Over the past two years NEIEP has been planning and working on one of our most anticipated projects: a complete curriculum update. Our labors are starting to bear fruit, and we are planning to release our newly revised Semester 100 curriculum in the Fall of 2017. Going forward, NEIEP plans to release an updated version of each semester in order (meaning Semester 200 is next) as they are completed. While this project will take several more years to complete, we are excited to release this new and updated material and want to share with you some of the changes that the instructor and the student can expect to see in the NEIEP classroom.

NEIEP has often relied on final exams to prove that a student has proficiency in the subject matter they have been taught. A different approach to evaluating student progress, however, can be more inclusive and offer more ways for students to achieve success in the classroom. Moving forward, NEIEP plans to implement a model most folks are familiar with from high school or college level classrooms, where students are graded on a variety of factors, allowing them to have more ownership of their work, their participation, and most importantly their grades.

The rubric that NEIEP will use breaks a student’s Semester down into several categories, none of which are designed to be a “make-or-break” element when calculating their grade as a whole. While the final exam still carries the most weight, a student who is engaged in their class, asks questions, and participates, can now see how that work directly affects their score. NEIEP’s new rubric breaks down a student’s grade as follows:

**Participation- 5%**
**Homework- 15%**
**Practical Lab Activities- 15%**
**Multi-Unit Exams- 15%**
**Semester Final Exam- 50%**

Yes, that’s right, NEIEP is giving homework! Students will be required to complete short assignments outside the classroom, mostly comprised of informational videos and short readings. NEIEP is excited about this addition, and hopes that it will allow instructors more time to teach important subject matter, rather than spending class time on things like reviewing old material. The student’s participation in the classroom and lab work will also factor in. Additionally, the unit exams NEIEP currently uses to gauge a student’s level of understanding will now factor into their grades. These weekly exams have been condensed into a few multi-unit exams, the goal being again to allow instructors more time with the actual subject matter.

So, what will these changes mean for instructors? NEIEP’s goal is not to make more work for our instructors, but to equip them with tools and resources that will allow them to better serve their newly motivated students. New material like homework will be graded automatically online. Practical labs and unit exams will have standardized grading systems and rubrics, similar to what they have now. Finals will be carried out as normal at the end of the semester.

The biggest change instructors will see is the release of an Instructor Resource Manual. This tool will allow our instructors to have more control in their classrooms by offering more guidance on how to present NEIEP curriculum. NEIEP’s goal is not to prescribe how an instructor teaches, but to offer a road map. The Resource Manual will include Syllabus, Lesson Maps, Learning Objectives, and new PowerPoint pre-
With the fall semester just around the corner, NEIEP would like to remind Locals of the availability of the following four labs for classroom use, and ask both Locals and Instructors to make sure they have them available for their students. NEIEP places a high priority on hands-on training. We believe that encountering and troubleshooting real world problems is the best way to prepare for work on a jobsite. As NEIEP continues to develop more practical testing, it will be more important than ever for Locals and Instructors to be familiar with the labs they have on hand, and what they might need from NEIEP in upcoming semesters.

**Valve Simulator Lab (CE024S)**

Understanding the proper adjustment and operation of components in a valve can greatly reduce the troubleshooting time and cost of repairs to hydraulic valves. The course covers the design, functioning, operation, repair, and adjustment of the Maxton and EECO hydraulic valves. The lab will prepare students to properly adjust the two most commonly found valves on the market.

**Signaling and Rigging Lab (CE020)**

Students will learn hands-on how to properly work with the equipment for rigging a load and how to safely execute a proper pick to ensure the safety of all personnel and equipment.

**Scaffolding Lab (RC100/CE018)**

Part of Semester 100, the Scaffolding Lab trains apprentices and journeymen to be competent persons for frame scaffold erection as well as to equip them with a certificate of hazardous awareness for suspended scaffolding.

**Pipe and Wire Lab (RC500)**

Students will demonstrate their skills with pipe bends and configurations, prepare pull sheets, wire simple series and parallel circuits, properly hang a traveling cable, and wire up and install a run button station. This lab has become a major part of the Practical Exam for semester 500 and will be launched in the classroom for the Fall 2017 semester. Instructors teaching Semester 500 should make sure students feel very comfortable working on this lab.

