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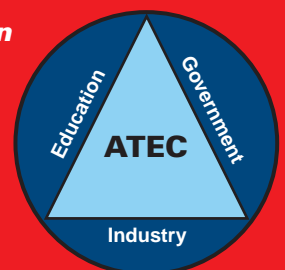
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is Dedicated
to Aviation
Maintenance
Technician
Training***



Aviation Technician Education Council

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Transitioning from a Traditional Lecture Course to an Online Course

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ABSTRACT

With educational institutions feeling the effects of the Millennial Student, educators are tasked with trying to tailor their classes to better suit the learning styles of these students. The long-standing tradition of the lecture type course is being challenged to adapt to a newer format that matches the expectations of this Millennial Student. These new students are techno-literate and desire to attend a classroom environment that will help foster that ability. The Department of Aviation Technologies at SIUC currently offers a course in computer fundamentals and construction alongside basic forms of data basing called Management Information Systems (MIS). This course is included in the Product Support Minor of the Aviation Technologies B.S. Degree. This course has been transitioned from a lecture style format to an online format in an attempt to satisfy the University's push to offer more off campus, on-line courses and to stay on par with current classroom trends. This paper will examine how this MIS course was taken from a traditional lecture course and recreated within the University's online course system, Blackboard. Topics to be discussed range from course structure items such as creating assignments, tests and group participation modules like discussion or blog forums to how these activities are more acceptable to the Millennial Student. It will also explore any advantages or disadvantages of the ability for an online course instructor to monitor identified attributes of the Millennial Student such as student engagement, self-efficacy, and academic honesty.

At Southern Illinois University Carbondale, the Department of Aviation Technologies offers an elective course in computer fundamentals, construction and data basing, AVT 390, as part of their Product Support Minor. AVT 390: Management Information Systems is a 3 credit hour course that was created initially as a standard lecture course. Before being turned into an online course, AVT 390 was taught mostly in the classroom with only a few projects in the computer laboratory. Topics include; types of computer systems, computer hardware and software, websites and a typical corporate customer database program. The textbooks in use are *Discovering Computers 2010*, a more traditional textbook you would expect to find

in a college classroom, and *The Missing Manual; Microsoft Access 2007*, one that you would expect to find in your home or office library as it is a how-to manual for the common databasing software; Microsoft Access.

Since AVT 390: MIS focuses entirely on computers, it was decided to transition it to an online course. Why teach computers out of a textbook when it could easily be taught from the computer itself? Another major factor in this decision was to better match the styles of the new Millennial students who have been involved with computers their entire lives and therefore are already proficient users. As such, leaving this course as a traditional lecture style format may make it difficult to retain the attention and enhance the knowledge of these types of students. The original lecture schedule for this class, before it was offered as an online course, was a three-hour lecture, one day a week. According to Scott Carlson, 'Millennials' may not even be able to sit in for an hour-long lecture, much less three. Students are constantly engaging in multiple tasks using multiple gadgets making their interest in an instructor's monologue difficult to maintain.

In addition, the techno-savvy Millennial student also places a high value on the ability of the instructor to connect with them. A Millennial trait identified by Mark Taylor is their high comfort levels with technology and consequently their impatience with those who possess less. Likewise, in an informal survey, Christy Price discovered that these students feel more connected to instructors who have the ability to efficiently use technology.

For the first 2 years, the initial "online" course still used the scheduled weekly lectures in order to allow leniency for any major problems they may have arose. This also gave the students a greater opportunity to give critical feedback directly to the instructor about how the new format was progressing which eventually would help to shape the class structure into the permanent online course.

When creating the new AVT 390 online course, the learning management system, Blackboard, was already in use by the

University. Currently, SIUC has switched to the Design2Learn LMS, and eventually AVT 390: MIS will as well. For now, Blackboard is still available to faculty and can be used in many capacities. Blackboard's format allows the instructor to set up material to meet the specific needs of the course and of the students. Many aspects of a traditional classroom can be found in Blackboard as well as additional online course type tools. The instructor can include as much or as little usable options as they prefer. Figure 1 shows a screenshot of the Blackboard interface from the instructor's perspective and all of the options on the left hand side in the "toolbar".

