



**ATECENTERS**

# Locating Free Curriculum & Professional Development Resources

April 16, 2015

The Webinar Begins At 3 PM Eastern

# Brought To You By

**CCTA | CENTERS COLLABORATIVE FOR TECHNICAL ASSISTANCE**

With Additional Support by the ATE  
Collaborative Impact Project



**ATECENTERS**

Disclaimer: This material is based upon work supported by the National Science Foundation under Grants # 1205077 and # 1261893. Any opinions, findings and conclusions or recommendations expressed in this material are those of the author(s) and do not necessarily reflect the views of the National Science Foundation.



# Webinar Details

- For this webinar you will be in listen only mode using your computer or phone
- Please ask questions via the question window
- This webinar is being recorded – you will be sent a recording link

# Poll

Your affiliation?



**Anna Koliopoulos,**  
Assistant Director and  
Co-PI for the South  
Carolina Advanced  
Technological  
Education Center of  
Excellence  
SC ATE



**Kris Frady,**  
Director of Operations  
for CA2VES and the  
Clemson University  
Center for Workforce  
Development



**Dr. Ginny Hall,**  
Director of Digital  
Learning, Clemson  
University Center for  
Workforce  
Development



**Mike Lesiecki,**  
Director, Maricopa  
Advanced Technological  
Education Center  
(MATEC)



# CA2VES and the Clemson University Center for Workforce Development



Kris Frady,  
Director of Operations  
CA2VES and the  
Clemson University  
Center for Workforce  
Development



Dr. Ginny Hall  
Director of Digital  
Learning, Clemson  
University Center for  
Workforce Development



Locating Free Curriculum and Professional Development Resources, April 16, 2015

# Clemson University Center for Workforce Development

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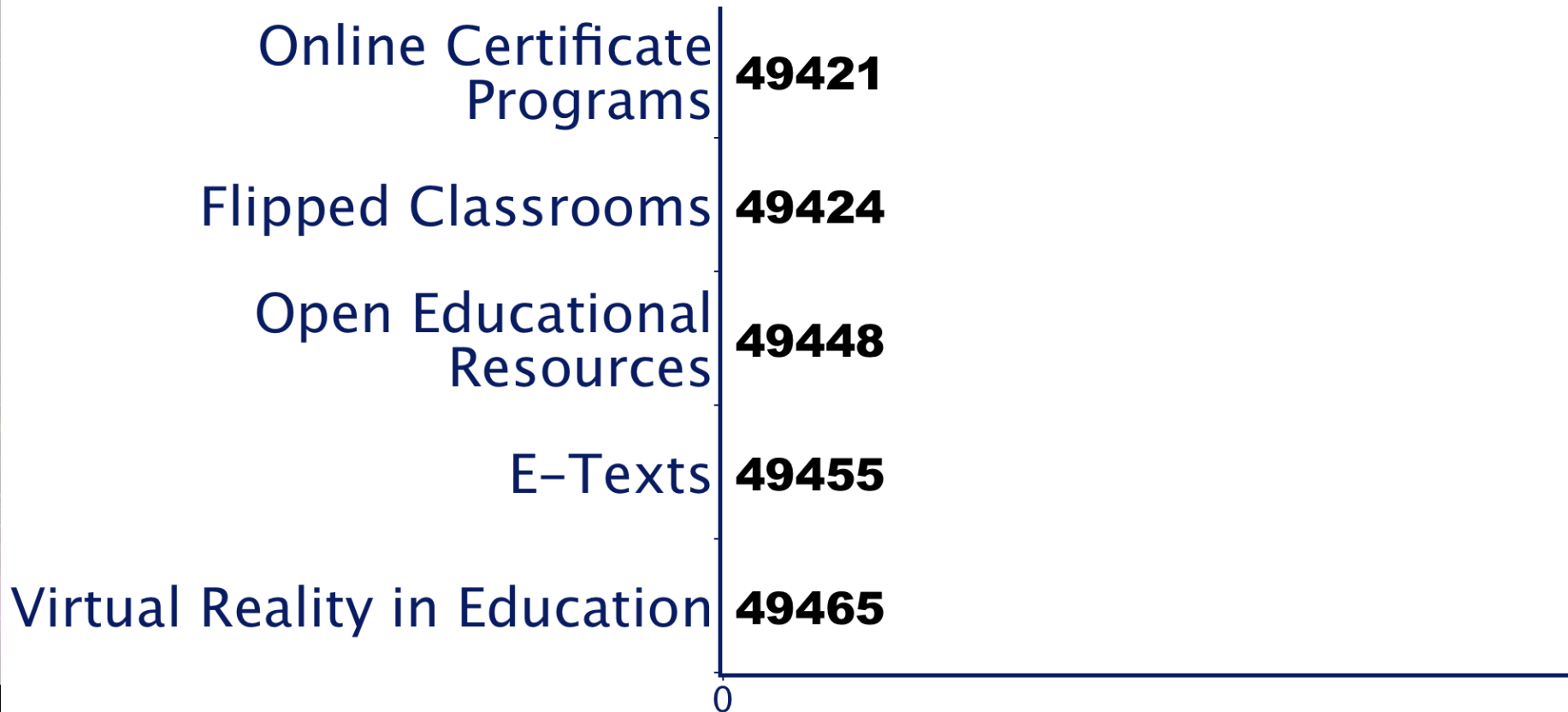
Kris Frady  
Director of Operations  
[frady@clemson.edu](mailto:frady@clemson.edu)

Ginny Hall  
Director of Digital Learning  
[vehall@clemson.edu](mailto:vehall@clemson.edu)

# Interactive Poll

Which of the following topics interests you most?

