently working on a doctorate of education while I am teaching Adult Basic Education at the Nebraska State Penitentiary. I am writing an article, as a precursor to my dissertation, examining the use of a dialogical approach in Adult Education.

What follows here is a draft of this article. I've broken it into two parts: An introduction, definitions and appearance followed next month by a look at pros and cons and how a dialogical approach fits with ABE.

At the end of each part I have included my references and my email address. I would like to encourage—even request—feedback on this article. I am interested both in experiences of veteran teachers and the views/interpretations of educational professionals. Your anonymous feedback will be used to improve the final article as well as my eventual dissertation.

Introduction

When looking at modern adult education, dialoging can be an effective and logical approach. An environment of open dialogue among all participants is the key component to what is described as a dialogical classroom. The concept of a dialogue rich learning environment can be traced back to Socrates and his method of instruction. (*Maxwell, 2009; Burbules, 2001*)

A dialogical approach to education has more recently been posited by contemporary researchers and theorists. (*Bakhtin, 1975; Vygotsky, 1978; Rogoff, 2003; Fecho and Stergios, 2007*)

While it can be argued that a dialogical approach to education is equally effective with middle school, high school and adult learners, this paper will focus on the adult education environment.

Dialogical Definition

The term dialogical refers to a dialogue-based environment. A dialogical approach to education then refers to a classroom which is marked by open dialogue between all participants, including the instructor. In a dialogical classroom, the instructor takes on the role of a facilitator, guiding his or her students in open discourse. As with any discussion based environment, strict guidelines are set to promote only positive discourse among participants.

While some teachers may take a temporary or occasional dialogical approach such as using discussion for lesson or a unit, this paper is considering a dialogical approach to be a methodology or a curriculum plan. This means that an element of discussion—of social interaction—is present in every facet of instruction even if discussion is not always the focus.

In an educational setting, the dialogical instructor will still have occasion to teach in a traditional sense. A dialogical approach to education does not summarily dismiss traditional teaching practices or roles, but rather adds a dimension of discussion to the learning environment. (*Wegerif, 2006*)

Even the most dialogical classroom requires a highly qualified teacher to explain new concepts and present novel material. A dialogical approach, however, expands the learning environment assimilating the experiences and ideas of the students. Discussion based learning offers students the chance to be the teachers.

Dialogical Appearance

What does a dialogical classroom look like? As with most educational methodologies, a dialogical approach can be manifest in multiple ways. One model is a classroom where the instructor begins each class with a

brief overview of the day's objectives and then starts the discussion by presenting the class with a question to consider and discuss. Another model would have the teacher presenting the students with an activity followed by a discussion over the activity. Yet another dialogical model might include student-led discussions where each class has a student assigned as facilitator.

The facilitator starts the discussion by posing guiding questions and then monitors the discussion, keeping it on point and ensuring all students have an opportunity to participate. Small groups could still make a dialogical classroom. Students might perform an experiment in pairs then join their pairs into groups of four for discussion, followed by groupings of eight and finally a whole class discussion.

Peer tutoring can also fall under the umbrella of dialogical approach, although not a true discussion-based practice; when students discuss ideas they become both an instructor and a learner. In any dialogical classroom there should be an atmosphere of honest communication. There should also be some form of guiding questions, either pre-written questions or questions offered by the facilitator.

Good questions would include "What do you think would happen if..." "Why do you think such-and-such occurred?" "If you had these choices what would you choose and why?" As with any classroom, a dialogical class should have clear guidelines and expectations for positive behaviors.

Regardless of the model used, any classroom which takes a dialogical approach should have these key elements: A. The classroom environment should encourage and support open dialogue among all the participants. B. The teacher or instructor should be an equal participant in the

Taking A Dialogical Approach to Adult Education, Continued

Continued from page 4

accomplished through participant dialogue and discovery as much as possible, and D. Learning should be encouraged by all participants, including the instructor.

