Contents:

CCT Members:

Sandra Bailey

Sharon Beaudry

Aja Bettencourt-McCarthy

Travis Lund

Trevor Petersen

Dan Peterson

CJ Riley

Lindy Stewart

Gregg Waterman

Announcements

Fall Quarter Innovative Teaching Grants & New Foundation Grants!
Applications due Monday, November 7th, 2016

Grant information and materials are available at:
http://www.oit.edu/faculty-staff/resources/committees/commission-college-teaching/innovative-teaching-grants

Please contact Travis Lund or Aja Bettencourt-McCarthy more information.

Group Seating Classroom Survey
CCT, with support from the Registrar, is continuing to coordinate the scheduling of alternative-seating classrooms for the upcoming winter term. **We are inviting all faculty members who would like to teach during Winter 2017 in a classroom with either group seating or flexible seating configurations to complete the following survey!**

Survey Link:
https://oit.co1.qualtrics.com/SE/?SID=SV_1R1FpGMyxR1TNAh

Please contact Travis Lund with any questions.

Teaching Professor available to ALL Faculty
Keep up with innovative instruction practices with the Teaching Professor newsletter. New and back issues are available through the Oregon Tech Library at http://bit.ly/2dBxK4t

---

Oregon Tech Excellence in Teaching Conference Recap

SEPTEMBER 20, 2016

COMMISSION ON COLLEGE TEACHING

Pre-Convocation Excellence in Teaching Conference

11:30am - 1:00pm	Lunch & Poster Session *Crater Lake Complex*
1:00pm - 4:30pm	Concurrent Workshop Sessions *Mt. Bailey / Mt. McLoughlin / Sunset*
1:00pm - 2:00pm	Session 1
2:00pm - 2:15pm	Break
2:15pm - 3:15pm	Session 2
3:15pm - 3:30pm	Break
3:30pm - 4:30pm	Session 3

FACULTY COMMENTS:

"I really enjoyed the technology in teaching session, and plan to utilize Kahoot in one of my courses this fall."

"Loved the poster session and opportunity to show off a little, and discuss what I do in my class with colleagues in other departments."

"I am especially interested in going to more Effective Teaching Workshops."

"Let's do it again next fall, but even before that continue with some of the sharing of ideas that happened here."

22 Posters

9 Workshops

76 Faculty Attended

42%

Full-Time Faculty

Thank you to all who attended the second Annual Excellence in Teaching Conference on September 19th! We had a record turn out and lots of positive feedback. To refresh your memory or catch up on what you missed, visit http://www.oit.edu/faculty-staff/resources/committees/commission-college-teaching/excellence-in-teaching-conference.

Oregon Tech Excellence in Teaching Workshop

The Commission on College Teaching is excited to present the first Oregon Tech Excellence in Teaching Workshop in January 2017! This practicum provides Oregon Tech educators with an opportunity to improve their teaching abilities. These workshops are being adapted for Oregon Tech based on the highly successful ExCEEd Model. Faculty members across the country and around the world have benefited from this workshop, and now we are bringing it to Oregon Tech. Participants will have the opportunity to apply for a CCT *Excellence in Teaching Fellowship* and those who complete the workshops will earn an *Excellence in Teaching Certificate* from the Commission on College Teaching (CCT).

The workshop will include seminars and activities addressing topics such as:

- Teaching and learning research
- Course Design
- Class Organization & Preparation
- Communication, Presentation and Teaching Tools
- Student Assessment

Participants will also teach practice classes during the workshops utilizing this model and receive constructive feedback from team members.

Who Should Attend?
The Oregon Tech Excellence in Teaching Certificate Workshop is open to any educator (faculty, adjunct or staff) who strives to be a better teacher.

Date & Location: Attendees will need to attend **both** parts of the workshop to receive the *Excellence in Teaching Certificate*.
Workshop Part 1
Klamath Falls Campus (in-person attendance required)
- Begins on **Tuesday, January 3** at noon
- Through **Friday, January 6** until 3:00 pm

Workshop Part 2
Klamath Falls Campus (in-person or remote option)
- Begins **Friday, January 20** at 1:00pm
- Through **Saturday, January 21** until 4:00 pm

See **Schedule below**

Application:
https://oit.co1.qualtrics.com/jfe3/form/SV_7US3jfkKPnyc03r

Applications are due November 4th (end of week 6). Space is limited. Please note that interested members from all campus locations should apply. Based on interest, CCT may be able to provide logistical or financial support for those traveling.

Questions? Contact Sharon Beaudry or CJ Riley for more information.

Oregon Tech Excellence in Teaching Workshop - Part I

	Day 1 - Tuesday 1/3	Day 2 - Wednesday 1/4	Day 3 - Thursday 1/5	Day 4 - Friday 1/6
8	Travel	Demo Class I Truss Analysis #1	Practice Classes	Practice Classes
9		Assessment of Demo Class I		
10		Seminar IV Learning Objectives		
11		Seminar V Planning a Class		Lunch
12		Lunch	Lunch	Practice Classes
1	Welcome	Seminar VI Writing	Seminar VIII Questioning	
2	Seminar I Learning to Teach	Seminar VII Speaking	Seminar IX Teaching Assessment	
3	Seminar II Effective Teaching and Learning		Demo Class II Truss Analysis #2	Workshop Wrap Up
4	Seminar III Learning Styles	LAB: Board Writing	Assessment of Demo Class II	
5	Team Building Exercise	Dinner	Dinner	
6	Dinner	Class Preparation	Class Preparation	
7				

