Instructional Skills Workshop (ISW)

We would like to invite you to participate in an Instructional Skills Workshop (ISW) that we will offer on our campus in June. ISW is offered within a small group setting and is designed to enhance the teaching effectiveness of both new and experienced educators. During the three and a half day workshop, participants design and conduct three "mini-lessons" and receive verbal, written and video feedback from the other participants who have been learners in the mini-lessons. Using an intensive experiential learning approach, participants are provided with information on the theory and practice of teaching, the selection and writing of useful learning objectives with accompanying lesson plans, techniques for eliciting learner participation, and suggestions for evaluation of learning.

ISW is free and limited to five participants. Participants are required to attend the full three and a half days. This is open to all full-time and part-time faculty in our 12 community colleges so be sure to submit your application early. Applications will be sent via email sometime in April but you can also get a copy by contacting one of us.

The dates are scheduled June 3-6, 2013. Right now we are planning to meet from 9am to 1pm on Monday, June 3rd, and then 9am to 4pm June 4, 5, and 6. Feel free to contact us with any questions. We hope you will consider joining us in June.

Sincerely,

Teri Ashton
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Dave Ferreira
Director of Learning Initiatives
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Dual-Enrollment Students

Dual-enrollment (DE) programs are popular at many community colleges and regional universities. As parents and students realize that high-school seniors and juniors can take college classes at a low cost or for free, this could make dual-enrollment programs more popular. Jenkins has three suggestions for instructors of DE students. First, treat them like college students. Your college students are adults and should be treated as adults. However, most DE students are not adults and, at their high schools,

instructors should treat these students like their other college students, “with the same expectations, freedoms, and responsibilities.” In doing so, most students will respond positively and meet these higher expectations instead of taking advantage.

Second, expect college-level work. Even though DE students are usually well-prepared, they may still need time to adjust to the academic needs of college.

(Continued on page 3.)

Just for Fun – 3D Pen

The video linked here says it all! Drawing has entered the third dimension with the introduction of a new pen. 3Doodler prints in 3-D as you draw. It is a relatively cheap and novel way to begin your journey into 3-D printing.

How does this 3D pen work? As you draw on any surface, plastic comes out of the pen and is cooled by a fan. The plastic solidifies quickly and you are able to lift your drawing up into the air. Watch the video in the first link to see this pen work!

Dual-Enrollment Students (cont.)

Students learn new concepts, relearn concepts in new contexts, and think in ways they are unaccustomed. College reading and writing, “require deeper analysis, more synthesis of ideas, and greater practical application.” Therefore, instructors should not make it easier by watering down the course for these students. If DE students are obtaining college credits, they should be held to the same grading standards, learning outcomes, and should complete the same assignments.

Finally, recognize that they have special needs. With everything written so far, instructors should realize that there are some differences between DE students and regular college students. First, they are technically minors and still dependent on and liable to their parents or guardians. In terms of privacy and FERPA, they should be treated like other students. However, if their parent takes them out of school for a family vacation, as the instructor you should be accepting and work with that student, as this happens with college-age students as well. Some DE students participate in their high school activities, such as serving on student council or playing sports. These activities can cause some scheduling conflicts with their college courses. These DE students just need to be aware of any conflicts and make provisions ahead of time.

To read more, click on the link below.


Blackboard Learn Faculty Resources

Listed below are some resources that you can use ANYTIME to get help with Blackboard Learn.

- **TRCC Faculty Blackboard Resources** – This is a list of short videos and step-by-step guides to assist you with specific items on Blackboard Learn. [http://www.threerivers.edu/Div_IT/EducationalTechnology/Faculty_Bb.shtml](http://www.threerivers.edu/Div_IT/EducationalTechnology/Faculty_Bb.shtml)
- **Blackboard Learn Faculty Orientation Course** – All faculty are enrolled in this course. You will see it under the “Courses in which you are enrolled” list when you login to Blackboard.
  - **Self-Paced Modules** – Learning modules or folders on each tool.
- **Connecticut Community Colleges EdTech Videos** - [http://www.youtube.com/ctccedtechtraining](http://www.youtube.com/ctccedtechtraining)
- **On Demand Learning Center**: Video tutorials that can help supplement your users get trained. - [http://ondemand.blackboard.com/](http://ondemand.blackboard.com/)
Call for Articles and Events!