It is important to realize that even in the most dialogical classroom settings, there will be instances where the teacher must take the lead and give a brief lecture or do a demonstration, or in some way provide practical instruction. A teacher has to lay the groundwork for a dialogue to occur.

This is where more direct instruction is appropriate and efficient. The narrative inquiry approach, as described by Clandinin and Connelly, is often a good way to establish the groundwork for a dialogical setting. The teacher's role in a dialogical classroom in some ways looks different from traditional roles. A dialogical instructor doesn't spend as much time standing in front of the room and, on average, spends a great deal less time talking to the class.

However, a classroom teacher is still in charge of the class. The teacher guides and leads discussions and monitors the student responses. Although the teacher is an active participant and learner, the teacher does not give up all authority and must still maintain control of the room in terms of classroom management.

In a dialogical environment, the teacher must also monitor the validity of student statements and conclusions.

Dialogical Purpose

A dialogical approach to education serves several purposes, each one steeped in contemporary research and theory. A dialogical approach provides for the ultimate social learning environment which heightens social cognition. An open dialogue classroom highlights the social nature of the mind, encourages the asking of questions and strengthens peer interactions. (*Bakhtin, 1975; Vygotsky, 1987; Wortham, 1998; Gee, 2000*)

Cognitive psychologist Daniel Willingham suggests that one of the most difficult things for the brain to do is think. (*Willingham 2009*) When humans converse, they access their working memory as well as their long term memory; this allows them to make more, and stronger, connections and "learn" more.

In a lecture to Educational Psychology 859 class at the University of Nebraska-Lincoln, Dr. Douglas Kauffman asserted "cognitive psychology stresses the role of social interaction..." This again shows the importance of interactions, to learning.

The Unified Learning Model (*Shell et al. 2009*) contends that learning is a

product of working memory allocation. Talking about things that are in working memory helps humans process information. Discussion also provides repetition through both speaking and hearing.

Take, for example, the person who is given a phone number but has no place to write it down. The person keeps repeating the number aloud until he/she is able to make it to the table where there is paper and a pencil and then says the number as he/she writes it down.

The act of saying the number aloud keeps the number in working memory making it easier to remember. A dialogical approach similarly helps encourage learners to speak and hear information. Discussion of a topic helps fill in gaps for learners, as well. What one person misses, another person will hold on to; some information in long term memory has been stored but is inaccessible until triggered by discussion or another's comments.

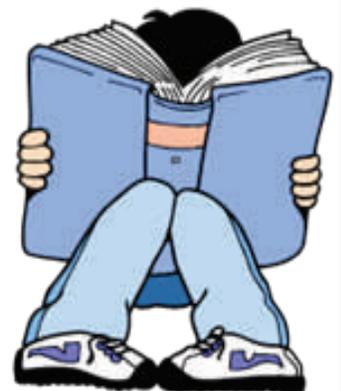
Again, I would like to request feedback on either this particular article or the use of a dialogical approach to adult education. Please send feedback to me, Kale Riley, at: mr.riley_teacher@yahoo.com put "Article Feedback" in the subject line. Thank you for your input and assistance with this project.

References on page 6

NDE Library Materials Available for AE Staff to Check Out

The State AE Office of NDE has a lending library of materials for both AE and ESL. Some are for instructors and others are resources containing practical ideas and exercises to be used with students. <http://www.education.ne.gov/ADED/documents/AEResourceLibrary.pdf>

Many of the resources contain EXCELLENT material for students struggling in specific areas. Other materials would make WONDERFUL additions to, or a basis for staff development sessions. If you would like to preview or discuss any of the materials, just drop in or contact Jeanette. Materials can be checked out for 6 weeks (longer if not in demand). If you should decide you would like to peruse some, please call or e-mail Jeanette: 402/471-4806 - jeanette.evans@nebraska.gov



Taking A Dialogical Approach to Adult Education—Part I, Continued

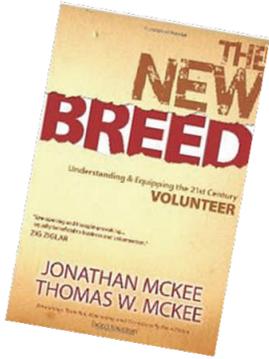
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The New Breed: Equipping the 21st Century Volunteer

By: Shannon Schaben, Adult Education Instructor/Volunteer Coordinator—Mid Plains Community College



The book, *The New Breed*, by Jonathon McKee and Thomas W. McKee, is a great read for those wanting to lead a successful volunteer program.

plains that volunteers are still out there, but a different approach needs to be applied. Volunteers will become involved according to their rules, not ours.