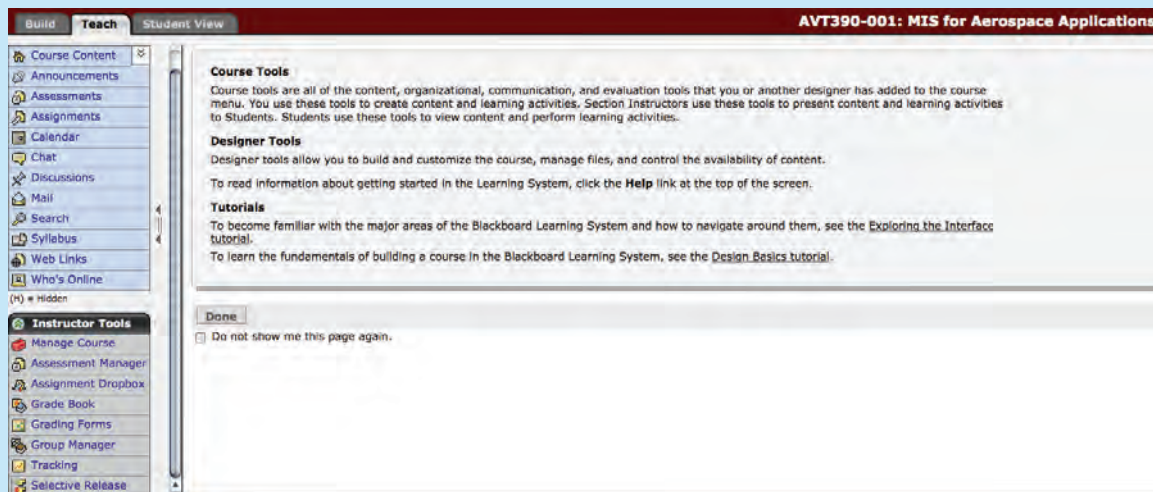


Figure 1.

There are 3 main topics that will be described and elaborated on: discussions, assignments and grading. These activities are also used in the traditional lecture format and can be easily transitioned to the online Blackboard setting.

Instead of classroom participation, the online AVT 390 uses a discussion forum (Figure 2) to allow the instructor to administer Q & A sessions. The forum also allows a place for the students to pose questions and/or discussions between each other and/or the instructor. Although online courses may tend to physically isolate students from their classmates, the use of forums introduces them into an online group setting. For Millennial students who maintain constant connection with their peers through cell phones and internet, team-oriented or group activities are formats that will foster better performances (DeBard, 2004). Furthermore, engaging activities such as these make students openly declare a position or opinion on subjects rather than just read about them, bolstering their self-efficacy, which seems to be a lacking trait in the Millennial student.

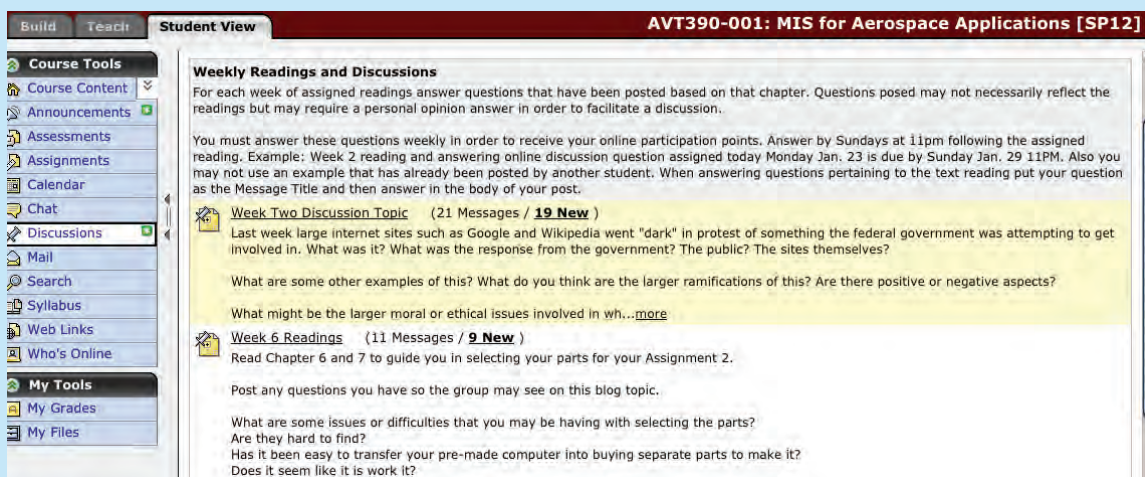


Figure 2.

Topics selected for the discussions generally consist of subjective questions or small research assignments that require students to use the Internet to retrieve answers that relate to an assigned reading from the textbook. On a challenging note for the Millennial student, subjective assessments are generally not preferred. An objective, criteria-based assignment is desired and accepted as being the more easily obtained "A".

The following is an example of a discussion topic that was used in AVT 390:

"Last week, large internet sites such as Google and Wikipedia went "dark" in protest of proposed actions from the federal government. What was it? What was the response from the government? The public? The website's administrators? What are some other examples of this? What do you think are the larger ramifications of this? Are there positive or negative aspects? What might be the larger moral or ethical issues involved in what had happened? Please discuss these for your participation/discussion points. You may add to these questions if you like in your discussion."

