This catalog contains recordings of webinars presented by various experts in the field of learning assistance through NCLCA (updated 11/18/19).

For more information about the upcoming NCLCA Webinars, please go to NCLCA.ORG/Webinars.

Your purchase provides access to Video Recording & supporting material. This will allow you to use it for training & informational meetings at your institution over the next year.

NCLCA holds the copyright to all material.

Order online using webinar number at
https://squareup.com/store/nclca/item/wow-seminar-member

The mission of NCLCA is to support learning assistance professionals as they develop and maintain learning centers, programs, and services to enhance student learning at the post-secondary level.

This support will include:

- Promoting professional standards in the areas of administration and management, program and curriculum design, evaluation, and research.
- Acting on learning assistance issues at local, regional, and national levels.
- Assisting in the creation of new and enhancement of existing learning centers and programs.
- Providing opportunities for professional development, networking, and idea exchange through conferences, workshops, institutes, and publications.
- Coordinating efforts with related professional associations.
- Offering forums for celebrating and respecting the profession.

Contact: Dr. David Reedy,
NCLCA Webinar Coordinator
Viewers will be able to:
Develop a combined Online tutoring and SI program to support all your students. Greater access: Allows more options to participate; High repeat turnout and increased usage of in-person SI and F2F tutoring attendance; High use of archives by students to review material again; SI leaders and Tutors learn additional skills and prepare more thoroughly; Students have comparable access for online courses.
Presenter – Johanna Dvorak. $25; Order: #1602

Viewers will be able to:
- be able to identify the individuals, departments, and administrative units that will work together to make the learning center a hub for all campus learning efforts;
- be able to identify specific strategies to successfully move the learning center to the forefront of faculty, student, and administrator considerations;
- create and plan the execution of an action plan to immediately move the learning center to a position of prominence.
Presenter – Saundra McGuire. $25; Order: #1603

Viewers will be able to:
Utilize appreciative advising as the intentional collaborative practice of asking positive, open-ended questions that help students optimize their educational experiences and achieve their dreams, goals, and potentials. This webinar will inform you on how to use this model to support Academic Coaching in the Learning Center on your campus. Apply these skills in your learning center!
Presenter – Claire Robinson. $25; Order: #1601
This webinar will help you understand the principles put forth by the International Coaching Federation: in theory, coaching completely opposes advice giving; the coaching agenda is set by the student; coaching does not spend much time dealing with emotions; coaching is about change and action, not just building a relationship; coaching is a dialogue.

Presenter – Nora Devlin. $25; Order: #1701

Special populations often need specialized practices to ensure success. During this webinar the presenter will: provide characteristics of student veterans, including demographics, advantages and disadvantages, and historical background; provide recommendations on assessment for student service members/veterans; discuss and suggest college readiness placement procedures for student service members/veterans.

Presenter – Tina Mote. $25; Order #1604

During this webinar you’ll gain information to help you understand or develop: barriers and facilitators to successful completion of an undergraduate nursing program; strategies to enhance retention and completion of an undergraduate nursing program; explore the concepts of mindfulness and mindlessness within the context of ethnic minority nursing students’ struggles and successes while enrolled in a nursing program.

Presenter - Amber Brice. $25; Order #1702
The presenter will aim to ensure that you will:
understand why many students do not get maximum 
benefit from tutoring; have concrete strategies that 
tutors can teach students to increase learning; see 
positive changes in our students’ performance and self-
perception; understand how mindset impacts success; 
understand how metacognition and mindset work 
together to improve the impact of tutoring.
Presenter - Saundra McGuire. $25; Order: #1801

Measuring academic ability is not typically considered 
when creating academic support. The presenter will 
discuss the intersection of theories from a variety of 
researchers to help understand the many ways to define 
smart. These include: Howard Gardner - Multiple 
Intelligence Theory; Robert J. Sternberg - Successful 
Intelligence Theory; John Sweller - Cognitive Load Theory
Presenter - Curtis Turner. $25; Order: #1703