Oregon Tech Excellence in Teaching Workshop - Part II

	Day 5 - Friday 1/20	Day 6 - Saturday 1/21
8	Travel or Regular Classes	Practice Classes
9		
10		
11		
12	Lunch and Welcome	Lunch
1	Seminar X Interpersonal Rapport	Seminar XII Systematic Design of Intstruction
2	Seminar XI Nonverbal Communication	Seminar XIII Making it Work for You
3		Workshop Wrap Up
4	Demo Class III Truss Analysis #3	
5	Assessment of Demo Class III	
6	Dinner	
7	Class Preparation	

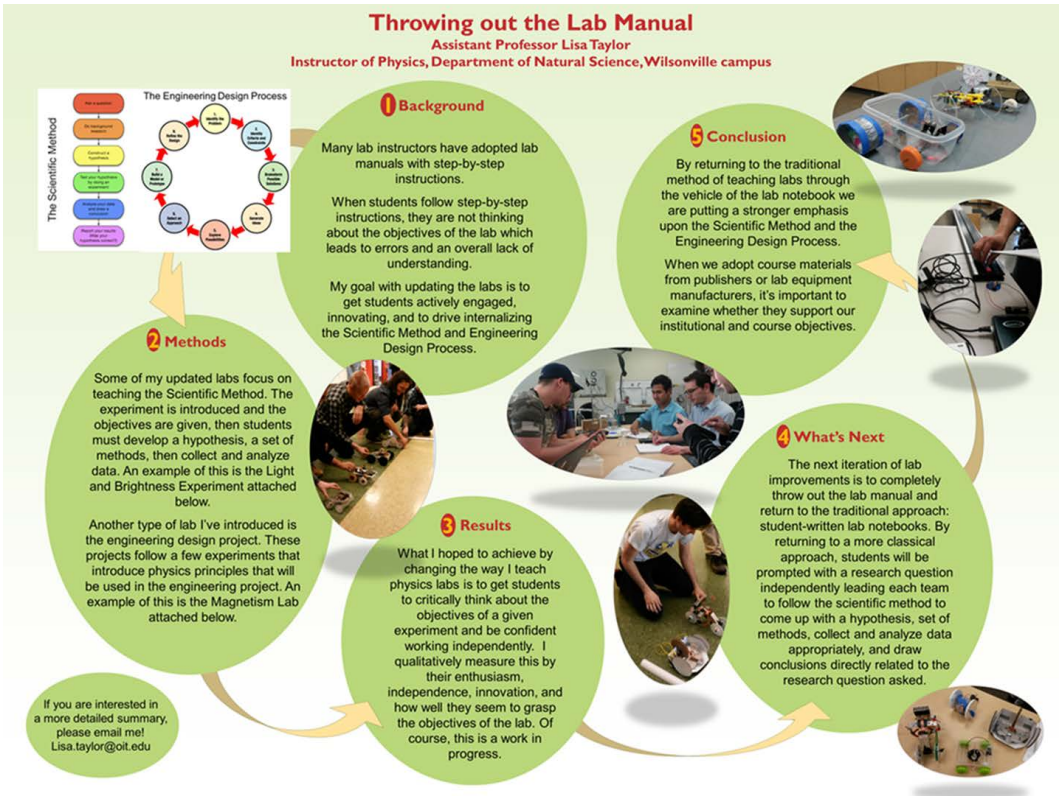
Engage in Quantitative Literacy

In Oregon Tech's 2015 administration of the National Survey of Student Engagement (NSSE) first-year students and seniors were asked how often in the current school year they engaged in quantitative literacy related activities (never, sometimes, often or very often). The percentage of students who responded "very often" or "often" are summarized below.

FIRST-YEAR STUDENTS	SENIORS
Reached conclusions based on your own analysis of numerical information Used numerical information to examine a real-world problem or issue Evaluated what others have concluded from numerical information	
	

In 2016-17 the Commission on College Teaching is joining the Quantitative Literacy ESLO Committee to provide opportunities to engage faculty, staff and students in quantitative literacy. If you are interested in being involved in the planning of these events, contact Gregg Waterman or a member of the QL ESLO Committee.

Excellence in Teaching Conference Highlight



Lisa Taylor
Assistant Professor of physics
Department of Natural Sciences
Wilsonville Campus

My newest approach to teaching introductory physics labs is to throw out the lab manual. Originally, I was using step-by-step instruction manuals for the labs and I found students were not engaged in the process, couldn't think outside the box, and didn't notice errors in their data. This year, all of my labs for mechanics will have no instructions and will focus on the steps of the scientific method. The first few labs will be very "fill-in-the-blank" but will gradually be less and less of that as students become more familiar with setting up and conducting experiments. We do a lot of in-class discussions about what the independent and dependent variables are, what they want to control, and how to measure uncertainty. This builds into a discussion of their methods which they then have to write in their own words. Ultimately, the goal by the end of the introductory physics sequence is to get students to actually think about the objectives of the lab and their hypothesis throughout the whole lab so they can draw meaningful conclusions about their results without being spoon-fed prompts.

Watch this!

Eric Mazur taught physics to pre-med students at Harvard University. At some point he had a revelation about his teaching that he discussed in a video titled "Confessions of a Converted Lecturer." It is fairly long, but the salient points have been summarized in the abridged video at the following link:

https://www.youtube.com/watch?v=rvw68sLlfF8

Those who find this interesting can find more in the other videos that come up in the sidebar for the one linked to above.