In addition to the discussion forums, students have the option of communicating with the instructor or other students in a private setting. Students can use the chat option that is a form of synchronous communication between two or more online individuals or use the asynchronous internal email system, if other students are currently offline. AVT 390, students are given participation points each week that are included in their over all course grade.

Assignments in AVT 390 are typically time-consuming research tasks that build on the previous assignment and are due on two-week intervals. In between each written assignment, the students participate in the discussion forums mentioned above.

Since this course is a 300 level course, written assignments such as research papers or word problems are utilized. Activities include computer and software usage and are also supplemented with readings from the textbooks. A large portion of this course is devoted to the end product of building your own computer. In the early stages the student spends most of the time gathering data and opinions about a computer they will "build". The following is an example of the first assignment:

"Read Chapters 3 and 4 before doing this assignment. Scenario: You are in the market for a new desktop computer. You are interested in obtaining one that suits your needs (general or office, gaming, home entertainment) but are not sure if you want to purchase a pre-made computer or build one yourself. Once finding two computers that meet your needs we will look at "building" them in the next assignment. Search the Internet at pre-made computer sites (Dell, Gateway, Compaq, HP, Apple etc.) Pick two models (No Laptops) that are roughly equivalent in price and compare them.

Pick them only based on price first. Then analyze the differences and make a choice as to which is the best machine for the money. Describe why the machine you picked is the best. Discuss the hardware and software features. Discuss other items such as expansion capabilities, aesthetics etc. The paper will be 2-3 pages double spaced, default margins and type fonts. Save it as your last name as pc comparison (harrisonpccomparison.doc) as a Microsoft Word document and submit it via Blackboard. This paper will be due February 19th by 11PM."

Projects like this are real world issues that Millennial students thrive on. Talking about examples during a lecture or reading stories from a course textbook are activities that these students have difficulties connecting with. Although they may be able to see the connection to the task at hand, they fail to relate it to their own lives. This project of building your own computer is, quite likely, a task that Millennial students have performed before or at least researched on their own. An activity that Millennial students probably enjoy, which is another important behavior to address. Today's students expect learning to be fun, with a high entertainment level and lose interest quickly when it's not (Taylor).

All assignments and discussions that are posted through Blackboard can be graded and monitored in different ways, which are chosen by the instructor during their creation. For monitoring the amount of participation, Blackboard uses a timer to log each student's interaction with the system. The system also timestamps assignments when the students turn them in for grading. Late assignments are either marked as such or even blocked if they are too late.

Timing interaction and time stamps are valuable tools for the instructor to use to determine the amount of effort a student has put into an assignment. The frequency of deceptively late or "lost" assignments is virtually eliminated. Too little time spent on an assignment may be an indication of academic dishonesty. As an example, an assignment that most students in a class completed in one hour, may only have a time stamp of ten minutes for a student who copies from another's. Unfortunately, academic dishonesty is a trait of the Millennial student. Millennials are known to perceive themselves as exceptional and overly valuable and this attitude includes the idea that whatever it takes to be noticed as such, is an acceptable action, as long as it goes unnoticed by those in authority (DeBard,2004).

Grading options that can be chosen by the instructor include, points or percentages, cumulative or individual, grades can be hidden or available (Figure 3) for view by the students and assignments can either be graded immediately upon on submission or later when all assignments are completed. In addition to grades, students have access to Blackboard to view any posted information about past, present or future assignments any time they wish. Millennial students place an extremely high value on instant gratification (Taylor), whether it be finding out their grade on an assignment or reviewing

Your location: Grade Book

Grade Book

Create Column | Enroll Members | Import from Spreadsheet | Reorder Columns | Grade Book Options

Grades | Members | View All | Custom View | SCORM Grades

Grades	Members	View All	Custom View	SCORM Grades				
Last Name	First Name	User ID	Role	Midterm	Final	Syllabus As	Week Two	PC Com
Alphabetic	Alphabetic	Alphabetic	Alphabetic	Calculated	Calculated	Numeric (out of 10)	Numeric (out of 2)	Numeric (out of 20)
✓ Harrison	Matthew	SIU850018153	Section Designer					
✓ Coleman	Matthew	SIU850047007	Student	--	--	10	0	19
✓ Delli Paoli	David	SIU850559306	Student	--	--	10	2	20
✓ Evenson	Wesley	SIU850338089	Student	--	--	9	2	19
✓ Ferro	Matthew	SIU850564795	Student	--	--	10	2	20
✓ Hall	Aaron	SIU850508673	Student	--	--	9	2	20
✓ Herrera	Noelia	SIU850535480	Student	--	--	10	--	--
✓ Jackson	Sheldon	SIU850457897	Student	--	--	10	2	20
✓ Lillig	Nicholas							

Send Mail | Export to Spreadsheet | Grant Access | Deny Access | Unenroll

Figure 3.

what activity is next. Closely related to this, is their poor ability to plan for long-term goals. An online learning management system, like Blackboard, has a format that allows the instructor to clearly lie out course expectations for the students to view at anytime during the duration of the course.