“Volunteers want to be asked what they see as the needs in the organization and how they can help accomplish the mission” (p. 23).

In other words, the prospective volunteer has the passion, but not the time. The new approach discussed in this book gives ideas of how to customize the job for the volunteer and to be more flexible.

I not only liked reading about the new approach and how each generation is motivated differently, but I especially liked the chapter titled, “Manag-ing the Virtual Volunteer.” If you like.... Create a climate of teamwork across generational boundaries... engage the passion of

your volunteers.

Throughout the book, there are various examples of icebreakers, interview questions for the volunteers, and team-builders activities. I wanted to end my book review with a tidbit for those of you who work with volunteers. I challenge each of you to the following activity (see below).

Measure Your Feedback

How are you at giving feedback? Do you want to know? Measure your feedback by trying the following assignment for one month:

Write down each volunteer that you lead. By each name, write down the number of tasks he or she does in a month (for example, 50). Write down the number of times each week you recognize each person for that task (for example, 2). Subtract the second number (2) from the first number (50) = 48. Try to close the gap.

As you can see, I used the word “lead” and not “manage.” Jonathon and Thomas McKee discussed that those working with volunteers need to understand how to empower the new breed of volunteers who are “cause” driven and want to be lead instead of managed.

I personally hear from others that sometimes they have difficulty finding volunteers because they are “too busy” or “people just don’t volunteer like they use to.” McKee’s book ex-

2010 Adult Education Conference Prizes

There was a lot of cheering and clapping going on at Conference Door Prize time this year! Door prizes included teaching resources from the exhibitors, chrysanthemum plants that had served well as banquet decorations, gift certificates and of course, a trip to COABE!

COABE is the annual, national Adult Education Conference, being held in San Francisco, California in April 2011. This year’s lucky winner is Audrey Elmore who teaches with the Youthbuild Program in Omaha—a partner project between Metro Community College and Goodwill Industries. In the event that Audrey cannot, or opts not to attend, the alternate name drawn was that of Colleen Ernesti from Northeast Community College.

And, as if that’s not enough excitement, a surprise award was made by Michael Pool. At this year’s conference, he began what will become an annual award of a COABE trip that he will sponsor for a first time conference attendee at each year’s conference. This year’s lucky winner was Renee Miller from Mid-Plains Community College. Thanks, Michael!

Congratulations to all the winners! Enjoy!



NDE’s 2011 COABE trip winner, Audrey Emore, poses with Jeanette Evans, Nebraska AE Consultant



Michael Pool is sponsoring the 2011 COABE trip won by Renee Miller



The Step Forward Professional Development Program for Multilevel Instruction

Curriculum Review

By: Maryjan Fiala, AE Instructor, Central Community College

The *Step Forward Professional Development Program* is a comprehensive and interactive program that can be used to expand ESL instructors' skills with and understandings of multilevel ESL classrooms.

This flexible program is structured so that the participant can evaluate his or her own learning. *The Step Forward Professional Development Program* can be used as an independent study, in a study circle, or as part of peer coaching.

The materials are well organized, concise, and relevant to nearly all ESL classrooms. The program recommends that the participant start a "teaching journal." This is used to monitor what is learned and to evaluate current classroom practices and compare those practices to the ideas presented by the materials.

The journal can be used to record answers and any ideas or notes the participant wants to keep throughout the process. During each stage of *The Step Forward Professional Development Program*, the instructor will be asked to reflect on a series of questions that aims to further develop thoughts regarding the material. "Tasks," are assigned based on the information presented.