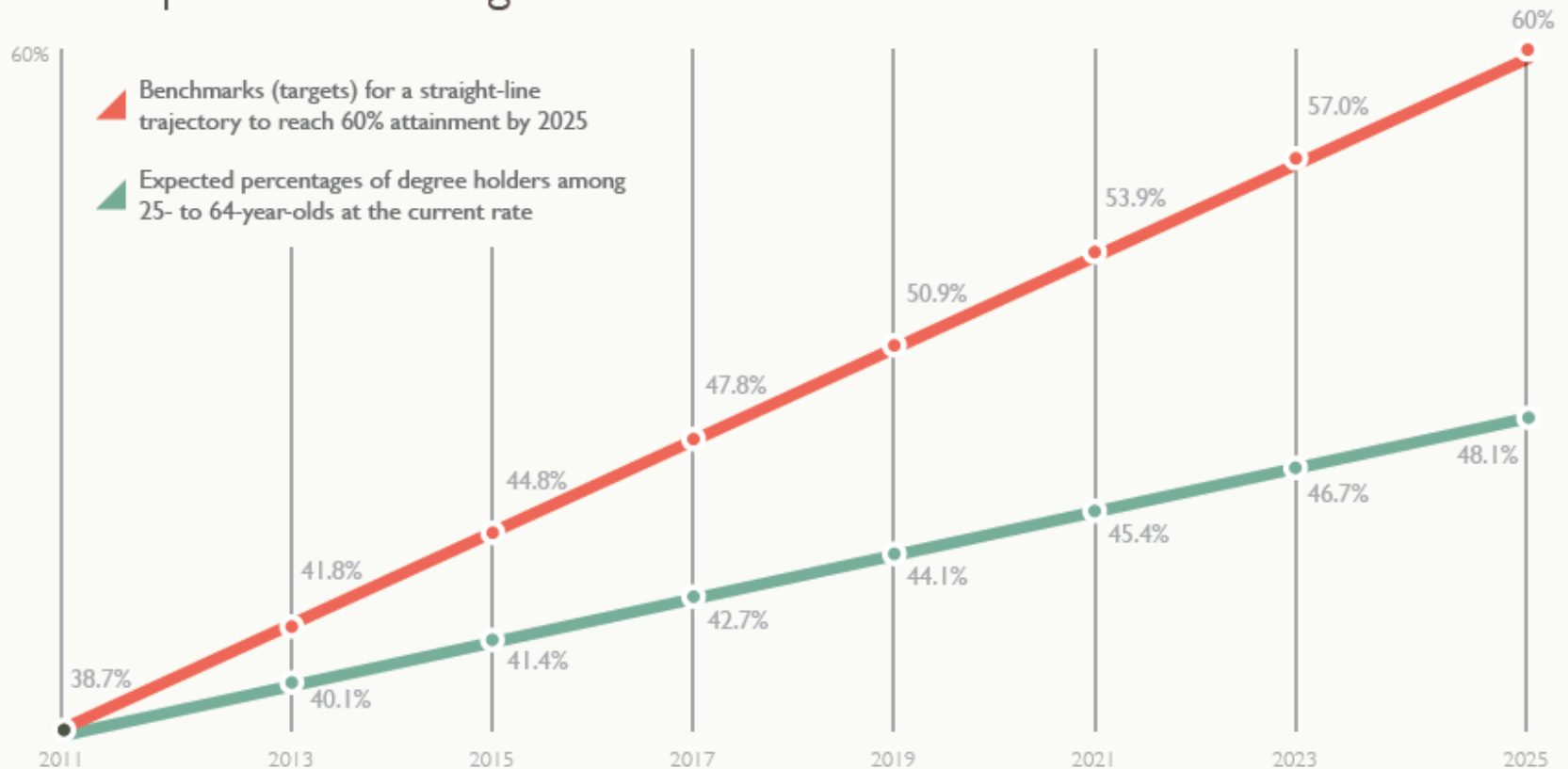
Respond at [PollEv.com/krisfrady823](https://www.poll-ev.com/krisfrady823) Text a **KEYWORD** to 37607





# Workforce Development & Higher Ed

## The path to 60% degree attainment in the United States

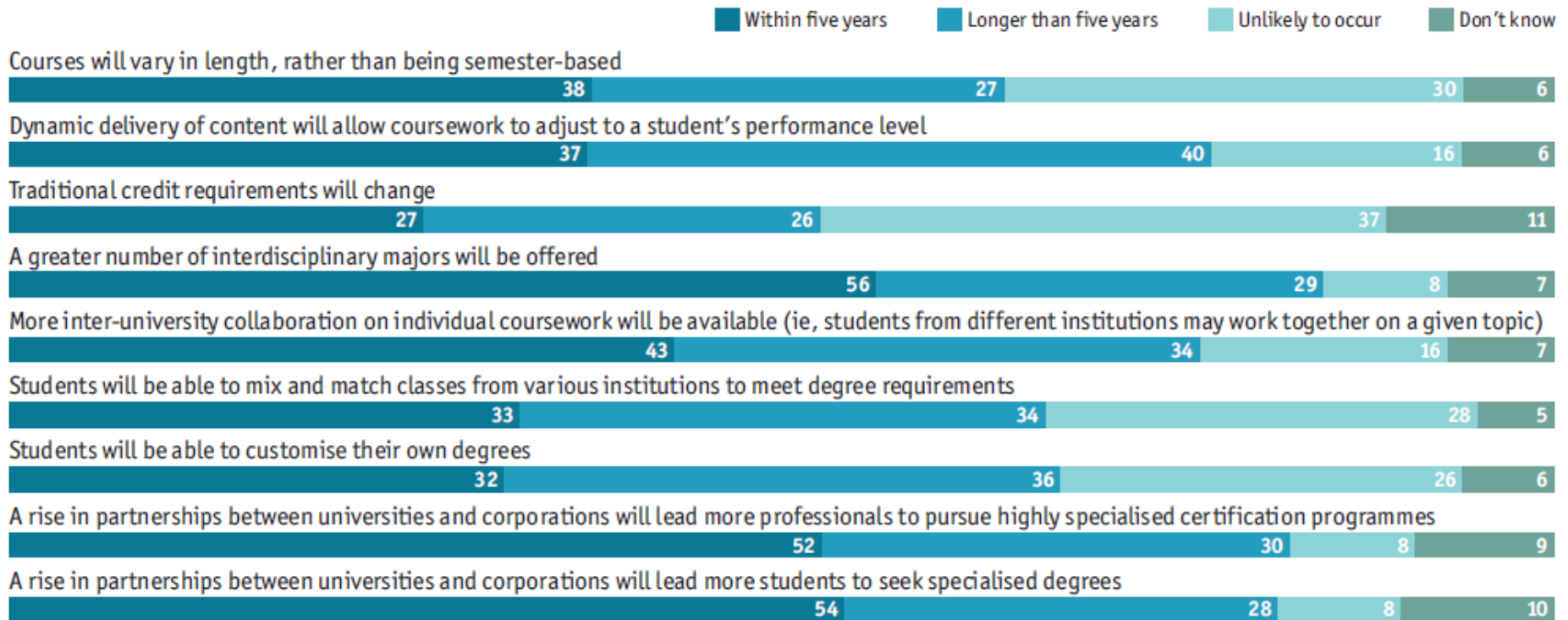


Source: U.S. Census Bureau, 2000 Census, 2010 & 2011 American Community Survey

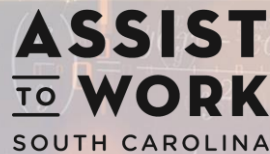
# Affects of Technology

How is technology most likely to affect academic course and degree offerings in your country?

(% respondents)



# Center for Workforce Development





**Mission:** To provide research-centered resources and evidence-based leadership for 2-year colleges and the broader ATE community, by designing and developing state-of-the-art virtual reality-based modules that support automotive and aviation technician education.