One drawback that was noticed by this instructor, was the poor motivation levels of the students enrolled in this online course. There is a certain sense that online courses, when taken along with actual lecture/laboratory courses, are “blow-off” courses. Periodic reminders were sent to some students explaining, again, the participation portion of their grade in the course.

Another significant drawback was a feeling of loss of control by the instructor. There seems to be two major factors to this. First, the online Learning Management System that the course is set up through performs a large amount of the tasks that would normally be performed by the instructor. Consequently, if the instructor doesn’t understand or utilize all of the parameters available in the LMS, they may become overwhelmed.

The second factor is a sense of a social disconnect between the students themselves and between the students and the instructor. However, with the characteristics of the Millennial

student favoring online forms of communications, this factor may only seem negative to the instructor while being viewed as a positive factor by the students. Millennial students enjoy the connectivity through the Internet because courses and communications are available to them regardless of their location or time of day. Furthermore, these types of online courses are easily fit into almost any academic program and student or instructor’s schedule.

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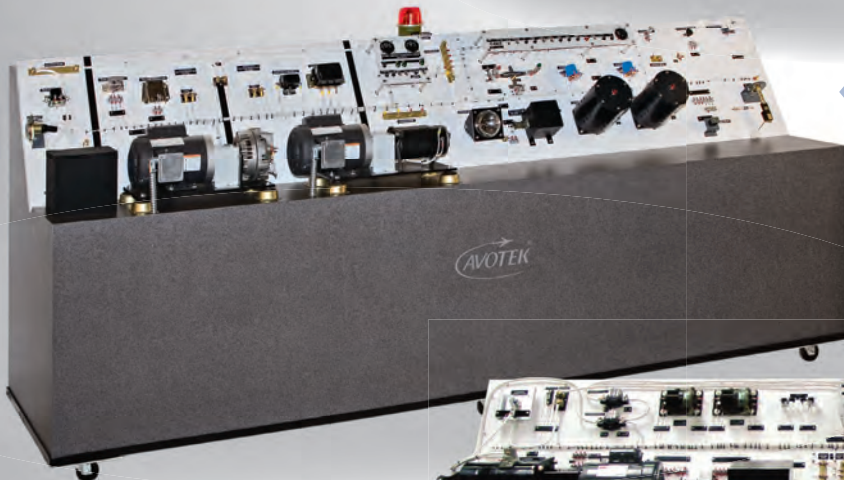
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ATEC 2013 Preliminary Conference Agenda

April 13 – 16, 2013, Orlando, FL

Saturday, April 13	IA Renewal Sponsored by AMT Society (Registration at: http://www.amtsociety.org/roadshow.jsp)
Sunday, April 14	
8:30-11:00	ATEC Board Meeting (all members welcome)
10:00-5:00	Registration
11:00-12:15	Lunch on own
12:30-4:00	Professional Development Sessions
12:30-2:00	“Next Gen: “Instruction, Technology, and Regulations”
2:00-2:15	Break
2:15-4:00	“Part 147: You Can’t Do That, Can You?”
4:15-6:00	Hands-on Workshop for Aviation Instructors (choose one) Advanced Avionics What’s New in NDI Rotorcraft Balancing
6:00-7:30	<i>Networking Reception-Exhibit Area</i>
Monday, April 15	
7:30-4:30	Registration
7:30-8:30	Continental Breakfast – Exhibit Area
8:30-9:00	Welcome/Board Floor Nominations-Raymond Thompson, President ATEC
9:00-10:30	Keynote: Cathy Redson – “Turning Everyday Lesson Plans into Hands-on Learning Opportunities”
10:30-11:00	Break in Exhibit Area
11:00-12:30	Best Practices for the School and Classroom
12:45-2:15	Awards Luncheon
2:30-5:00	Voting for Board Members-Registration Area
2:30-3:00	Call for Presentation: Best Paper
3:00-3:30	Break in Exhibit Area
3:30-5:15	Professional Development Sessions
3:30-4:15	“Are You SMS-ized?”
4:15-5:15	Industry Updates: ARSA, AWAM, HAI, AABI, RAA, RACCA
5:30	<i>Dinner on own</i>
Tuesday, April 16	
7:30-8:15	Continental Networking Breakfast-Exhibit Area – ATEC Committees Meet and Greet
8:15-9:45	Annual Business Meeting/Committee Reports/FAA Update
9:45-10:30	Break in Exhibit Area - Door Prizes
10:30-12:00	Keynote: Corinne Hoisington – “Extreme Makeover 2013: Digital Teaching”
12:00-12:10	Official conference closure
12:45-4:00	Industry Tour(s)

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EAA AIRVENTURE OSHKOSH 2012

FACTS AND FIGURES

Attendance: 508,000

- Comment from Hightower: “We are pleased that attendance has topped one-half million again. That is a tremendous total considering the intensely hot weather, storms, and struggles in the overall economy. The aviation community knows that Oshkosh is the place to be to find out what’s new, and actually buy new equipment, components, and aircraft.”