**Be Ready**

Make sure your classrooms are ready in advance by ordering these labs, or by making sure your current labs are in good working order.

For more information on the labs used in the NEIEP curriculum, and to request labs or repairs, log on to neiep.org and click on Labs under the Media tab on the home page. Here you will find detailed information on all NEIEP labs as well as a link to a request and repair form.
So far 2017 has been a landmark year for instructor training through NEIEP. Our offerings have expanded with 15 different seminar and workshop topics and 47 individual sessions of workshops such as the Hydraulic Valve Lab, Rigging and Signaling, and Scaffolding. When the dust settles at the end of this season, the NEIEP Instructor Training Institute will have registered hundreds of instructors from across the country in at least one of our various workshops or seminars. NEIEP is adding more workshops, as well as introducing several new training opportunities to meet the demands of the curriculum changes and the need for many new leaders in our classrooms. While NEIEP has never been about the numbers, we are impressed with the number of people who want to expand or improve their knowledge through our programs. We want to reach out and thank all our instructors for their commitment and enthusiasm for elevator education as we witness unprecedented growth in our enrollment and the need for quality instruction.

From June 1 to June 7, NEIEP concluded two sessions of one of our staple seminars, the Basic Train the Trainer Course (BTTC). The feedback that NEIEP gets from its BTTC participants an extra day of training designed to give them a familiarity and level of comfort with some of the new technology being introduced in the classroom. If it has been a while since you took BTTC, you might not recognize it anymore. Instructors sit with laptops open in front of them, receiving instruction on computer basics and PowerPoint presentations. Lester White, head of NEIEP’s Development program, gave a demonstration on the recently released virtual code and hydraulic elevator courses. Instructors were also shown the new library of videos and resources that NEIEP developed for student computers. Instructors were shown the new library of videos and resources that NEIEP developed for student computers. The training curriculum has been modified over the years, the core mission of BTTC remains the same. Give instructors the tools they need to succeed in the classroom. Give them these tools as quickly and effectively as possible, and then send them back to their students to hone their skills. No matter your level of acumen and experience in the classroom, there is always room for new learning and growth. As Andy and Ron say at the end of their seminar, “I am not the teacher I want to be, I am not the teacher I am going to be, but thankfully I’m not the teacher I used to be.”

If you’ve been asked to teach NEIEP’s curriculum, it means that someone saw something remarkable in you and wanted to make sure you had a chance to impact the people around you in this industry. NEIEP would like to take this chance to publicly thank those instructors who are scheduled to attend, as well as those who have already completed these valuable courses. We are grateful for the work that you do, and look forward to welcoming the future mechanics you are teaching in your classrooms.

(To see more images from NEIEP’s seminars and workshops, be sure to log into the NEIEP website and visit the Gallery page, located at: www.neiep.org/Gallery.aspx)

continued on page 5

All benefit-eligible members of the NEIEP community can receive an ID card to indicate their status. The process for receiving the card is simple. Just login at neiep.org and find the Student Photo Uploader on the home page. Enter your NEIEP Student ID (NSI) in the box, then click “Submit.” From there, you can browse your computer files for your image, then click “Upload.” Once you see the message that your upload is successful, you’re all set.

You should expect to receive the ID in the mail within 3 weeks from the date you uploaded the image. If you do not receive the ID in that time, the likely reason is that the photo you selected was denied. Reasons for photos being denied...
ICEBREAKERS HELP STUDENTS AND TEACHERS WARM UP

The first day of class sets the tone for the rest of the term. As it’s natural for both students and instructors to feel anticipation, excitement, anxiety, and uncertainty, we’ve come up with some icebreakers to help your students get to know you and vice versa. These activities can easily be modified and used throughout the semester to introduce an idea or quickly grab the attention of your students.

Building Bridges

After doing your ‘routine,’ you can ask what your students expect of you. This approach has the potential to build powerful bridges to understanding between instructors and their students.