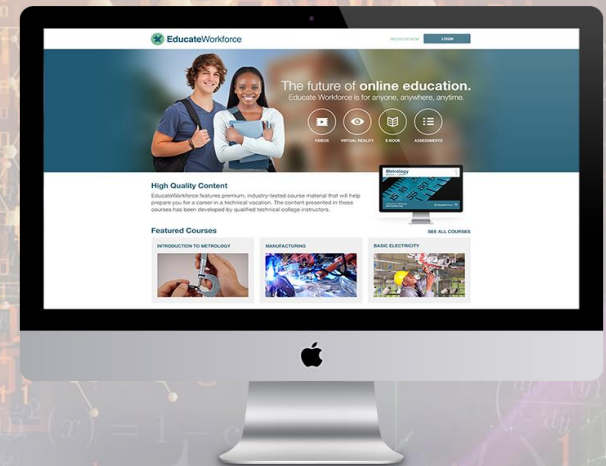
**WORKFORCE DEVELOPMENT IS ABOUT...**

- GETTING THE RIGHT PEOPLE, THE RIGHT SKILLS FOR THE RIGHT CAREERS AT THE RIGHT TIME.

# Goal 1

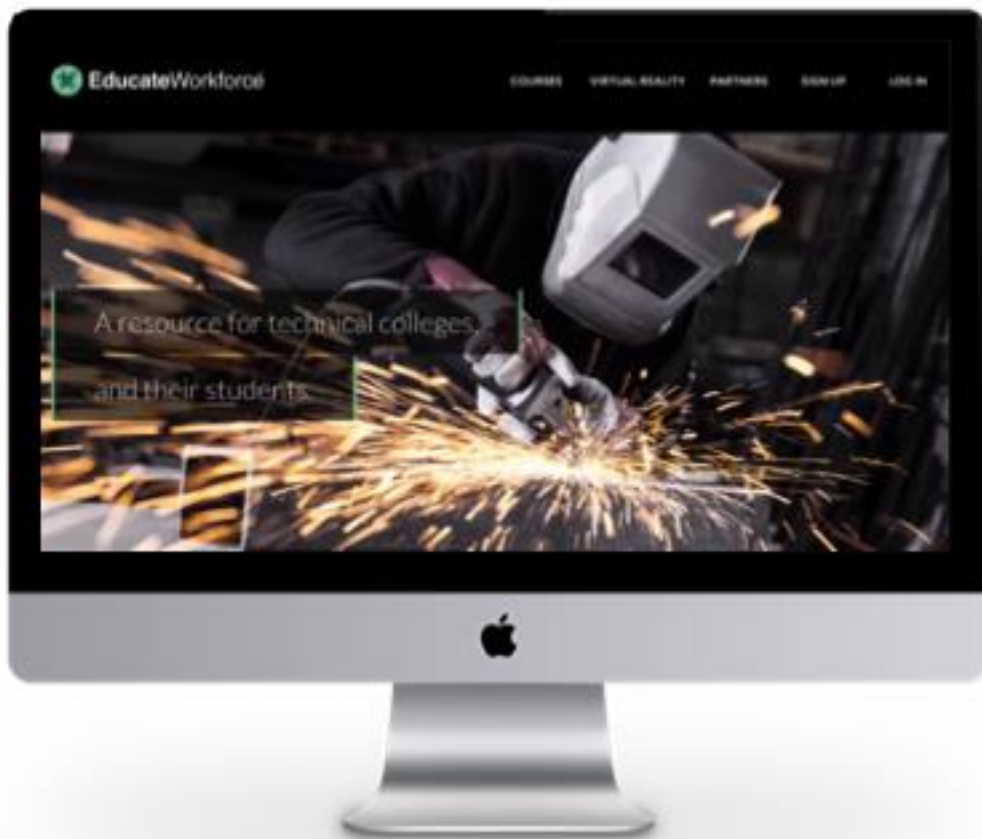
## To Facilitate and Accelerate Distribution and Implementation of the Digital Learning Tools

- Integrating TAACCCT curricula into technological education programs
- EducateWorkforce
- Assessment of dissemination and tools
- Implementing feedback to enhance existing curricula



**EducateWorkforce**

# EducateWorkforce



VIDEO LECTURES



VIRTUAL REALITY SIMULATIONS



OPEN TEXT



INTERACTIVE ASSESSMENTS

## Introduction to EducateWorkforce - Video

CCTA | CENTERS COLLABORATIVE FOR TECHNICAL ASSISTANCE



ATECENTERS



# Goal 2

## To Design and Develop Digital Curricula, E-Schools, and Virtual Reality Teaching and Learning for Online and Hybrid Environments

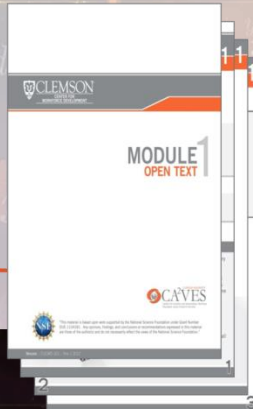
- Develop virtual reality with other ATE Centers
- Enhance existing ATE curricula
- Create new digital learning tools
- Summer CA2VES Academies
- Field testing and implementation



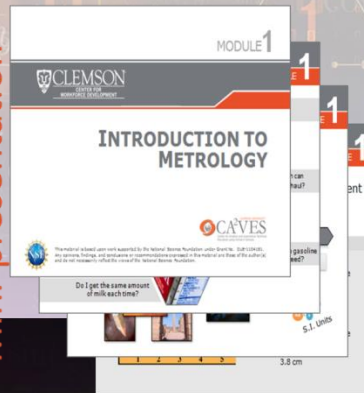
Module Outline



Open Text



Mini-presentation



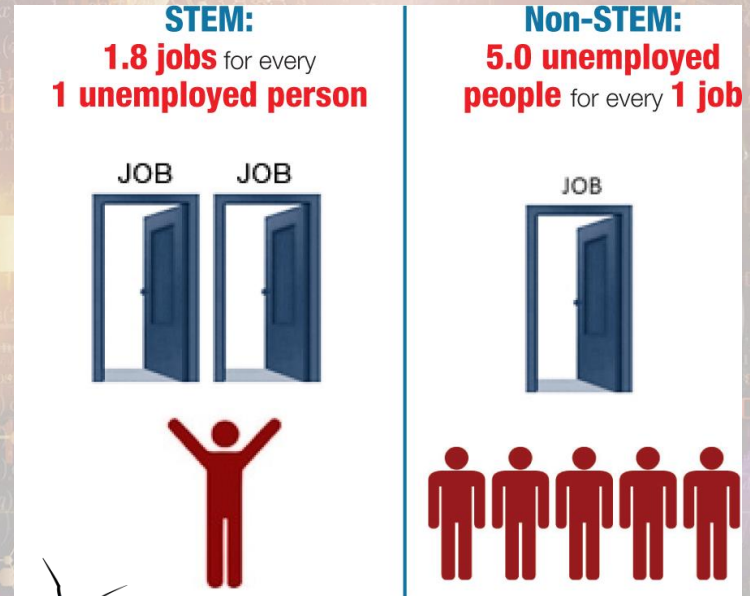
Assessment Guide



# Goal 3

## To Increase the Diversity and Quality of the Advanced Manufacturing Talent Pipeline Through Sustainable Pathways

- Recruitment campaigns (*focus: underrepresented populations and rural areas*)
- Diversity professional development
- Career education professional development
- Southeastern CA<sup>2</sup>VES Workforce Summit





