Editorial: Change as an Opportunity

With the semester coming to a close significant changes are occurring across the college both for faculty and students.

The semester is ending and with endings come a chance for new beginnings. On May 17th, students will be crossing the graduation stage with a degree entering into their future. How will our students view this change? Is it a fearful challenge or an exciting opportunity?

Similar to our students the college will be going through significant changes during the next year. The most obvious changes being the search for a new president and the end of the full time union contract. Are these fearful challenges or exciting opportunities?

With change comes opportunity. This final issue of the Accelerated Newsletter explores change and how it can be viewed as an opportunity. We will explore research on how best to use the summer months to refresh, develop and revamp.

The feature article will explore the importance of life long learning for both students and faculty.

The School of Online and Accelerated Learning describes their role in educating potential students via revamped Accelerated Information Sessions.

Finally, the Accelerated Newsletter will change and take on new opportunities by becoming the Flexible Learning Newsletter starting in August. Be sure to check out the details for what to expect.

Enjoy this most recent issue and if you would like to share in the future, please contact Trey Mireles.

The Accelerated Teaching Word to the Wise:

“Be the change that you wish to see in the world.”

- Mahatma Gandhi

Change is inevitable. Our perspective on change is flexible. Is change a threat or an opportunity? An optimistic perspective and willingness to take on new challenges is necessary to be the change we wish to see in the world.
Research

The strategies used in Accelerated Learning are founded in a strong research base and constantly evolving based on the research in education, neuroscience, social sciences and many other fields. Check out the details below.

**Refresh and Rejuvenate**

Teaching is a rewarding job but it can also be very stressful. Summer is a great time to refresh and rejuvenate. If you are feeling stressed out or think you might be check out this resource from [Southern Utah University](https://www.southernuniversity.edu).

As you take time for yourself this summer and considering the inevitable changes take some time to introspect on how you cope with stress from three perspectives: an *appraisal perspective*, an *emotion focused perspective* and a *problem focused perspective*.

**Grow and Develop**

Once you have taken the time to refresh and rejuvenate, consider using part of your summer to grow and develop as an educator.

Have you taken Preparing to Teach Online, Preparing to Teach Hybrid or the Accelerated Teaching Methods course? If not, sign up via the [CETL website](https://www.cetl.usu.edu).

Interested in expanding your knowledge base, try signing up for a Massive Open Online Course (MOOC) through [Coursera](https://www.coursera.org).

**Revamp and Redesign**

Refreshed and rejuvenated. Grown and further developed. Now use your new found energy and freshly developed understanding to revamp and redesign your courses.

Whether it is a minor tweak or a complete redesign it is important to regularly reflect on your instructional methods and content.

Feature Article: Life Long Learning

Joe and Billy

Two individuals late in life are reminiscing. The first individual, Joe, is regretful and bitter. He wishes he had more time and would have done more with his life.

The second individual, Billy, seems confused by this. Joe has accumulated so much in his life span. He has had a middle management job since he graduated from college. Over that time he built up an excellent retirement plan, has lived comfortably and spent his later years playing golf. It seems to Billy like he has had everything a man could want. Yet he continues to express resentment.

Billy’s confusion is compounded by his own happiness. His life has been anything but stable. After Billy graduated college he spent some time in a similar middle management position but wanted more. He went back to college and found new career opportunities. He took advantage of tuition reimbursement to take continuing education courses in areas of interest and eventually became an entrepreneur.

While Joe and Billy felt stability or the lack thereof was key to happiness the truth is happiness comes from engagement. Engaging in experiences that challenge us to reach our fullest potential and provide immediate feedback creates a flow experience that can be directly tied to happiness.

Students as Life Long Learners

Billy recognized the importance of life long learning while Joe failed to understand it.

Billy took advantage of opportunities to better himself by engaging his mind and challenging himself to achieve. How many of our students recognize how important this is?

Most of us have heard students or others in our lives express their excitement to be “done with school.” They view education and learning as a road block that must be overcome to reach their career. What they fail to recognize is that if they are to be successful and happy, their education is just beginning.

Are you taking time to encourage your students to become life long learners?