Because students are in 'take in' mode early in the school year, you will have their undivided attention as they try to size you up. Tell them you’re interested in their opinions and you’re asking them these questions as a way of finding out about their learning styles and preferences. Ask them to write, using as much detail as possible, their responses to questions, such as

- Now that I’ve told you my expectations of a good student, what are your expectations of a good teacher?
- Now that I’ve told you some of my ideas about how we will go about learning this semester’s material, tell me about how you learn best.

"The students' writing will also surprise and amuse you, and you can use responses as a follow-up the next class when you launch into the work and fun of learning with a new group of students."

Expectations Revealed

This combines introductions with a sharing of expectations. The survey results provide valuable information for course planning or possible modification.

This activity can be completed in less than fifteen minutes, but will take longer if you expand it into an agenda-building or course-planning session.

There are at least two ways to proceed:
- The quickest and most contained way to gather data is with a questionnaire. Prepare it in advance, listing possible topics, issues, skills, etc. Ask students to check off their most pressing needs, perhaps in order of priority. You can also ask them to add their own items and assign a ranking to them as well. Such a survey can be completed in a few minutes and will provide a quick feel of the communal pulse.
- A more open-ended and less controlled approach requires more time, but may yield unexpected results.

Before asking, be clear how much flexibility you have to respond to individual needs.

The following are samples of questions that will open Pandora’s box:
- I want to learn to ...
- I learn best when I’m involved in the following activities: ...
- My expectations of the teacher are ...
- My expectations of the other participants are ...
- My contribution to this course could be ...

Once everyone has responded, either in class or by way of a take-home assignment, compile the data or, better, delegate this task to small groups. Assign separate groups to each of the questions and ask them to present their summary to the whole class.

This activity shifts the focus from teacher to learners. You begin the course based on clearly understood expectations. Familiarity with everyone’s interests, backgrounds, and needs is invaluable for future session planning.

Common Concerns

This activity takes between five and twenty minutes, depending on the number of participants and the amount of discussion.

Prepare a list of concerns in advance and distribute it at the start of the sessions. The items here are examples only – compose one to suit your occasion. As you hand out the list, invite participants to add their own items, or to circle the three items of greatest importance to them.

Which of these ideas has crossed your mind as you prepared for this semester?
- I won’t get my questions answered.
- We’ll be doing too much small-group stuff.
- There will be too much lecturing.
- I won’t have time to practice the new skills.
- The material will not apply to my situation.
- Discussions will take up too much time.
- Breaks will go on for too long.
- Our backgrounds will be too diverse.
- I won’t learn anything new.

Students first work alone, marking their most important items. Then ask them to discuss the items with others. Depending on the group size, this can be done by the whole group, in pairs, or small groups of three to five. Write up the most-often-raised issues on a flip chart, respond to the concerns, and leave the list up as a reminder for all.

Use this activity only if you are prepared to discuss and even change some aspects of the course design. Inevitably, there will have to be some give and take between you and the students. The beauty of this activity is that it starts a cooperative process that can carry on throughout the course.

Truth and Lies

"Truth and Lies" is an effective activity for introducing an instructor to a class, and students to each other. It works well even if some students know each other well already. This tried and tested favorite requires minimal preparation; it can be easily customized for the interests or purpose of the group; it can be
used with small or large classes; and it usually gets a few good laughs.

Instructions:
1. The Instructor writes three statements on the board. Two statements are true, and one is a lie.

Example:
I have been teaching for 10 years.
I have a pet newt called, "Isaac Newt."
I lived in Switzerland for a year.

2. Students ask "lie detector" questions to get further information, to determine which statement is false.

Example:
Teaching - Where have you taught? What have you taught? What year did you start?
Pet - How old is Isaac Newt? What does Isaac eat? Where do you keep Isaac?
Switzerland - Where did you live in Switzerland? What language was spoken in that part of Switzerland?

3. Students vote on which statement is a lie. Record votes for each statement on the board.

4. Reveal which statements are truths and which is a lie.

5. Place students in small groups (3 or 4 works well). Small groups repeat steps 1 - 4.

6. Have students introduce each other to the large group.

Facilitating Introductions
When students are meeting for the first time, start with an icebreaker that helps everyone to learn names and personal/professional information. You can use these to get people chatting and exchanging personal information or to help memorize or review names.