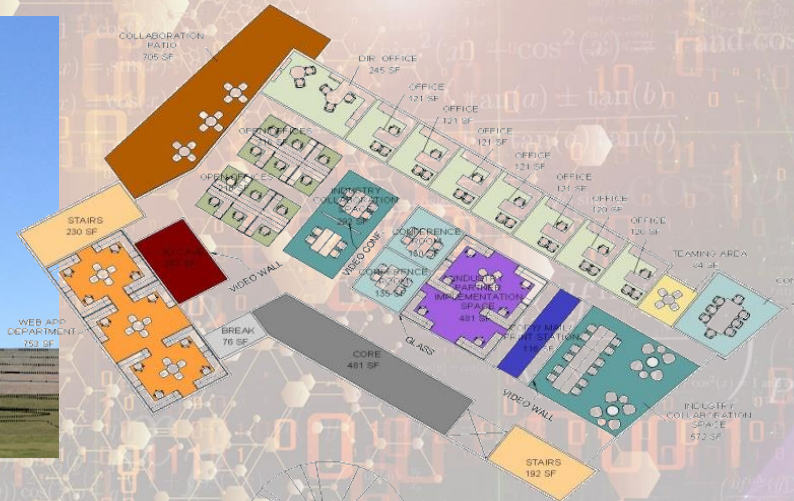
# Goal 4

To Provide Rigorous Evidence-based Research in VR Development for Technician Education and Become a Sustainable Resource for ATE Centers and 2-year Colleges

- Digital learning tool and pedagogical research
- Broader impacts and concentration in workforce development
- Evaluation of digital learning tools



# Advanced Technological Education Center






- **Unprecedented access** to digital learning tools, equipment and expertise
- **Stimulate partnerships**, economic development and job creation
- **Development of web tools**: virtual reality, apps, data analytics



# Universal Design for Learning

- Variability in individuals and their learning.
- These three primary brain networks come into play.
  - Recognition Networks
  - Strategic Networks
  - Affective Networks

Universal Design for Learning

<b>Recognition Networks</b> The "what" of learning	<b>Strategic Networks</b> The "how" of learning	<b>Affective Networks</b> The "why" of learning
		
How we gather facts and categorize what we see, hear, and read. Identifying letters, words, or an author's style are recognition tasks.	Planning and performing tasks. How we organize and express our ideas. Writing an essay or solving a math problem are strategic tasks.	How learners get engaged and stay motivated. How they are challenged, excited, or interested. These are affective dimensions.
<input checked="" type="checkbox"/> Present information and content in different ways	<input checked="" type="checkbox"/> Differentiate the ways that students can express what they know	<input checked="" type="checkbox"/> Stimulate interest and motivation for learning

## I. Provide Multiple Means of Representation

### 1: Provide options for perception

- 1.1 Offer ways of customizing the display of information
- 1.2 Offer alternatives for auditory information
- 1.3 Offer alternatives for visual information

### 2: Provide options for language, mathematical expressions, and symbols

- 2.1 Clarify vocabulary and symbols
- 2.2 Clarify syntax and structure
- 2.3 Support decoding of text, mathematical notation, and symbols
- 2.4 Promote understanding across languages
- 2.5 Illustrate through multiple media

### 3: Provide options for comprehension

- 3.1 Activate or supply background knowledge
- 3.2 Highlight patterns, critical features, big ideas, and relationships
- 3.3 Guide information processing, visualization, and manipulation
- 3.4 Maximize transfer and generalization

**Resourceful, knowledgeable learners**

## II. Provide Multiple Means of Action and Expression

### 4: Provide options for physical action

- 4.1 Vary the methods for response and navigation
- 4.2 Optimize access to tools and assistive technologies

### 5: Provide options for expression and communication

- 5.1 Use multiple media for communication
- 5.2 Use multiple tools for construction and composition
- 5.3 Build fluencies with graduated levels of support for practice and performance

### 6: Provide options for executive functions

- 6.1 Guide appropriate goal-setting
- 6.2 Support planning and strategy development
- 6.3 Facilitate managing information and resources
- 6.4 Enhance capacity for monitoring progress

**Strategic, goal-directed learners**

## III. Provide Multiple Means of Engagement

### 7: Provide options for recruiting interest

- 7.1 Optimize individual choice and autonomy
- 7.2 Optimize relevance, value, and authenticity
- 7.3 Minimize threats and distractions

### 8: Provide options for sustaining effort and persistence

- 8.1 Heighten salience of goals and objectives
- 8.2 Vary demands and resources to optimize challenge
- 8.3 Foster collaboration and community
- 8.4 Increase mastery-oriented feedback

### 9: Provide options for self-regulation

- 9.1 Promote expectations and beliefs that optimize motivation
- 9.2 Facilitate personal coping skills and strategies
- 9.3 Develop self-assessment and reflection

**Purposeful, motivated learners**

# DOL TAACCCT

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## CUCWD Goal:

Develop new curricula and redesign existing curricula into formats that accelerate learning and increase accessibility

## CUCWD Role:

Provide instructors with guidance during course development process by:

- Developing and sharing Instructional Design Templates
- Provided OER Resources and Tools
- Offering Professional Development that covers DOL

## Requirements:

- UDL
- Creative Commons
- ADA

# Learning Design

**System-Wide  
Involvement**

**Curriculum  
Package**

**2-year College  
Instructor Expertise**

**Industry Input &  
Review**

**P-20 Educators &  
Career Counselors**

**Open Text**

**Assessment Guide  
(STEM Strategies)**

**Recorded Mini  
Lectures & Labs**

**Virtual Reality  
Hands-On Practice**

**Modular Design (Fractional Credits)**

# Learning Design

- Instructor Toolkit
  - Course Outline broken into Modules

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## Precision Measuring Instruments

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- 
- 
- 1. Introduction**
    - 1.1 History of Measuring
    - 1.2 Metrology and Units of Measurements
    - 1.3 Metric Measurement and English Conventions
  - 2. Basic Measuring Instruments**
    - 2.1 Scales, Tapes etc.
    - 2.2 Micrometers
      - 2.2.1. Type
      - 2.2.2. Use
      - 2.2.3. ID Measurements
      - 2.2.4. OD Measurements
      - 2.2.5. Inside
    - 2.3 Calipers
      - 2.3.1. Types
      - 2.3.2. Use
      - 2.3.3. ID Measurements
      - 2.3.4. OD Measurements
    - 2.4 Weights
      - 2.4.1. Types
- 
- 

- 3. Industrial Instrumentation**
    - 3.1 Temperature Measurement
      - 3.1.1. Thermometers
    - 3.2 Motion Measurement
    - 3.3 Force Measurement
    - 3.4 Pressure Measurement
      - 3.4.1. Pressure Gauge
    - 3.5 Flow Measurement
    - 3.6 Torque Measurement
      - 3.6.1. Inch pounds
      - 3.6.2. Foot pounds
      - 3.6.3. Newton meters
    - 3.7 Time Measurement
- 
- 

- 
- 
- 4. Advanced Measuring Instruments**
    - 4.1 Meter Operation Principles
    - 4.2 Ammeters, Voltmeters, and Wattmeters
    - 4.3 Multimeters
    - 4.4 Resistance Measurement
    - 4.5 Oscilloscopes
    - 4.6 Lasers
- 
-

# Learning Design

- Instructor Toolkit

- One page module summary

Clemson University Center for Workforce Development | Module Outline



## Introduction to Metrology

Course ID : CUCWD 101  
Module ID : 01  
Total time Required : 13 hrs  
Credits : 3

Prerequisites:  
N/A

### Visualization Modules

- Calculate conversion factor for inches and meter
- Calculate conversion factor for pounds and kilogram

### Tools and Materials

- Item 1
- Item 2
- Item 3

### Goal

The goal of this module is to provide a brief introduction to metrology, history of measurement, units of measurements and its conversion.