The presenter will aim to ensure that you will:
understand why many students do not get maximum 
benefit from tutoring; have concrete strategies that 
tutors can teach students to increase learning; see 
positive changes in our students’ performance and self-
perception; understand how mindset impacts success; 
understand how metacognition and mindset work 
together to improve the impact of tutoring.
Presenter - Saundra McGuire. $25; Order: #1801

The presenter will: explain the rationale behind 
integrated reading and writing (IRW) course design; 
develop appropriate learning objectives based upon the 
reading and writing processes; develop appropriate 
learning objectives based upon metacognitive and 
critical thinking skills; incorporate behavioral and self-
regulatory elements into course design; organize an 
integrated reading and writing course into themed 
units; adopt some basic active and collaborative 
learning techniques.
Presenter - Calisa Pierce. $25; Order: #1802
Telling your story is important when working with stakeholders. After attending this webinar, participants will know how to:

- define and identify stakeholders;
- describe the importance of the relationship between their center's priorities and their stakeholders' priorities;
- articulate their narrative as it relates to their stakeholders' priorities.

Presenters – Stephanie Walker & Kjera Seregi.

$25; Order: #1806

Metacognition is currently a buzzword in higher education. The presenter uses the model developed at his campus to help participants understand how metacognition affects learning. Thinking about thinking is called metacognition, or, as we like to phrase it, "learning through engagement." This session will discuss the successes and challenges of creating, assessing, and sustaining a new Learning Assistance Program that utilizes metacognition as a foundation.

Presenter - Correy Hammond. $25; Order: #1808

Academic Coaching has developed into a vital source of support for today's students in higher education. During this webinar you'll gain information to help you: define academic coaching or academic success coaching; understand the role academic coaching plays in student success; discuss how academic coaching could benefit students at your institution; create programming based on student data.

Presenters - Brandon Johnson & Natasha Ziegler.

$25; Order: #1804
Taking Charge of Your Assessment Plan

Mary Fraser, University of New England
Laura Sanders, Valparaiso University

Online Tutoring Programs: Reaching our Potential

NCLCA Webinar
Johanna Dvorak, PhD
Educational Research Consulting, LLC
January 11, 2019

Teach Students How to Learn 2.0
February 8, 2019
Saundra Yancy McGuire, Ph.D.
Retired Asst. Vice Chancellor & Professor of Chemistry
Director Emerita, Center for Academic Success
Louisiana State University

Assessment is a vital portion of telling the story of the great work done by learning assistance centers. Viewers will learn more about an assessment plan that includes: a framework for a syllabus; at least a few learning outcomes and tools to write more; a few assessment tools and evidence of how they could work for you; thoughts for how to communicate your assessment results and to whom.

Presenters - Mary Frasier & Laura Sanders.
$35; Order # 1811

Tutoring program directors face the challenge of providing online tutoring for online courses as well as for today’s college student generation who prefer online tutoring for their on-campus courses; This webinar will explore options, best practices, and challenges for conducting an online tutoring program; Topics include: organizing the service, choosing a platform and technology, online tutor training, and evaluating the service.

Presenter – Johanna Dvorak. $35; Order #1901

We will be able to describe at least three concrete metacognitive learning strategies that we can teach to increase learning; We will be able to explain the barriers to getting students to use metacognitive learning strategies; We will be able to discuss the role that mindset plays in getting students to be metacognitive in their thinking; We will be able to compare the relative roles of metacognition and mindset in improving student success.

Presenter - Saundra McGuire. $35; Order # 1902
After participating in this webinar, learning center professionals will be able to: Explain diverse demographics & needs of multilingual learners; Discuss key factors of adult language acquisition & the influence of culture on learning and educational experiences; Articulate various challenges facing multilingual learners in a post-secondary environment; Identify potential ways to support multilingual learners through specific programming & services.

Presenter – Danielle Petersen. $35; Order # 1905

Learn dozens of practical activities and strategies to implement UDL in a college course to increase student access, engagement, and academic success. UDL provides a model for instructors to develop instructional strategies for everyone and asks the following: What are essential components of their course? What are outcomes all students must demonstrate? What accommodations for some students benefit all students? Answers to these questions are often no cost or low-cost.

