IDEA Center

Room D-201
www.threerivers.edu/Div_academics/IDEA/index.shtml
T: 860.215.9295

General Education Assessment:
All students are required to maintain an electronic portfolio using the college template. They use this portfolio to submit artifacts as evidence of their completion of the college's General Education outcomes. To help your students meet this requirement, all faculty are asked to designate one assignment in one of your courses to be submitted using the portfolio in Digication. This assignment should align with one of the General Education/TAP performance criteria. Use an assignment you already have rather than creating a new assignment.

Student Instructional Videos Now Available for Digication!
www.threerivers.edu/Div_IT/EducationalTechnology/Digication.shtml

General Education Artifact Collection:
Blue Form now available online!

Upcoming Workshops:

Monday, November 10, 2014
Digication-General Education
4:00 PM - 5:00 PM

Wednesday, November 12, 2014
Blackboard Learn - Mastering the Grade Center
3:00 PM - 5:00 PM
Digication-General Education
5:00 PM - 6:00 PM

Thursday, November 13, 2014
Qwizdom
2:00 PM - 3:00 PM
WebEx - Getting Started with Online Meetings
3:00 PM - 4:00 PM

Tuesday, November 18, 2014
Blackboard Learn - Open Forum
2:00 PM - 4:00 PM
Digication-General Education
4:00 PM - 5:00 PM

Wednesday, November 19, 2014
Digication-General Education
4:00 PM - 5:00 PM

Monday, November 24, 2014
Digication-General Education
5:00 PM - 6:00 PM

Tuesday, December 02, 2014
Blackboard Learn - Grade Center and General Open Lab
3:00 PM - 5:00 PM

All to be held in E-108

http://www.threerivers.edu/blueform
What does it mean to be an Educated Person?

Originally printed in the journal *The American Scholar*, the essay "Only connect..." *The Goals of a Liberal Education* by William Cronon (Frederick Jackson Turner Professor of History, Geography, and Environmental Studies at the University of Wisconsin-Madison) enumerated ten qualities most admired in people 'who seem to embody the values of a liberal education'. In the months to come, we will go through these ten qualities, and provide The Top 10 Teaching Tips (Joseph Finckel and Bill Searle ©2014; The Center for Teaching – Asmuntuck Community College) to help ensure your students can attain these qualities.

1. **They listen and they hear.**
   This is so simple that it may not seem worth saying, but in our distracted and over-busy age, I think it’s worth declaring that educated people know how to pay attention—to others and to the world around them. They work hard to hear what other people say. They can follow an argument, track logical reasoning, detect illogic, hear the emotions that lie behind both the logic and the illogic, and ultimately empathize with the person who is feeling those emotions (Cronon, 3).

**The Top Ten…Ways to Keep Your Students Learning (No. 8)**

Sometimes we get on a roll and our excitement about our subject gets us talking, giving examples, explaining intricate points and making wonderful connections between different concepts. But are students learning? We are talking, but what are they doing? Try some of these ideas to help ensure that students are learning, not merely listening.

- **Who cares?** Ask students at the beginning of a lesson or module why they care about learning this? Be prepared to help them be clear and honest, but don’t offer quickly – make them think. The more they think about what is in it for them, the more they are engaging in deeper thinking that increases the likelihood of their learning!

- **Quiet yourself!** Do not talk more than 12 minutes straight (10 is better). There is good research that the average person’s attention waivers after 10 – 12 minutes, no matter how interesting the subject or speaker.

- **3 Questions!** Give students three questions related to the lesson that you plan to help them answer by lesson’s end. Refer to the questions as you progress through the lesson. This can be a way of presenting “learning outcomes” for a lesson, without calling it “outcomes” (remember the BOPPS lesson planning format?).
✓ **Stop and Don’t Pop!** When you ask a question, give everyone time to think for a minute or two. This will seem like a long time, but you want to accomplish two things. First, some people do not think quickly, and this gives them time to come up with a question. Second, students drop into old habits. If they usually do not answer instructor questions, they simply wait for someone else to! Disengaged. Ask everyone – emphasize everyone – who has an answer to raise their hand, so you can change who gives the first answers.

✓ **2 Questions!** After students have studied something and before you have gone over it in class, ask them to work with 2-3 other students to identify 2 questions they have and hand them in to you. Putting them on separate index cards allows you to sort them in order.

✓ **Answer This!** As a variation on the one above, after teams develop their questions have them trade and answer each other’s questions. Have teams report out – briefly – explaining the question and their answer.

✓ **Teach this!** Assign “buddy projects” – consider something like “a friend misses this lesson and asks you to explain, write down what you will tell him/her.” Have some groups of 2 share with the class as you gently critique. The more you do this, the better students will be at assessing how much they really know about new material (an important thinking skill).

✓ **What do you know?** Before automatically giving that PowerPoint or story to illustrate a concept, ask students to rate on a scale from 1 – 5 whether they think they understand (and hold up their hand as you call out numbers). If students think they understand, but you aren’t so sure, give them a “buddy project” (as above, for example).

✓ **A picture is worth 1000 words!** Form student teams and have them create diagrams related to the lesson. Perhaps they can diagram key parts of a chapter, or how key concepts connect with each other, or simply diagram the components of a concept. The key is to make it visual!

✓ **Applications, applications!** Ask students to identify 3 ways they can use what is being covered in the lesson. Demonstrate how to do this and have them write applications multiple times as this is a difficult thinking skill.

**BONUS!**

✓ **What’s important?** After they have read new material and before you have identified what you believe the most important points are, ask students to determine the 3 or 5 most important points in the lesson. You will have to do this regularly to help them practice. Perhaps add in a group activity where they share key points and their reasoning why something is important.