The manual also instructs the user to set personal professional development goals and to devise a plan to make the development program work best considering individual needs.

It also asks participants to consider obstacles that might arise throughout the process and contemplate ways in which these obstacles can best be managed. The materials suggest creating a "teacher community" to serve as a resource.

The last preparation step is the "Self-Assessment Survey," a questionnaire, which gives the instructor an idea of how often specific strategies are incorporated in the ESL classroom.

The manual suggests using *The Oxford Picture Dictionary* to find topics that students want to learn. It also mentions using "Round Table Label," which can be found in the *Step Forward Multilevel Activity Book*, to determine what vocabulary students know before beginning a new lesson.

The Step Forward Professional Development Program for Multilevel Instruction in Adult ESL Programs recommends a "corner's activity" which involves placing 4-8 signs around the room that relate to the same topic.

For example, if the class objective relates to food, the teacher could place 4-8 different names of food around the room and ask that each student stand by his or her favorite. Through this mixer activity, students can introduce themselves to others who chose the same "corner" and share why they chose that particular sign.

The objective-centered lesson planning strategy focuses primarily on creating lesson plans considering context, communicative task, language proficiency focus, and evaluation.

Students will use many skills including support skills in each ESL classroom activity. Teachers need to identify and teach the support skills that will be used during each task. For example, if an activity asks students to read and interpret a housing advertisement, the students will

need to know the difference between a house and an apartment; the meanings of the abbreviations used by newspapers; and applicable vocabulary such as bedroom, bathroom, numbers, month, security deposit, and utilities.

The materials propose using interactive activities that give students time to practice the new language. "Peer Dictation" and "Grid Games," from *Step Forward Multilevel Activity Book*, are activities that can be used for learner-to-learner practice.

The manual includes tips to aide instructors in group management. Additionally, the program discusses and elaborates on the following multilevel topics:

- Identifying and arranging classroom groups based on ability
- Using single-themed lesson planning with level specific objectives
- Incorporating whole-class activities at the beginning and end of each class
- Using same-level and multi-level group activities
- Establishing roles
- Selecting materials

The strategies are beneficial and applicable to ESL classrooms. These strategies can increase instructors' and programs' ability to accentuate the benefits and overcome the obstacles of multilevel classes.

To quote the book, "In a general sense, multilevel means so much more than differentiating between ability levels—it encompasses differences in background, interest, learning style, intelligence, economic status, age, and gender." (Adelson-Goldstein, 2007, p. 19)

2010 AE Conference Wrap Up

By: Jeanette Evans, Nebraska AE Consultant

A huge thank you to all who attended, assisted with, presented at or otherwise supported the 2010 Adult Education Conference held October 21-22 in Kearney. This year's conference will go down in the record book as a success! The weather was perfect.

The food was plentiful and excellent. Holiday Inn rolled out the red carpet for all of us. The "Lotsa Moxie" cloggers delighted the crowd with their performance at Thursday night's banquet. About a dozen folks went on the scheduled walk with the Buffalo County Community Health Partnership both Thursday evening and **early** Friday morning. Activity in the exhibit area was brisk! Networking and the sharing of new information and session highlights was prevalent!

There seemed to be something for everyone attending—whether the interest was AIMS, ESL, GED, transition classes, Vicki's updates, subject content, information on the millennials in our midst, or Laughter Yoga. A common complaint was "how do I chose what session to attend next?" Now it's time to put things away, make notes regarding items to "remember" for next year, process reimbursement claims, look at the pictures.....and start thinking about what conference should include next year!!!



Raychel Youngblood presents a session on EL Civics.