Faculty

One powerful way to change behavior is to model the behavior you want to change. Are you a life long learner yourself?

Continuing to be a student not only models a positive attribute for your current students but helps provide perspective. What is it like to be a student? If you haven’t been a student in the last five years how can you accurately answer that question?

Opportunities

What opportunities are you taking advantage of?

Madison College offers a variety of options for life long learning. CETL offers courses that will allow you to develop specific skills, courses to improve your instruction (see page 4 for details), and courses to better yourself as an individual.

Interested in learning a new skill? Take advantage of the ability to audit any course with open seats free of charge. Faculty also have the opportunity to receive tuition reimbursement if they would prefer to take courses outside the college.

Prefer an opportunity to explore with less accountability? Check out what’s available on iTunesU or sign up for a Massive Open Online Course (MOOC) both of which provide free opportunities to explore content from experts in their fields.

Conclusions

Albert Einstein once said, “Intellectual growth should commence at birth and cease only at death.” Take advantage of the opportunities afforded you and find yourself late in life reminiscing about a happy life much like Billy. - Trey Mireles
From Accelerated Learning to Flexible Learning: What to Expect?

The NEW Flexible Learning Newsletter

Starting in August the Accelerated Learning Newsletter will change to the Flexible Learning Newsletter. So what should expect?

Why the change?

Accelerated Learning is both a methodology and an instructional mode. While the methods can be applied to any instructional setting (accelerated, traditional, hybrid and online) and the Accelerated Learning Newsletter has been focused on these goals, the term accelerated is often tied to the instructional mode. The name change better describes the goal of the newsletter to improve instruction in all instructional delivery modes.

What about the newsletter will remain the same?

You can expect to continue to find a newsletter that is focused on practical skills you can implement into your classroom immediately. The main structure of the Accelerated Newsletter including sections on research, feature articles and practical interviews will continue into the Flexible Learning Newsletter.

How will the Flexible Learning Newsletter be different?

The Flexible Learning Newsletter will expand and attempt to reach a greater audience. In particular, the Flexible Learning Newsletter will provide additional resources related to Web 2.0 Tools from Nancy Woodward and Tina Rettler-Pagel and Academic Technology updates from Andrea Deau. The updated newsletter will also provide greater opportunities to focus on web enhanced, hybrid and online learning methodologies.

Want to Learn More?
Check out these great training opportunities in Flexible Delivery Modes

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Register Here!
From the School of Online and Accelerated Learning

The School of Online and Accelerated Learning piloted its new Information Session format for accelerated programs at Madison College.

The information session now introduces prospective students to the accelerated experience through the use of the very methods involved in this innovative format for course delivery. Thanks to the assistance and expertise of Madison College faculty, the Accelerated Program Information Session is now an interactive experience that allows students to discover accelerated learning through a gallery walk, a jigsaw exercise, and a learning station activity. Facilitated by three faculty members using accelerated techniques, the info session shares the benefits of our four accelerated business programs along with the growing array of transfer options, while keeping students engaged, interested and excited to continue learning.

Know someone who is interested in taking accelerated courses? Invite them to register for an Accelerated Program Information Session this summer!

Dates: Tuesday, June 18th at 5:30, West Campus; or Tuesday, July 23rd at 5:30, West Campus.
Website to Register: http://madisoncollege.edu/accelerated-info-session

Other Important News!
Madison College Accelerated Teaching on Facebook!

If you haven’t “Liked” the Madison College Accelerated Teaching and Learning Facebook page you’re missing out. But Trey, won’t I be giving access to my Facebook page to others if I like the page? No Way! Your privacy settings will remain the same AND you’ll get all the valuable insights from the page itself.

A Word of Thanks

Thank you to everyone who directly or indirectly contributed to the success of the Accelerated Learning Newsletter. I look forward to continuing to work with you as we move forward with the Flexible Learning Newsletter. I would like to specifically thank the following individuals who directly contributed:

Carola Pförtner  Dee Soles  Patrick Barlow  Tina Rettler-Pagel  Nancy Woodward
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Sue Hunter  Allison Ecton  Marit Brunsell  Sue Czerniak  Kevin Piper  Carly Brady
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