Total aircraft: More than 10,000 aircraft arriving at Wittman Regional Airport in Oshkosh and other airports in east-central Wisconsin.

Total showplanes: 2,489 including 978 homebuilt aircraft, 907 vintage airplanes, 336 warbirds, 105 ultralights, 97 seaplanes, 35 aerobatic aircraft and 31 rotorcraft.

Commercial exhibitors: 802

International visitors registered: 2,078 visitors registered from 71 nations, with Canada (479 visitors), Australia (286), and Brazil (216) the top three nations. (NOTE: This total includes only non-U.S. visitors who register at the International Visitors Tent, so the actual international contingent is undoubtedly larger.)

Media: 897 media representatives on-site, from five continents.

What’s ahead for 2013? Comment from Hightower:

- “Expect bigger and better things for 2013 - certainly continuous improvements in what we call the visitor experience. Stay tuned for many announcements about the 2013 fly-in and the history-making surprises that can be found only at Oshkosh.”

EAA AirVenture Oshkosh 2013: July 29 - August 4

For more information: Dick Knapinski (920-426-6523 or dknapinski@eaa.org)

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ATEC BOARD OF DIRECTOR'S NOMINATION FORM

At the Annual Conference, Wyndham Buena Vista Resort, April 13-16, 2013, an election will be held to fill **three Board of Director positions for four-year terms**.

An elected Board member may serve up to two consecutive terms of office and then be eligible for further election to the Board after a waiting period of one year (the appointed members will be eligible for an additional two elected full terms).

All Institutional and International Institutional Members are eligible to be nominated for the above positions.

If you would like to have your name placed in nomination for the ATEC Board, please complete the form below by **February 1, 2013** and mail to:

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NOTE: Your institution must be an institutional member in order for you to run for the Board.

For those who place their name in nomination, we will be asking you in February to send a picture and a brief write-up of your background and what you would like to accomplish on the Board. This will be shared with all conference attendees in Orlando in April.

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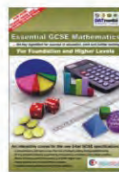
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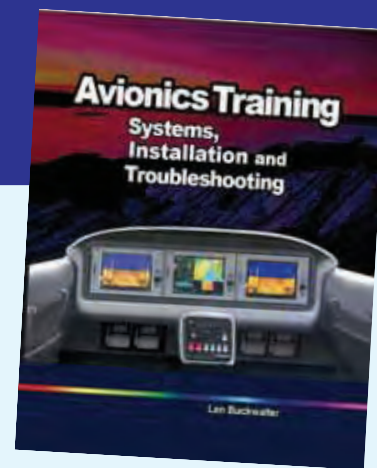
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Aviation Technician Education Council

2090 Wexford Court
Harrisburg, PA 17112
Telephone: (717) 540-7121
www.atec-amt.org

EDUCATOR OF THE YEAR AWARD

Dear Member:

The ATEC awards committee is pleased to solicit nominations for the annual Ivan D. Livi Aviation Maintenance Educator of the Year Award. You will find the criteria for eligibility and appropriate forms on the ATEC Website at www.atec-amt.org. Click on Livi (Educator) Award. Or, request a form from ATEC fax (717) 540-7121. I sincerely encourage each member institution to carefully review these forms and forward a nomination to the selection committee as specified in the instructions.

Through this award, we have potential to recognize some of our many outstanding instructors. It has become a regular part of ATEC's activities. In addition, the school of the winning educator will receive a framed picture of the "Flying Wing" donated by the Northrop Rice Foundation.

ATEC pays all the travel expenses "and a free conference registration" to the ATEC Conference for the winner. The annual award will be presented at the awards luncheon at the ATEC Annual Conference in April. Forward your nomination by **January 31** to the ATEC Business Office email: ccdq@aol.com.

Upon receipt of your application material, the ATEC Business Office will send you a confirmation of receipt. If you do not receive a confirmation within two weeks of sending your material, contact the ATEC Office immediately.

Sincerely,

The ATEC Awards Committee

AVIATION TECHNICIAN EDUCATION COUNCIL
IVAN D. LIVI AVIATION MAINTENANCE EDUCATOR OF THE YEAR AWARD

Purpose: This award recognizes the outstanding achievement of an aviation maintenance technology instructor. This achievement can be in the form of a single event or long term outstanding performance but must have had a direct impact on the Aviation Maintenance student. This award will be presented at the annual ATEC Conference. The winner will be contacted in late February.