Presenter – David Arendale. $35; Order # 1904

As academic support professionals, we are tasked with addressing a wide range of issues when it comes to student support: time management, content retention, test taking strategies, etc. What we don’t often talk about, though, is the role of mindfulness when it comes to student success. Yet countless research studies have shown the power of mindfulness and metacognitive awareness as tools to help students succeed in high-stress academic environments.

Presenter – Katherine LeRoy. $35; Order # 1909
Learn about the best practices for incorporating equity and inclusion knowledge and conversations into your tutor training, with an emphasis on addressing racial inequity. Discussing how to set expectations with your tutors, build this structure into your existing training or begin anew, common topics that you may cover, and different formats for presenting topics.

Learning Objectives:
1. Topics that are pertinent and how to present them
2. Structuring equity and inclusion into your training
3. Setting expectations for tutors and yourself.

Presenter – Melissa Pico. $35; Order # 1911

Participants gained an understanding of the diversity training content for tutors at Rasmussen College. A discussion of new ways to engage tutors with the increasingly important areas of diversity and inclusion, not only when working with students, but as future professionals. Participants learned ways to implement similar content at their respective institutions and gain familiarity with the two texts utilized to develop the presentation. A discussion around ideas for a potential diversity training series, and additional content being developed will be shared.

Presenter – Bonnie Ostrand. $35; Order # 1910

Learn about the best practices for incorporating equity and inclusion knowledge and conversations into your tutor training, with an emphasis on addressing racial inequity. Discussing how to set expectations with your tutors, build this structure into your existing training or begin anew, common topics that you may cover, and different formats for presenting topics.

The presenter will share electronic materials, including activities, research literature, and handouts, for use at participants’ home institutions.
1) Identify the differences between numeracy, quantitative literacy, and quantitative reasoning.
2) Communicate the necessity of quantitative-based training for tutors.
3) Implement a newly developed tutor training module with foundations in literature and best-practices to support quantitative reasoning in their tutoring program(s).

Presenter – Justine Chasmar. $35; Order # 1912
The items on this page are FREE. They contain only a PDF or PPT and no recorded material. Maximum of 4 titles please. Request these stating FREE #. Email Webinars@NCLCA.ORG
Go to the NCLCA store to order these. [https://squareup.com/store/nclca](https://squareup.com/store/nclca)