"What's the Question?" is a fun game for encouraging the exchange of personal information. It can be used even if students already know each other. "Alliterative Introductions" and "Name Chain" help students to memorize names. "Seating Plan" requires movement and can be used to enliven a tired group.

What's the Question?
1. The Instructor writes some facts on the board.

Example:
purple
16 months
Japan

2. Students try to find the question that matches each fact.

purple - What's your favorite color? What color is your car? What color are your toenails?
16 months - How long have you lived in this city? How old is your child? How long have you been married?
Japan - Where were you born? Where have you worked? Where are you going on vacation?

3. When students have discovered all of the questions, place them in small groups (3 - 4). Repeat 1 and 2.

These are some ideas for instructors new and old to get off to a good start with their students. If you have more ideas or experiences with other icebreakers that have worked well for you in the classroom, please share them with us by sending them in an email to jhenson@neiep.org.

The NEIEP ID card recognizes your status as a benefit-eligible member of the NEIEP community and provides you with quick and easy access to your student records:

• The QR Code on the back of the card can be scanned with your mobile device to show your NEIEP student certificate statement to your employer or other interested parties as needed.

• The barcode on the front of the card will be used for additional functionality and access to information in the future as NEIEP continues to develop this technology.

Please carry your NEIEP ID card with you at all times when working or attending NEIEP classes. You may be asked to provide proof of your having attained certain qualifications, and the card will enable you to provide access to your records. Do not lose your card or lend it to others. Your NEIEP ID will remain valid as long as you maintain benefit eligibility as an IUEC member. The card remains the property of the National Elevator Industry Educational Program. If your card no longer works or has been damaged beyond reasonable use, or if your card has been lost or stolen, please contact NEIEP at support@neiep.org to request a new one.
ONLINE COURSE SPOTLIGHT: CE033 INTRODUCTION TO APMS

You may be asking the obvious question, “What Is an APM?” An automated people mover, or APM, is a fully automated (driverless) mass transit system. Transit systems that are referred to as APMs are typically installed in smaller contexts with shorter runs than other conventional rail systems such as subways or commuter rails. APMs are found in several airports throughout the world, as well as in some limited-service areas in central cities and in special locations such as theme parks and museums.

APMs can include technologies that are also called automated guideway transit (AGT) and, when fully automated, monorails and low-speed magnetic levitation (maglev) systems. The main differences between APM systems and other transit technologies are that APMs are driverless and that the vehicles are not subject to roadway-based congestion and interference. While APMs are most commonly found at airports, there are an increasing number of urban APMs and some metro systems that are fully or partially automated.

Why study APMs?

Think about it. What is an elevator? An elevator is a fully automated driverless mass transit system as well. The main difference between an elevator and an APM is that one travels vertically, while the other travels horizontally. For this reason, APM work is considered the domain of the elevator constructor. CE033 is a great place to start exploring the world of the automated people mover.

By the end of this online course you will be able to:

1. Discuss the history and development of APMs in serving the riding public.
2. Identify and define the characteristics of major components, systems, subsystems, functions and configurations of APMs.
3. Summarize how the major components work together to make the system function as a whole.

CE033 provides an overview of APM systems in use today, with a specific emphasis on systems installed at airports. The first section details the history of APMs, covering origins, the beginnings of modern systems, and subsequent developments throughout the latter half of the twentieth century up to present day. The next section explores the different types of APM systems configurations, including single-lane, dual-lane, single loop, double loop, and pinched loop.

The following section covers APM control systems, with a focus on Automated Train Control (ATC) systems and subsystems. The final section details a basic sequence of operations for a generic APM.

This course is meant to be a general description of APM systems in use today; however, you may encounter variations on the systems described within this course.

Ready to know more about driverless public transit? Login at neiep.org, use the Students drop-down menu, select Online Training and Licensing, then click on the Continuing Education button and scroll to CE033.