CRITERIA FOR ELIGIBILITY

TO BE ELIGIBLE for the ATEC outstanding educator award, the nominee must:

1. Be employed by an institution and/or organization that is a member of the Aviation Technician Education Council.
2. Be an active instructor of Airframe and/or Powerplant Technicians. The applicant's workload must be of such a nature that they spend 80% of their workload time in contact with students teaching actual aviation maintenance technology classes.
3. Present a completed application with appropriate signatures by **January 31** to the ATEC Business Office email: ccdq@aol.com.
4. Nominations may be made for one particular outstanding achievement by a person. They may also be made for a person who has consistently contributed above average performance.
5. Nominees are not eligible if they are a current member of the Executive Board or, as regular members, they are serving on the Public Relations Committee.

CRITERIA USED FOR EVALUATION

1. Initiative/creativity: What did this person do, what new ideas or applications were used and what was the outcome?
Total value in per cent.....45%
2. Attitude/performance: What was the direct impact to the student(s)? How was the attitude and/or performance of the student effected by the event, ideas, or performance?
Total value in per cent.....25%
3. Education/training: What education and training does the nominee possess? How did this influence the event, idea, or performance?
Total value in per cent.....15%
4. Recommendation(s) and/or nomination statements from the benefit and effect of the event, idea or performance.
Total value in per cent.....15%



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Aviation Technician Education Council

2090 Wexford Court
Harrisburg, PA 17112
Telephone: (717) 540-7121
www.atec-amt.org

STUDENT OF THE YEAR AWARD

Dear Member:

The ATEC awards committee is pleased to solicit nominations for the annual James Rardon Aviation Maintenance Technician Student of the Year. You will find the criteria for eligibility and appropriate forms on the ATEC Website at www.atec-amt.org. Click on Rardon (Student) Award. Or, request a form from ATEC fax (717) 540-7121. I sincerely encourage each member institution to review carefully these forms and forward a nomination to the selection committee as specified in the instructions.

Through this award, we have potential to recognize some of our outstanding students.

ATEC and Northrop Rice Foundation pays coach airfare, lodging for three nights, \$100 stipend "and a free conference registration" to the ATEC Conference for the winner. The annual award will be presented at the awards luncheon at the ATEC Annual Conference in April. Forward your nomination by **January 31** to the ATEC Business Office email: ccdq@aol.com.

Upon receipt of your application material, the ATEC Business Office will send you a confirmation of receipt. If you do not receive a confirmation within two weeks of sending your material, contact the ATEC Office immediately.

Sincerely,

The ATEC Awards Committee

JAMES RARDON AVIATION MAINTENANCE TECHNICIAN STUDENT OF THE YEAR AWARD

Purpose: These awards recognize the outstanding achievement of Aviation Maintenance Technician students. These achievements must be demonstrated through academics as well as through involvement that makes a direct impact on the student's associates, school and/or community.

Eligibility: To be nominated, an individual must be a full-time AMT student at an institution that is a member of the Aviation Technician Education Council.

Nomination Process: Nominators must complete a Nomination Form with appropriate signatures by **January 31** and forward it to the ATEC Business Office email: ccdq@aol.com.

Review Process: Following receipt of the nominations, they will be reviewed by the ATEC Awards Committee and Northrop Rice Foundation Board of Directors to determine ten (10) finalists. The ATEC Awards Committee will then select the James Rardon AMT Student of the Year award winner from the finalists. The winner will be contacted in late February.

Selection Criteria:

1. **Leadership/Motivation:** What has the student done to encourage and lead his/her students to newer and higher levels of learning, or to promote aviation maintenance as a career?
Total value in per cent. 35%
2. **Academics:** How has the student approached his/her own learning, and what grade level has the student achieved?
Total value in per cent. 30%
3. **School/Community:** What has the student done to assist the school faculty develop new/better training methods, maintain necessary records and maintenance requirements, and/or promote the institution in the community?
Total value in per cent. 25%
4. **Recommendation(s):** Additional (up to 3) recommendations or nomination statements will be considered to become as familiar as possible with the attributes, abilities and achievements of the nominated student.
Total value in per cent. 10%

Awards: The James Rardon AMT Student of the Year award winner will receive transportation costs (airfare, hotel, meals, etc.) to attend the ATEC Annual Conference. The recipient will be honored during the Awards Luncheon and will receive the "James Rardon Aviation Maintenance Technician Student of the Year" plaque. The other nine (9) finalists will receive by mail a "James Rardon Outstanding AMT Student" certificate. These ATEC awards are sponsored and funded by the **Northrop Rice Foundation**. Registration at the ATEC Annual Conference for the James Rardon award winner is provided by ATEC.