### Topics Covered

- Introduction
- Definition of metrology
- History of measurements
- History of units
- Metrology and units of measurement
- Subfields of Metrology
- Units of measurements
- Standards
- Metric measurements and English Conversion
- Errors in measurements
- Six guiding principles

### Assessment

- Quizzes
- Exercises
- Tests

### Objectives

Learner will be able to:

- Explain and analyze the measurement process
- Organize significant events in the history of measurement
- Differentiate base and derived units of measurement
- Solve Metric and English conversion problems
- Predict outcomes of errors in measurement

### Labs

- Measure an item in various systems of units as in calculate the length in feet, inches and centimeters and measure the conversion factor

### Contact

Clemson University Center for Workforce Development  
110 Freeman Hall | Department of Industrial Engineering  
Clemson University | Clemson SC-29634  
Email: test@cucwd.org



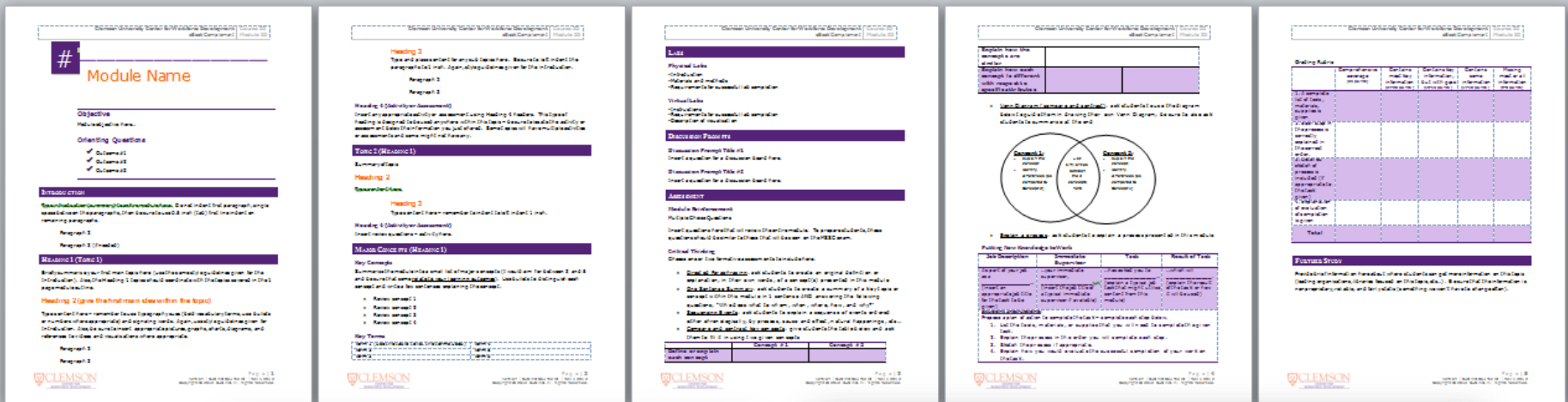
Version | CUCWD 101 | Rev 1 2011





# Learning Design

- Instructor Toolkit
  - Open Text



## #

# Module Name

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**Objective**

Students will be able to:

- Objective 1
- Objective 2

These should be the same objectives found within your module outline.

**Orienting Questions**

- ✓ Outcome #1
- ✓ Outcome #2
- ✓ Outcome #3

**INTRODUCTION**

Type introduction (summary) to entire module here.

Paragraph 2

Paragraph 3 (if needed)

**1.1 TOPIC NAME (Your topics should align with the topics in your course outline)**

Briefly summarize your first main topic here

**1.1.1 SUBTOPIC NAME**

Type content here

**1.1.2 SUBTOPIC NAME**

Type content here




# Learning Design

- Instructor Toolkit
  - Brief supplemental presentation

**Module #/Name**

Course  
Instructor



1



**Connecting to New Knowledge**

- Personal Connections
- Business Connections

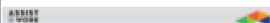


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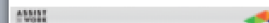


**Objectives**

- Learner will be able to:
  - Objective 1
  - Objective 2
  - Objective 3
  - Objective 4



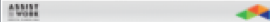
3



4



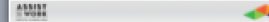
**Summary**



5



**Glossary**



6



  
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7



# Learning Design

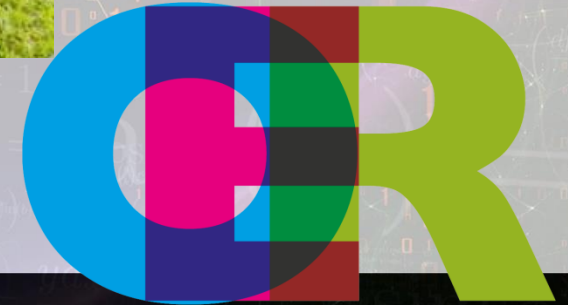
- Instructor Toolkit
  - Checklist

CUCMWD Course:			
Module Author:			
Name of Module:			
Standard	Present	Comments	
<b>3. Course Overview and Introduction</b>			
3.1		Minimum technical skills expected of the student are clearly stated.	
3.2		Appropriate openings are included.	
<b>4. Module Content and Materials</b>			
4.1		The instructional objectives contribute to the achievement of the stated course and module-level learning objectives.	
4.2		The instructional materials have sufficient breadth, depth, and currency for the student to learn the subject.	
4.3		Multiple sets of student-centered examples are included.	
4.4		Multiple examples of assessment methods (open-ended, multiple-choice, etc.) are included.	
4.5		All resources and materials used in the course are appropriately cited.	

4.6		Descriptions of instructional content and key points of module objectives are not included too many words or too much information.	
4.7		Appropriate media (graphics, videos, links, etc.) are included.	
4.8		Module is less than 20 minutes.	
4.9		Graphics are appropriate and well placed.	
4.10		Text color, font size, and type are considered throughout the course with paper editing and format.	
<b>5. Exercises and Closure</b>			
5.1		Appropriate practice problems are included.	
5.2		Appropriate support materials (hand-outs) are included.	
5.3		Appropriate module closure is included.	
5.4		Summary.	
5.5		List of definitions.	
5.6		Review questions.	
5.7		Other appropriate closure.	
<b>6. Labs</b>			
6.1		Objectives.	
6.2		Materials and methods.	
6.3		Requirements for successful lab completion.	
6.4		Lab safety.	
6.5		Instructions.	
6.6		Requirements for successful lab completion.	
6.7		Description of evaluation.	
<b>7. Assessments</b>			
7.1		The types of assessments selected measure the stated learning objectives and are consistent with course objectives and resources.	
7.2		The multiple assessment methods are varied.	
7.3		Students have multiple opportunities to measure their own learning progress.	
7.4		Practice quizzes, study questions, etc.	
7.5		Assessments are clearly identified.	
7.6		Links are provided to assessments are included.	
<b>8. Visualization Modules</b>			
8.1		Clear learning goals are stated.	