<table>
<thead>
<tr>
<th>Title</th>
<th>Presenter(s)</th>
<th>Item #</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>Building a coaching program using appreciative advising</td>
<td>Claire Robinson</td>
<td>1601</td>
<td>$25</td>
</tr>
<tr>
<td>Implementing online academic support services in your LC</td>
<td>Johanna Dvorak</td>
<td>1602</td>
<td>$25</td>
</tr>
<tr>
<td>Establishing the LC as the nucleus in a learner-centered institution</td>
<td>Saundra McGuire</td>
<td>1603</td>
<td>$25</td>
</tr>
<tr>
<td>Assessing placement practices for military students in higher ed.</td>
<td>Tina Mote</td>
<td>1604</td>
<td>$25</td>
</tr>
<tr>
<td>Coaching theory in academic support programs</td>
<td>Nora Devlin</td>
<td>1701</td>
<td>$25</td>
</tr>
<tr>
<td>Barriers and facilitators to completion of an undergraduate nursing</td>
<td>Amber Young</td>
<td>1702</td>
<td>$25</td>
</tr>
<tr>
<td>Defining smart: Recognizing and valuing multiple intelligences</td>
<td>Curtis Turner</td>
<td>1703</td>
<td>$25</td>
</tr>
<tr>
<td>Help tutors increase their success and satisfaction: Teach them ...</td>
<td>Saundra McGuire</td>
<td>1801</td>
<td>$25</td>
</tr>
<tr>
<td>Integrated reading and writing course design: Help your students ...</td>
<td>Calisa Pierce</td>
<td>1802</td>
<td>$25</td>
</tr>
<tr>
<td>Academic coaching: Evolving to enhance success</td>
<td>Johnson/Ziegler</td>
<td>1804</td>
<td>$25</td>
</tr>
<tr>
<td>LC reporting: How to best demonstrate your center's impact</td>
<td>Walker/Sergei</td>
<td>1806</td>
<td>$25</td>
</tr>
<tr>
<td>Metacognitive strategies: Shifting campus culture one student at a ...</td>
<td>Correy Hammond</td>
<td>1808</td>
<td>$25</td>
</tr>
<tr>
<td>Taking charge of your assessment plan</td>
<td>Fraser/Sanders</td>
<td>1811</td>
<td>$25</td>
</tr>
<tr>
<td>Online tutoring programs: Reaching our potential</td>
<td>Johanna Dvorak</td>
<td>1901</td>
<td>$35</td>
</tr>
<tr>
<td>Teach students how to learn 2.0</td>
<td>Saundra McGuire</td>
<td>1902</td>
<td>$35</td>
</tr>
<tr>
<td>Universal design in the learning center</td>
<td>David Arendale</td>
<td>1904</td>
<td>$35</td>
</tr>
<tr>
<td>Supporting multilingual students in the LC</td>
<td>Danielle Petersen</td>
<td>1905</td>
<td>$35</td>
</tr>
<tr>
<td>Mindful or mind full? The role of mindfulness in academic success</td>
<td>Katherine LeRoy</td>
<td>1909</td>
<td>$35</td>
</tr>
<tr>
<td>Online tutor training in diversity</td>
<td>Bonnie Ostrand</td>
<td>1910</td>
<td>$35</td>
</tr>
<tr>
<td>Incorporating equity and inclusivity in tutor training</td>
<td>Melissa Pico</td>
<td>1911</td>
<td>$35</td>
</tr>
<tr>
<td>Why numeracy? Training your tutors to support quantitative reasoning</td>
<td>Justine Chasmar</td>
<td>1912</td>
<td>$35</td>
</tr>
</tbody>
</table>

Free PDF/PPT only – No recordings - Maximum 4 titles please, email Webinars@NCLCA.ORG with item number

<table>
<thead>
<tr>
<th>Title</th>
<th>Presenter(s)</th>
<th>Item #</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning &amp; tutoring centers: Survival &amp; growth with accountable ...</td>
<td>Frank Christ</td>
<td>FREE 1</td>
<td>0</td>
</tr>
<tr>
<td>Embedding academic support in credited courses</td>
<td>Empire State</td>
<td>FREE 2</td>
<td>0</td>
</tr>
<tr>
<td>CAS standard for learning assistance programs: Your guide to ...</td>
<td>Garland/Sanders</td>
<td>FREE 3</td>
<td>0</td>
</tr>
<tr>
<td>Academic coaching for LC: Organization</td>
<td>Dvorak/Schoessling</td>
<td>FREE 4</td>
<td>0</td>
</tr>
<tr>
<td>Metacognition: The key to changing the mindset of the village!</td>
<td>Saundra McGuire</td>
<td>FREE 5</td>
<td>0</td>
</tr>
<tr>
<td>Measuring student success: Tutoring and learning centers</td>
<td>D’Adamo-Weinstein</td>
<td>FREE 6</td>
<td>0</td>
</tr>
<tr>
<td>Battling the blank page</td>
<td>Michael Frizell</td>
<td>FREE 7</td>
<td>0</td>
</tr>
<tr>
<td>Study group starter kit</td>
<td>LSU</td>
<td>FREE 8</td>
<td>0</td>
</tr>
<tr>
<td>Learning center leadership certification</td>
<td>Jenny Haley</td>
<td>FREE 9</td>
<td>0</td>
</tr>
<tr>
<td>Learning centers of excellent certification</td>
<td>Laura Sanders</td>
<td>FREE 10</td>
<td>0</td>
</tr>
<tr>
<td>Using the SLA model to provide co-requisite instruction to students</td>
<td>Martin Golson</td>
<td>FREE 11</td>
<td>0</td>
</tr>
</tbody>
</table>