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ATEC Update

PRESIDENT'S MESSAGE

2012 has been a busy year for ATEC. Your organization has played a leading role on the FAA-Industry Part 147 Working Group. We have revamped our website. Plans for an excellent conference in April 2013 are nearly finalized. Our outreach to industry and key organizations that employ your graduates have provided ATEC with additional support and opportunity. These items illustrate some of the things ATEC is doing to better serve our members.

However, much still needs to be done. We need to continue to work with industry to promote careers in aviation maintenance and ways for industry to better support schools. We need to continue our efforts to improve service to our members. We have made great starts in all these areas but need to sustain our efforts.

Ultimately, ATEC is the voice of its members. At the April 2013 conference in Orlando, we need all our members to provide input on the proposed 147 curriculum from the ARAC. We are moving closer to rule making and the proposed changes impact every school. Considering those recommendations were made in December 2008, it is time for a review those recommendations before going to rule. Operations specifications will be coming in 2013. Implementation should make your interface with the FAA smoother and more responsive. We will provide training on how to implement these in Orlando.

ATEC is being asked to provide input to the FAA in all areas of Part 147. From curriculum, to best practices, to suggesting guidance language, to OpSpecs and the review board, ATEC has never been so involved with the FAA and Industry working for you.

I look forward to seeing all of you in Orlando in April to continue hearing your voice as we work together for all.

Raymond Thompson

PART 147 ARAC WORKING GROUPS COMPLETE THEIR FACE TO FACE WORK

In September 2012, the FAA-Industry Part 147 Working Group concluded their face-to-face work in Washington DC. The working group was tasked with working to implement the ARAC recommendations that do not require specific rule change and to prepare for rule change.

The working group has completed a draft set of operating specifications for Part 147 along with updating the 8900.1 guidance for the current rule. AC 147 was reviewed and updates proposed to better match guidance and include distance education. The Maintenance Training Review Board structure was finalized and it in the review process with the FAA. The beta test for distance education has begun with one AMTS and two more schools are in the review process.

ATEC is a strong supporter of allowing schools to use distance education where appropriate. At this time, the beta test is limited to the three schools in the process. We anticipate that guidance relevant to using distance education will be available in late 2013.

At the April 2013 ATEC conference, there will be sessions for schools to review the ARAC curriculum recommendations and generate a best practice listing for use in the revised AC 147. Don't miss out on this opportunity to have your voice heard in the discussion.

ATEC MEETS WITH HAI

ATEC Board members had an opportunity to meet with executive staff at the HAI (Helicopter Association International) headquarters in Alexandria, Virginia on Friday, September 14, 2012, to discuss a strategic partnership for 2013. The HAI Executive team was excited to learn more about the ATEC organization and engage in conversation on how we can work together. Several exciting initiatives were discussed and an action item list was developed. Updates will be shared with membership throughout the year.

GOVERNMENT RELATIONS

Based on direct ATEC correspondence with AFS-600 Oklahoma City, we have learned that the Aviation Technician General computerized knowledge test will begin testing over the new Chapter 14 Human Factors supplement starting this October. Be sure to prepare your students who test soon in their process of achieving their certification to know this material. Here is the link to the Chapter 14:

http://www.faa.gov/library/manuals/aircraft/media/AMT_Handbook_Addendum_Human_Factors.pdf

ATEC-RACCA PARTNERSHIP IDEAS

The following are some of the items being discussed with RACCA to enhance our partnership connections:

- ATEC may exhibit at RACCA annual conference; RACCA may exhibit at ATEC annual conference
- Work together on a “best practice” marketing campaign to showcase RACCA careers
- RACCA may do a webinar to educate schools on a topic relevant to air cargo operations/industry
- Promote RACCA scholarships via ATEC website
- RACCA members will be asked to provide BER items that can be used in the schools for training
- RACCA members will be asked to open facilities up for tours/field trips for ATEC schools
- Discussion about skills that are needed/lacking in new hires and how to create a new pool of candidates

DID YOU UPDATE YOUR SCHOOL PROFILE?

Be sure your school’s information is current on the ATEC website.

It’s easy and all electronic.

Go to www.atec-amt.org. Click on “Schools/Members” on the top menu bar. Click on “Member Info Update” in blue. Fill in the information and click “Submit” at the bottom.

We will make the changes on the website once we receive your information.

STUDENT AND EDUCATOR OF THE YEAR AWARDS

Attached are the criteria for the Jim Rardon Student of the Year and Ivan Livi Educator of the Year awards.

Full application packets can be found at www.atec-amt.org. Click on “Scholarships/Awards”.

The deadline for applications is January 31, 2013.

ATEC WEBSITE PASSWORD (Keep in a Safe Place)

A protected section of the website has been designed for members only. The password is “atecnew”.