8.2		Resources submitted for CAD drawings are included.	
8.3		A list of submitted problem forms is included.	
<b>9. Accessibility</b>			
9.1		Course materials provide equivalent alternatives to auditory and visual content.	
9.2		Media should be accompanied by closed captions or a full-text transcript.	
9.3		Visual elements should be labeled captioned and contain appropriate alt attributes.	
9.4		Open.	
9.5		The course materials ensure screen readability.	
9.6		Software content is used in the text and background levels (use of special fonts or special character sets is avoided).	
<b>10. Copyright</b>			
10.1		Content used is original to CUCMWD, writing, pictures, videos, etc.	
<b>11. Universal Design of Learning Principles</b>			
11.1		Multiple means of representation.	
11.2		Multiple means of action and expression.	
11.3		Multiple means of engagement.	
11.4		Clear multiple means for assessment.	
11.5		Provide opportunities for personalization, feedback, and self-reflection/evaluation.	
11.6		Provide means, materials, culture, norms, etc.	
<b>12. Instructor Resources</b>			
12.1		Resources for instructors (previous learning tools, accommodations, etc.) are included when appropriate.	

# Learning Theories



# Activity

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In the text area share your favorite education app

# Mobile Applications for the Classroom



[Air Sketch](#)

(iPad)



[ShowMe](#)

(iPad)



[iTunesU](#)

(iPad)



[Adobe Connect](#) (iOS

and Android)



[MyHomework](#)

(iOS, Android, Windows, Kindle)



[iBook](#)

(iOS)



[Khan Academy](#) (iPad)



[Dropbox](#)

(iOS, Android, Windows, Kindle)



[Notesplus](#)

(iPad)



[Wolfram|Alpha](#)

(iOS)



[StudyBlue](#)

(iOS, Android, Windows, Kindle)



[iAnnotate](#)

(iOS)



[Wunderlist](#)

(iOS, Android, Windows, Kindle)



[Evernote](#)

(iOS, Android, Windows, Kindle)



[Ted and Ted Books](#)

(iOS)



[BrowZine](#)

(iOS, Android)



[PBS](#)

(iPad)



[NASA App HD](#)

(iOS, Android)



[Mindomo](#)

(iOS, Android)



[SlideShark](#)

(iOS)



[Mental Case](#)

(iOS)

*\* Click on the App Names to view a description and the APP Icons to view a video*

# Air Sketch



Need a recordable whiteboard?  
Try [Vittle](#) or [ShowMe](#) !



# iAnnotate

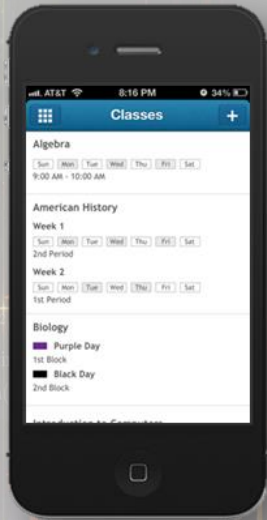
The image shows a screenshot of the iAnnotate user guide on a tablet. The document is titled "User Guide" and includes sections like "Getting started" and "1.1: QuickStart Guide". The text describes how to get documents and find them. Several red callout boxes highlight features: "Tabbed Reading" points to the document title; "Fully customizable toolbars" points to the right-side toolbar; "Add notes & bookmarks" points to a yellow note icon; "Easily mark-up text" points to a blue box labeled "DRAFT" around the word "Document Manager"; "Typewriter annotations" points to a green highlight on the text "Document Manager"; "Search document text" points to a magnifying glass icon in the bottom toolbar; and "Quickly navigate annotations" points to a red double-headed arrow icon in the bottom toolbar. A "check links" callout points to a blue link icon in the bottom toolbar.





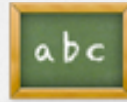


# MyHomework



## Homework

Track your homework, tests, projects and lessons.



## Class Schedules

Supports time, block and period based schedules.



## Reminders

Get reminded when assignments are due.



## Sync

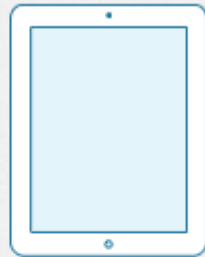
Sync to access your classes and assignments on any of the available devices!



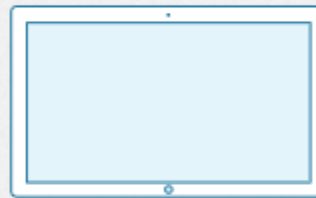
iPhone



Android



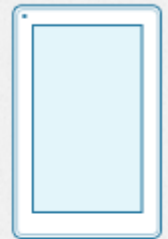
iPad



Windows 8



Web



Kindle

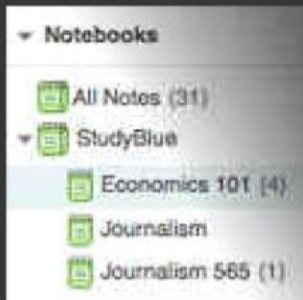
Teachers.io = share class information with students synced through MyHomework

# StudyBlue + Evernote



## STUDYBLUE + Evernote.

You've successfully connected Evernote to your STUDYBLUE account.



Evernote class notebooks sync with StudyBlue to import your study materials.



StudyBlue creates class notebooks in your Evernote account.



Copy & paste your original notes onto digital flashcards.



Study online or on your iPhone or Android. Track your progress and get reminders.