We are looking for articles for future IDEA Center newsletters. If you would like to submit an article, please e-mail Nina Stein at nstein@trcc.commnet.edu.

If you have an event that you would like included in the “Calendar of Events” section of the newsletter, please send the information to Nina Stein at the above e-mail address. Please include the name of the event, facilitator, location, date, and time.

Copyright Alert!

The Copyright Alert System (CAS) is active. The system is the result of research and funding from members of the Recording and Film Industry to target users of peer-to-peer software. The CAS flags the suspected user and reports their IP address to the Internet provider; these are “educational warnings.” The next two warnings require the customer to acknowledge the warning received, and allow the Internet provider to take action, or “mitigation” as they call it, but under no circumstances is the provider allowed to terminate the service of an offender. The Internet provider may discipline the offender in a number of ways. You may want to warn your students about this. To find out more, see the items linked to the right.

IDEA Center Faculty Resources Webpage

The IDEA Center website has a new page, Faculty Resources. Here you can get information on academics, technology, and other general topics. This is in addition to our teaching resources and website links page. Go to http://www.threerivers.edu/Div_academics/IDEA/faculty_resources.shtml to check out our new webpage!

Community College Leadership – A Multidimensional Model for Leading Change

This book was given to all of the participants of the Department Chair Institute (DCI) that we held last June. We do have extra copies for you to check out in the IDEA Center.

As future community college leaders prepare to take charge of complex organizations and face new challenges, this book offers a multidimensional model of leadership that fits with the new demands.

This model focuses on leader cognition, race and gender, the importance of culture, and the need for more collaborative modes of communication and decision making to frame and implement change. They acknowledge that there are multiple ways to lead and this next generation of leaders will be more diverse and have experience qualifications from a variety of careers.

This book is intended for anyone in a leadership position or considering a leadership position, at any level, in a community college and for college administrators and boards responsible for leadership development programs.
## Calendar of Events

<table>
<thead>
<tr>
<th>Course</th>
<th>Facilitator/Contact</th>
<th>Room</th>
<th>Date</th>
<th>Time</th>
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<tbody>
<tr>
<td>Brownbag Workshop: What can I do about feeling tired, stressed and</td>
<td>N. Stein</td>
<td>B214</td>
<td>4/9</td>
<td>12:30-1:30</td>
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<td>burned out?</td>
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<tr>
<td>CFT Event: The Joy and Responsibility of Teaching Well</td>
<td>P. Carroll</td>
<td>MPR</td>
<td>4/12</td>
<td>12PM</td>
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<tr>
<td>Master the Grade Center</td>
<td>K. Barfield</td>
<td>E108</td>
<td>4/19</td>
<td>10-12</td>
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<tr>
<td>Why and How to Best Use Rubrics in Blackboard Learn</td>
<td>K. Barfield</td>
<td>E108</td>
<td>4/19</td>
<td>12:30-2</td>
</tr>
<tr>
<td>Brownbag Workshop: How can I use informal writing as part of a low-</td>
<td>N. Stein</td>
<td>B214</td>
<td>4/24</td>
<td>12-1</td>
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<td>stakes grading strategy?</td>
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### April

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<tr>
<td>Brownbag Workshop: What three things could I do to improve my blended course?</td>
<td>N. Stein</td>
<td>B214</td>
<td>5/7</td>
<td>12-1</td>
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### May

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<tr>
<td>Instructional Skills Workshop</td>
<td>T. Ashton &amp; D. Ferreira</td>
<td>D107</td>
<td>6/3-6/6</td>
<td>9-4</td>
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Can’t attend any of the workshops above? Don’t worry! You can go online anytime to [www.go2knowledge.org](http://www.go2knowledge.org) to participate in on-demand professional development.

Ideal teachers are those who use themselves as bridges over which they invite their students to cross, then having facilitated their crossing, joyfully collapse, encouraging them to create bridges of their own.” -- Nikos Kazantzakis

Please use the **NEW Training Calendar** to register for the computer and Blackboard workshops located in E108.