Treve Floren from the EduQuest Foundation discusses postsecondary education opportunities with Yvonne Crockett, Orientation Coordinator at Omaha Public Schools



Rebecca Aune, Focus St. Louis, presents "The Difference Between Bitter and Better"

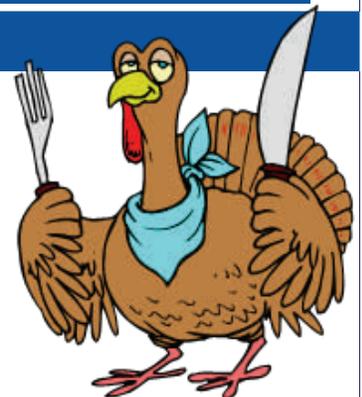


Bryan Woerner, Center for Applied Technology (CAL), works with a group at the 2010 conference

Answers to Turkey Quiz From Page 3

1. 1621
2. Pumpkin pie
3. Potatoes were thought to be poisonous
4. Wattle
5. Mexico
6. 90%
7. Most went to Frying Pan Farm Park — but recently some have gone to Disneyland

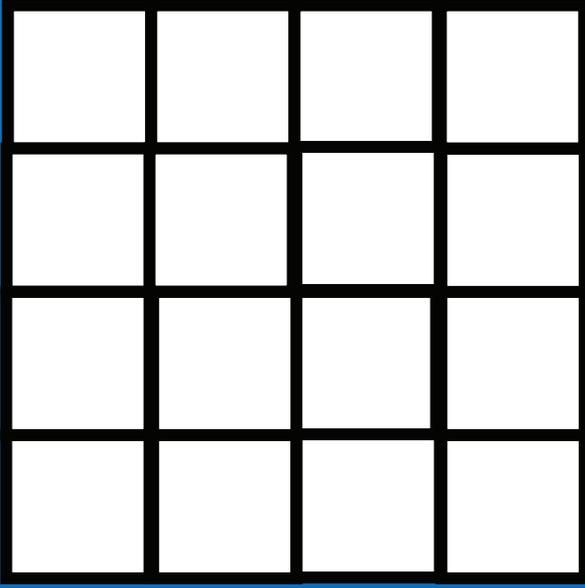
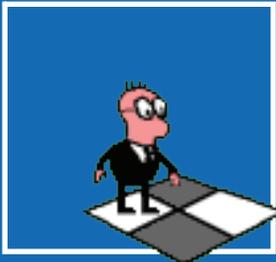
8. Benjamin Franklin
9. 25 mph
10. The Wampanoag tribe
11. 55 mph
12. Abraham Lincoln
13. Franklin D. Roosevelt
14. Israel
15. In the refrigerator



Metacognitive Skills

Below is a sample activity from Nancie Payne's PowerPoint presentation this summer. Try these out on students—be amazed at their responses. Remember there are no right or wrong answers!!!!!!

How Many Squares Do You See?

New Resource Materials Needing To Be Reviewed

If you are interested in reading/using new materials and writing a review for the newsletter, here's your opportunity! The review should include an overview, best practices using the material, concerns, student reaction (if appropriate) and any recommendations you might have. When you submit a review, a reimbursement request form will be sent to you. NDE will pay a \$25 stipend to have the following reviewed:



Set of 3 books (*If You're Trying to Get Better Grades and Higher Test Scores, You've Gotta Have This Book*) **Math, Social Studies and Reading/Language**. (Incentive Publications). Two sets of these books were given away as door prizes at conference. They have been recommended to NDE by the SCC Lincoln Program. Each of the books is full of information and activities designed to assist students to gain critical thinking and problem solving skills with content-based materials.

Tutor: A Collaborative, Learner-Centered Approach to Literacy Instruction for Teens and Adults (New Readers Press) This book has information, research and activities designed to assist the younger learner as well as non-traditional learners on the path to improving and gaining skills in reading and writing.

Set of 2 **Grammar for You: Using Verbs in Context & Using Nouns in Context** (New Readers Press) These two paperback booklets are designed to be used with "News for You" in the classroom. If you use the publication—you might be especially interested in checking these out.

If any of these materials "speak" to you, call Jeanette at 402-471-4806 or email jeanette.evans@nebraska.gov