# Activity

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In the text area share your favorite e-Text  
or online textbook

# Open Educational Resources - E-Texts

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[OpenStax College](#)

[Connexions](#)

[College Open Textbooks](#)

[University of Minnesota](#)

[Wikibooks](#)

[Boundless](#)

[CK12 Flexbooks](#)

[The Saylor Foundation](#)

[Flatworld Knowledge](#)

[Orange Grove Text Plus](#)

The value of  
**education**



*\* Click on the E-Text Names to view a description*

# Activity

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In the text area share your favorite Open Education Resource (OER) website

# OER – Open Educational Resources

## OER Repositories:

- [SBCTC OERs \(Washington State Board\) Open Course Library](#)
- [NROC – National Repository of Online Courses](#)
- [Curriki](#)
- [OER Commons](#)
- [Open Source Physics](#)
- [PHET Interactive Simulations](#)
- [Open Learning Network \(OLNet\)](#)




## OER Resources:

- [OER Matrix](#)
- [Order of Operations OER Creation](#)
- [Quality Matters Rubric](#)
- [Learning Registry](#)
- [OER-Friendly Tools & Resources](#)
- [Scoop It](#)
- [Wikimedia](#)
- [Open Policy Implementation Guide](#)

# Skillscommons

DOL TAACCCT Repository: [skillscommons.org](https://skillscommons.org)

## Grant Projects

- AAT Enhancement and Acceleration Program
  - Learning Resources Collection
  - Program Support Materials Collection
- Accelerated Career and Education Pathway Program (ACEPP)
  - Learning Resources Collection
  - Program Support Materials Collection
- Accelerated Career Pathways: From Hawaii to the Texas Panhandle
  - Learning Resources Collection
  - Program Support Materials Collection
- Accelerating Advanced Manufacturing and Global Logistics Careers Partnership (AAMGLP)
  - Learning Resources Collection
  - Program Support Materials Collection
- Accelerating Wireless Education For Capitol and Crater Regions (AWE4CCR)
  - Learning Resources Collection
  - Program Support Materials Collection
- Accessible Support Services and Instruction for Sustainable Transition to Work (ASSIST) 
  - Learning Resources Collection
  - Program Support Materials Collection
- ACT-On Retail Management Careers
  - Learning Resources Collection
  - Program Support Materials Collection

## Learning Resources Collection

### Recent Submissions

- ENG 032: Developmental English, Mason, Jennifer
- MAT 176: Algebra & Trigonometry II, Knowlen, Mathew
- RDG 031: Developmental Reading 1, Kerr, Donna
- EEM 162: Process Controls, Anton, Mary
- EEM 166: Commercial and Industrial Wiring, Microburst, Learning
- MAT 120: Probability and Statistics, Grooms, Ellen
- IMT 121: Drive Systems, Widener, Michael
- TDL 214: GPS and GIS Technology Applications in TDL, Oran, Tony
- BIO 102: General Biology II, Plummer, Melissa
- EEM 151: Motor Controls I, Waymyers, James A
- MTT 258: Machine Tool CAM, Stuhr, William R.
- MAT 175: Algebra and Trigonometry I, Spain, Dina
- EET 113: Electrical Circuits I, Mohajer, Farhad
- EEM 140: National Electrical Codes, Moore, Kevin
- IMT 102: Industrial Safety, Moore, Kevin



ATECENTERS



# Organization

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**Anand K. Gramopadhye, Ph.D.** Dean of College of Engineering and Science

## Management Team

**Kapil Chalil Madathil, Ph.D.**  
Director of Technology Ops.

**Kris K. Frady, Ed.D.**  
Director of Operations

**Virginia Hall, Ed.D.**  
Director of Digital Learning &  
DOL TAACCCT Program  
Manager

**Rebecca Hartley, M.P.A.**  
Director of Pathways

## Development Staff

**Eddie Bennett**  
Marking Coordinator

**Jeffrey Bertrand, M.S.**  
Visualizations Lead

**Caroline Christ, M.S.**  
Curriculum Coordinator

**Martin Clark**  
IT Network Operations

**Kristina Corbett**  
Fiscal Analyst

**Sandra Holland**  
Administrative Assistant

**Zachariah Inks, M.F.A.**  
Visualizations Developer

**Jim Piekutowski, M.S.**  
Program Manager

**Nicholaus Outen**  
Web Services

**Zachary Trabookis, M.F.A.**  
Web Services



# South Carolina Advanced Technological Education Center of Excellence (SC ATE)



Anna Kolliopoulos,  
Assistant Director and Co-PI for the South  
Carolina Advanced Technological Education  
Center of Excellence  
SC ATE

# TeachingTechnicians.org

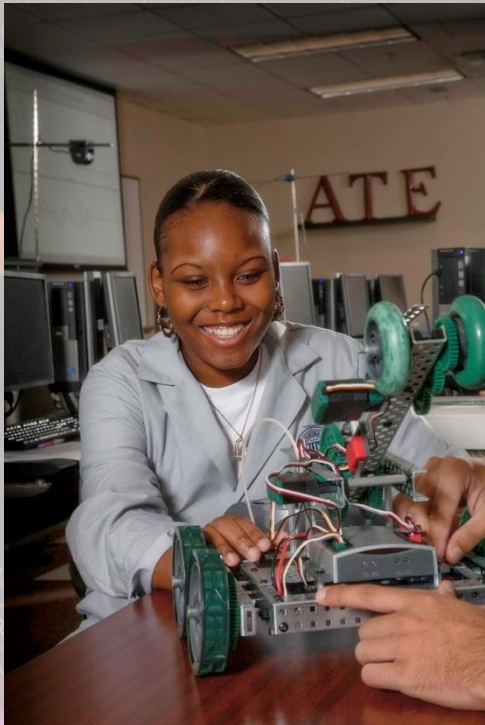
IF YOU BUILD IT...

WILL THEY COME?



# TeachingTechnicians.org

SC ATE Center of Excellence (SC ATE)



A National Science Foundation –  
funded Advanced Technological  
Education (ATE) National Center for  
Expanding Excellence in Technician  
Education

# TeachingTechnicians.org

## Linking Faculty Development Providers and Seekers

Projects & initiatives offering low/no-cost faculty development



Teachers seeking knowledge & skills in content or teaching methodologies

# TeachingTechnicians.org

The screenshot shows the homepage of TeachingTechnicians.org. At the top, there is a navigation bar with links for Home, Contact Us, Who We Are, Create Account, and Login. Below this is a secondary navigation bar with links for Onsite Events, Online Events, Post Your Event, Event Archives, and Resources. The main content area features a large banner image of two people wearing 3D glasses and looking at a projection. The banner includes the text: "Looking for new ways to inspire your students to succeed?" and "Tap into events that will help you keep pace with advancements in your field." A "View Available Events" button is positioned at the bottom right of the banner. To the left of the banner is a sidebar with the TeachingTechnicians.org logo and tagline "Expanding Excellence in Technician Education". Below the logo is a search bar and a list of social media icons for Facebook, Twitter, and YouTube. Below the banner is a "Featured Events" section with a "VIEW ALL EVENTS" link. This section contains four event cards, each with a house icon and the text "Onsite Event". The events listed are: 1. "Teaching & Learning 2015" (March 13-14, 2015), 2. "VESTA: Wine Chemistry Workshop-KS" (March 14, 2015), 3. "HVAC Excellence Educators and Trainers Conference/..." (March 15, 2015), and 4. "VESTA: Wine Sensory Analysis Workshop - NY" (March 15, 2015). Each card includes a "VIEW DETAILS" link. At the bottom of the page, there are two buttons: "How To" and "At Your Service".

