The governor has signed Senate Bill 40 and is now Public Act 12-40. This bill will require all colleges to offer students that test into developmental education one semester of a college level course with embedded support and one semester of intensive remediation. Students that fall below the intensive semester course will be placed into an “escape valve” course that students will need to complete before being able to enroll in the intensive option. Students in the escape valve course cannot use financial aid and will need to pay out of pocket. A diagram outlining a draft of the courses is below.

The TRCC representatives for the regional team that are responsible for developing the regional curriculum (TRCC, MCC, QVCC, ECSU) for the escape valve course are Dave Ferreira (co-chair for the region), Ann Branchini, Marcie Burch, Karin Edwards, and Roxanne Tisch.

*Article continued on page 3.
Online Educational Games

The article linked below shares ten educational games in a variety of disciplines. Since this teaching method is so popular, some may be worth looking into as support for courses. Topics include managing climate change, setting up a business, using visual coding language, and are addressing environmental issues, urban planning, exploring the human body, and building world peace.

- The Blood Typing Game – Students use medical and biological processes to treat patients.
- Virtual Surgery – Students conduct virtual surgeries.
- Kodu – Students use a new visual programming language to create a game.
- Play My Code – Students learn code while creating a game.
- SimCEO – Students create and manage their own company.
- Danger Zone – Students tackle serious global issues.
- Climate Change – Students tackle climate change through policy choices and diplomatic persuasion.
- Wasteland Adventure – Students are placed in a world where the ecosystem is destroyed and recycling is a necessity not a choice.
- Electricity – Students control a town and face problems like spatial planning and urban development.
- Peace Doves – Students face puzzles and problems and they help restore peace in the world.


Engaging Students Reading Difficult Texts

The article linked here contains five strategies for reading difficult text that students wish they knew at the start of their college career. These include activities to do before, during and after assigned reading. Before reading students can preview text, build anticipation, and set a purpose. During reading, students synthesize the text and ask questions. After reading, students explain what they read and connect it to something outside of the text.

One strategy mentioned is the T.H.I.E.V.V.E.S. with Snatches strategy that students can use before reading. T.H.I.E.V.V.E.S. stands for:

- Title
- Headings
- Introduction
- Every first sentence of sections or paragraphs
- Visuals
- Vocabulary, often bolded
- End questions or Every author-generated question

In this strategy, students are previewing certain parts of the text. Snatches helps build anticipation by looking at graphics and thinking about what it might mean.

Mid-Semester Course Survey

Now may be a good time for you to step back and ask yourself, “What can I do to improve the class? What seems to be working well?” Maybe you can take a quick student survey during class or put a survey up on Blackboard for your students to take outside of class, designed to provide information that need not go beyond you. Students usually become more committed to the class once they are asked for their opinion.

Below are articles and an example survey.

- Old Dominion University’s CLT Mid-Semester Course Evaluation - Includes a file you can download and import into your Blackboard course as well as directions - http://clt.odu.edu/news/article/11

PA 12-40 (formerly SB 40) Update
(cont. from page 1)

In addition to developing the curriculum, the regional team will develop the multiple measures of assessment for the college floor that will determine which students go into the escape valve and which students will go into the intensive course. Notes from all meetings and the common core standards are documented and are available on the TRCC intranet page (http://trweb.trcc.commnet.edu/Academic_Progr ams/PA-1240/index.htm).

The regional team understands that there are many questions and concerns about meeting the PA 12-40 mandate. Regular updates will be given at division meetings and the team will be working closely with the English and math departments on the TRCC campus to ensure efforts and meeting the needs of students as well as the mandate.

Professional Development Calendar

The IDEA Center creates a calendar listing all of the professional development opportunities to the faculty and staff at Three Rivers. You can find this calendar by going to the IDEA Center website - http://www.trcc.commnet.edu/Div_academics/IDEA/index.shtml and clicking on “Professional Development Calendar” under the heading. If you know of a workshop that should be included on the calendar, please e-mail the information to Nina Stein – nstein@trcc.commnet.edu.
Techy Tip

2012 Students and Technology

According to the 2012 Educause Center for Applied Research (ECAR) Study of Undergraduate Students and Information Technology, 66% of students say they were prepared to use technology when they entered college, and 75% of students say that technology empowers them to academic success. To find out more, see the articles linked.


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.

Policy Changes in Higher Education

Access, attainment, and accreditation are the major thrust of current policy and advocacy changes being discussed in Washington. In the video linked below, association representatives from ACE, AACC, NACUBO, AASCD, ARL and AAU describe what they feel is currently the most important policy challenge facing higher education. Some issues that are addressed are accountability, graduation rates, legal issues, reduced funding for and rising costs of higher education, and how these challenges might affect teaching and research.

Intranet Resources

In the October newsletter, I mentioned 2 new technology-based resources that we now have Go2Knowledge.org and 20 Minute Mentors. Both of these are now available on the TRCC Intranet (http://trweb.trcc.commnet.edu/) by clicking the IDEA Center link.

Go2Knowledge.org is a website that offers on-demand professional development. There are over 50 videos on 6 different categories.

The 20 Minute Mentor answers questions about teaching. The presenters give you the “here’s how” advice that you can start using right away. Each session lasts for about 20 minutes. When you go to the Intranet, you will see the topics organized by category. For each topic, you will see a video or audio link, the PowerPoint presentation (Handouts) and additional information from the presenter(s) (Supplemental Materials).

You can either access this resource from the Intranet or checkout the CD from the IDEA Center.

Flipped Classroom

A flipped classroom is one of the new buzzes in educational trends. This approach to teaching has students watching or listening to the instructor’s lecture BEFORE coming to class. During class, the students participate in engaging, hands-on activities.

The IDEA Center can support you if you want to try this with your class(es). We have a digital camcorder and a voice recorder, as well as software to edit the files. Blackboard can be used to upload these files for your students to access. Nina can help you with some or all of these items.

Flipped Classroom Resources

Book (in the IDEA Center)
- Flip Your Classroom – by Jonathan Bergmann & Aaron Sams

Websites:
- Understanding the Flipped Classroom: Part 1 – From Faculty Focus
- Understanding the Flipped Classroom: Part 2 – From Faculty Focus
- Things You Should Know About Flipped Classrooms – From Educause
- Flipping out? What you need to know about the Flipped Classroom – From Inside Higher Ed
- How ‘Flipping’ the Classroom can Improve the Traditional Lecture – From The Chronicle of Higher Education
### Calendar of Events

<table>
<thead>
<tr>
<th>Course</th>
<th>Facilitator/Contact</th>
<th>Room</th>
<th>Date</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>CFT Workshop</td>
<td>P. Carroll</td>
<td>F117-1, F117-3</td>
<td>11/9</td>
<td>12PM</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Facilitator/Contact</th>
<th>Room</th>
<th>Date</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Getting Started with Bb Learn</td>
<td>N. Stein</td>
<td>E108</td>
<td>12/11</td>
<td>10AM – 12PM</td>
</tr>
<tr>
<td>Brownbag Workshop: How Do I Convert a F2F Course to a Hybrid Course?</td>
<td>N. Stein</td>
<td>TBD</td>
<td>12/12</td>
<td>11AM-12PM</td>
</tr>
</tbody>
</table>

Please use the Course Cart to register for the computer and Blackboard workshops located in E108.

*It is only out on the limb where the fruit grows. – Author unknown*