IA RENEWAL AT ATEC CONFERENCE

On April 13, 2013, the AMT Society will sponsor an IA Renewal workshop at the ATEC conference hotel, the Wyndham Buena Vista Drive Resort.

IA Renewal registration at: <http://www.amtsociety.org/roadshow.jsp>

ATEC CONFERENCE AGENDA – MARK YOUR CALENDAR!

The April 13-16, 2013 preliminary conference agenda is attached and can also be found at www.atec-amt.org.

A complete conference agenda packet will be uploaded to the website and mailed to members prior to Thanksgiving.

ATEC 2013 will be held at the Wyndham Buena Vista Drive Resort – one block from downtown Disney and a short walk to Pleasure Island.

ATEC BOARD NOMINATIONS

Attached is the Board nomination form which also appears on the website – www.atec-amt.org.

Members interested in running for the Board should:

1. be sure they have full support from their Dean or department head to take on a board role in ATEC
2. be able to attend one Board meeting in September in Washington, DC
3. be committed to bi-monthly conference calls
4. serve actively on at least two Board committees
5. complete the projects they have agreed to work on
6. attend the annual conference/Board meeting in April

CALL FOR PRESENTATIONS

Attached is the Call for Presentations flyer which also appears on the ATEC website.

ATEC MEMBERSHIP BOUNCES BACK

Since the start of the recession in 2008, ATEC memberships have been either flat or trending down. But in 2012, we saw the first positive up tick.

The following is the membership reports for 2011 and 2012:

<u>2011</u>		<u>January 1-September 10, 2012</u>	
Institutional	93	Institutional	103
Individual	7	Individual	3
Industry	14	Industry	21
<u>Life</u>	<u>9</u>	<u>Life</u>	<u>9</u>
TOTAL	123	TOTAL	136

STRETCH YOUR TRAVEL DOLLAR IN 2013

Mark your calendar for April 13-16, 2013. The ATEC Conference at the Orlando Wyndham Resort, adjacent to downtown Disney will be the central focus for several professional development opportunities.

April 13 – IA Renewal – Wyndham

April 14-16 – ATEC Conference – Wyndham

April 17-20 – WATS Conference in Orlando

INSTRUCTIONAL MATERIALS COMMITTEE

AMT Instructional DVDs - The entire (almost 200) ATEC instructional materials library is now fully converted to DVD format. They are available on the ATEC website, www.atec-amt.org (click on Instructional Materials) with a downloadable form.

The numbering system for ordering is still the same with a “check” qualifier after the number to signify the DVD format.

NEW ATEC WEBSITE

The Communications Committee of ATEC has been primarily working to improve the organization's web presence. The new website became active on July 1, 2012.

The Committee, with Board approval, chose Weebly web design services to develop the new website. Weebly is an online design platform which allows the user to employ web design tools to create and manage their own website. The functionality and features of Weebly, along with its ease of use have shown that it meets the organization's needs and should improve both external and internal service, plus allow for instructional material file sharing in the near future.

To access member only sections of the site, the password is "atecnew".

ON-LINE AD POSTINGS

Don't forget to post your ads, position announcements, swaps and trades on www.atec-amt.org. Click on "Member Services".

NRF \$SCHOLARSHIP\$ AND EQUIPMENT

Tens of thousands of dollars in scholarships and equipment are available for students, faculty and schools.

Click on "Scholarships" on the ATEC website.

ARE YOU RECEIVING ATEC BULLETINS?

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Call for Presentations

The Aviation Technician Education Council is seeking papers for presentation at ATEC 2013, in Orlando, Florida, April 13-16, 2013.

Papers for presentation on the following topics with the general theme of “**Successes in the Classroom**” are sought as they relate to the instruction and administration of FAR Part 147 programs:

Capstone Experiences
Development (fund raising)
Distance Education/ Computer Based Education
Industry Advisory Boards
Innovative Laboratory Projects
Multimedia in the Classroom
New Trends in Airframes & Powerplants
Outcome Based Assessment
Professional Development
Program Assessment
Recruitment & Retention
Strategic Planning

Abstracts (400 words maximum) must be electronically submitted in Microsoft Word by **December 3, 2012**. All abstracts will be reviewed and authors of accepted abstracts will be invited to submit a full paper. Authors must supply their own laptop computer or make other arrangements with ATEC prior to the convention. **Authors must register for and present their work at Orlando Florida, April 16, 2013.**

Deadlines

December 3, 2012: Abstract Submission

January 25, 2013: Notification of Acceptance/ Rejection

February 25, 2013: Submission of Draft Full Paper/ Audio and Video requirements

March 18, 2013: Electronic Submission of Final Paper

Please direct any questions and or submissions to:

Thomas Hinman
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