# TeachingTechnicians.org

## Promoting Faculty Development

### Who are the Providers?

- ATE grantees  
(projects and centers)
- Others STEM or ATE

### What TT.org offers

- Free Marketing
- Reaches over 2000 registered users
- Connection to targeted STEM and ATE educators
- Searchable database of archive events

# TeachingTechnicians.org

Promoting Faculty Development

## What is the target audience ?

- High School STEM educators
- Community college STEM and ATE educators

## What TT.org offers

- Free or low-cost
- Online
- Onsite
- Hybrid

# TeachingTechnicians.org

## Promoting Faculty Development

### Getting Started

- Post Your Event
- Become a Registered User

### Create an account

The screenshot displays the homepage of TeachingTechnicians.org. The header includes navigation links: Home, Contact Us, Who We Are, Create Account, and Login. Below this is a secondary menu with Onsite Events, Online Events, Post Your Event, Event Archives, and Resources. A central banner image shows two individuals working on a computer workstation. The main content area features the TeachingTechnicians.org logo and tagline, 'Expanding Excellence in Technician Education'. Below the logo is a search bar with the text 'Select from a variety of onsite and online faculty development events that will help you stay current.' and a search button. Social media icons for Facebook, Twitter, and YouTube are visible. The 'Create Account' section is highlighted in yellow and contains the following fields: First Name, Last Name, Phone Number, Ext, Email, Confirm Email, User Name, and Password. A note specifies that the password must contain at least 1 lower case letter, 1 upper case letter, and 1 number as well as being at least 7 characters long. The 'Address' section is partially visible at the bottom.



# TeachingTechnicians.org

## Resources

Educator Resources	STEM and Technician Career Exploration
Help for ATE PIs	Teaching Methodologies
PBL (Problem-Based Learning)	Tips
Proven And Promising Practices	Women in STEM
Working With Industry	Diversity Resources
FAQ	PowerPoint Presentations

# TeachingTechnicians.org

## Proven Practices

A Searchable Compendium of Research on  
Technician Education – previously-completed work  
funded by NSF ATE

- Existing and Prospective PIs
- Easy for educators to learn, benefit and leverage proven strategies and useful in informing practice.



# TeachingTechnicians.org

## Mentor-Connect.org

Expand NSF ATE among the nation's two-year colleges

- Funded through the NSF ATE program
- Provides support for NSF ATE Small Grants for Institutions New to ATE
  - Face to face interaction with Mentors
  - Detailed assistance for proposal development



# TeachingTechnicians.org



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(843) 676-8559

# Questions



# ATE Community Resources

**ATE Centers Impact – Focus on ATE Centers.**

<http://atecenters.org>

**ATE Central – ATE resource archive, event calendar, ATE@20 book+blog.**

<http://atecentral.net>

**EvaluATE – Evaluation support, resources, and webinars.**

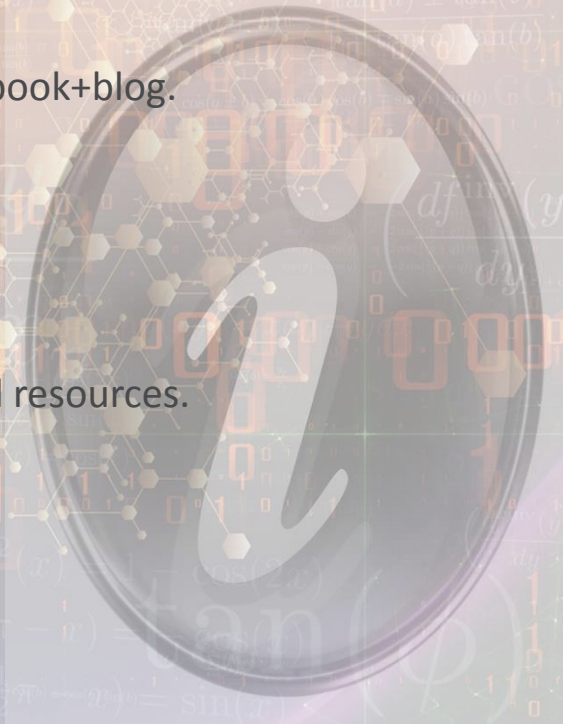
<http://evalu-ate.org>

**MentorConnect – Mentoring support for those new to ATE.**

<http://mentor-connect.org>

**TeachingTechnicians – Professional development support and resources.**

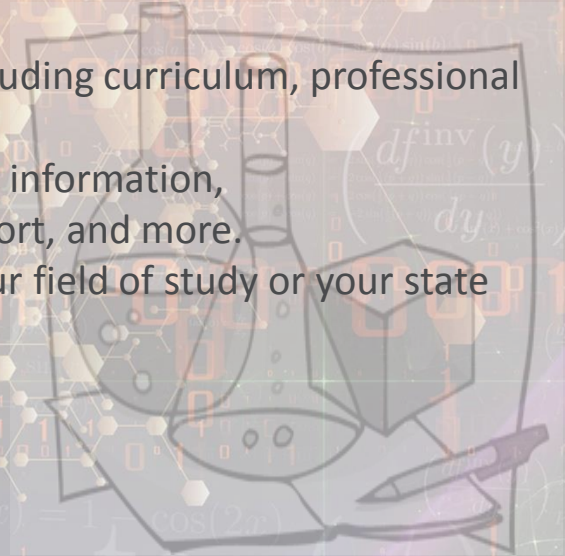
<http://teachingtechnicians.org>





## Want to get your hands on more ATE Resources?

- **Resource Collection** – More than **6,000 ATE resources**, including curriculum, professional development materials, learning objects, and much more.
- **Information Hub** – ATE events and news, project and center information, ATE social media directory, sustainability and outreach support, and more.
- **Map Interface** – an easy way to find ATE collaborators in your field of study or your state or region.



<http://atecentral.net>

# Stay In the loop with ATE

- Follow ATE news on social media
- Subscribe to ATE newsletters and mailing lists
- Check out event calendars
- Connect with ATE projects and centers in your region



<http://atecentral.net/intheloop>



**Join us in Portland, OR!**



**July 27-30, 2015**



**[www.highimpact-tec.org](http://www.highimpact-tec.org)**



# Register for HI-TEC and TAACCCT Convening

**HI-TEC Conference July 29-30 in Portland, Oregon**

Register at <http://www.highimpact-tec.org/registration.php>

**TAACCCT-specific session track during the conference.**

**Free follow-up TAACCCT technical assistance convening for grantees on Friday, July 31.**

# Join Us – All Webinars 3 pm Eastern

- **May 12 – Planning for Sustainability**

Funding agencies have the expectation that vital elements of funded projects will be sustained after awards are expended. How do grant funded college programs plan for sustainability? How will the project's goals, principles, and efforts necessary to achieve desired outcomes be continued? The NSF ATE program has focused on sustainability strategies for over 20 years. Learn from a panel of experts how to think and plan strategically and creatively to ensure your project's most meaningful work is sustained.

- **June 18 – Other Approaches for Ensuring Effective Business Engagement in Programs**

What are some secrets of success for strong industry engagement in your college's workforce programs and projects? What do they need to become active participants and partners – even if they do not need to hire your students today? With decades of experience behind them, the NSF ATE Centers have many strategies for starting and growing strong, sustainable and highly engaged industry partnerships.

Register at [www.atecenters.org/ccta](http://www.atecenters.org/ccta)

# Contacts

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