Oregon TECH Teaching Well

A faculty newsletter from
THE COMMISSION ON COLLEGE TEACHING

Contents:

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Announcement

Beginning with the current round of course scheduling (for Fall 2017), CCT is transferring the responsibility for scheduling group seating classrooms to the Registrar's Office. Please submit requests for group seating classrooms through your scheduling coordinator, as a part of the standard course scheduling process. Descriptions of current group-seating classroom features and configurations are available at http://www.oit.edu/faculty-staff/resources/committees/commission-college-teaching/classroom-spaces.

If you have any questions about these classrooms, or would like assistance with scheduling one for an upcoming course, please contact Travis Lund or Ben Kintner.

Oregon Tech Foundation Excellence in Teaching Faculty Award

Seeking Nominations

New this year!

Nominations accepted from Faculty, Students, and Staff

Submit Nomination Here

Due by April 7, 2017

The Oregon Tech Foundation has announced a new Award for Faculty to be presented annually at Commencement.

We seek nominations for this year's two recipients of the Excellence in Teaching Awards presented annually to recognize the outstanding teaching of one Faculty member from the **College of Engineering, Technology, and Management (ETM)** and one Faculty member from the **College of Health, Arts and Sciences (HAS)**.

The Foundation looks forward to honoring faculty members whose talents as teachers make a difference in the lives of students.

There will be a call for Support Letters in Spring Term.

If you have any questions, please contact Nellie Stewart.

CONGRATULATIONS Grant Recipients

CCT INNOVATION GRANT

- Klopf, Davis, Yang – Astronomy Talk Request
- Cope – American Dental Education Association (ADEA) Annual Session & Exhibition

OREGON TECH FOUNDATION GRANT

- Demeshko, Shih – 3D Prototyping to Enhance Learning
- Demeshko – Unmanned Aerial Systems (Drone) Technology

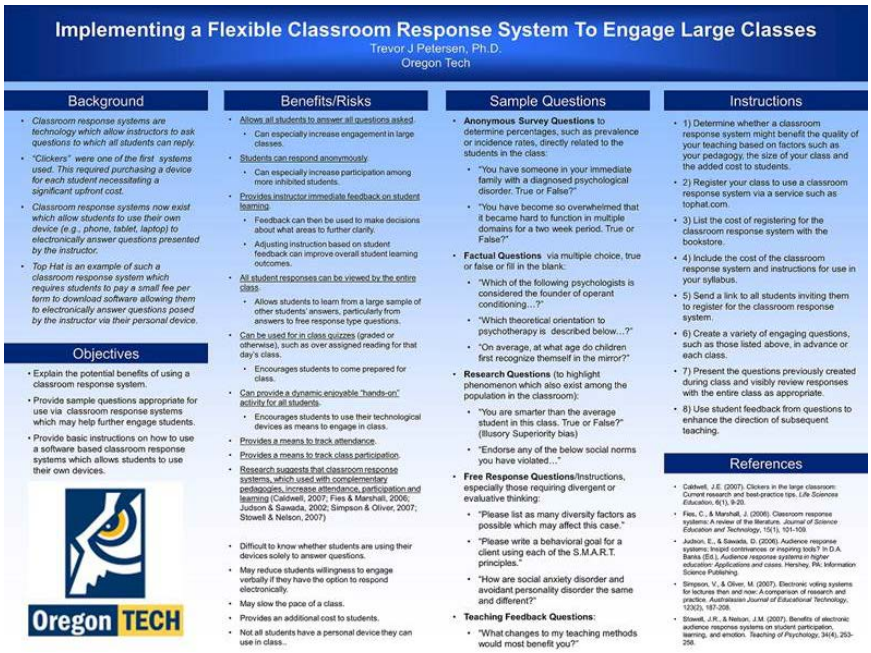
Grant Recipient – Seth Anthony

In February 2017, Biology-Health Sciences students Lance Lammers and Tessa Sidden presented undergraduate research on the antimicrobial effects of new types of silver nanoparticles at the Oregon Academy of Sciences meeting in Corvallis.

“Presenting at a scientific conference is a rare opportunity for undergraduates, and is something these students will remember for a long time," said Dr. Seth Anthony, one of the students' project mentors. The project was mentored by faculty in microbiology, chemistry, and physics, and the students' conference presentation was supported in part by a CCT Faculty Development Grant through the Oregon Tech Foundation.

Oregon Tech Excellence in Teaching Conference: Poster Highlights

Trying to figure out how prepared your students are for finals this quarter? Classroom Response Systems might be the solution.



View this and other posters on CCT's website: Excellence in Teaching Conference

OTET Workshop Recap

JANUARY 3-6 & 12-13
COMMISSION ON COLLEGE TEACHING

Seminar I: Learning to Teach
Seminar II: Effective Teaching and Learning
Seminar III: Learning Styles
Seminar IV: Learning Objectives
Seminar V: Planning a Class
Seminar VI: Writing
Seminar VII: Speaking
Seminar VIII: Questioning
Seminar IX: Teaching Assessment
Seminar X: Interpersonal Rapport
Seminar XI: Nonverbal Communication
Seminar XII: Systematic Design of Instruction
Seminar XIII: Making it Work for you
Demo Class I: Truss Analysis #1
Demo Class II: Truss Analysis #2
Demo Class III Truss Analysis #3

FACULTY COMMENTS:

"The two-dimensional model was really useful. Also liked the concept of desirable difficulties."

"Great combination of individual and group work!"

"I learned a lot from this seminar, the instructor made it fun and relevant to the classroom and life in general."

"Having a potluck contributed to by team members near the end was really fun, and added to the team-building feel of the entire workshop."

12 Attendees

1 Academic Specialist
1 Adjunct
4 Assistant Professors
1 Associate Professor
2 Instructors
1 Librarian
1 Online Learning Faculty
1 Wilsonville Faculty

For more information, visit the website: www.oit.edu/cct

From the Library: "Mastering the Techniques of Teaching"

Joseph Lowman's "Mastering the Techniques of Teaching" has been described as "having it all" by a University of Cincinnati professor who continues his review by commenting "Excellent suggestions for active learning, a conceptual model for guiding teaching practices, and research results that nicely support the ideas for enhancing teaching that he advocates." Check out "Mastering the Techniques of Teaching" for yourself here.

For more information, contact Aja Bettencourt-McCarthy

NSSE

Reflective & Integrative Learning at Oregon Tech

The National Survey of Student Engagement (NSSE) was last administered to Oregon Tech students in Spring 2015. Students at the conclusion of their first year and seniors were asked how often they engaged in practices that require reflection and integration of their learning. This important skill is associated with the ability to transfer skills and knowledge from one learning experience to another in a way sometimes referred to as scaffolding learning. The percentage of Oregon Tech students responsing *"Very often"* or *"Often"* for each of these defined learning practices are listed in the table below along with comparisons to student responses from Oregon Tech comparitor institutions. If you would like to know what your students reported in this survey contact Sandra Bailey for a custom report.

	First-year Students		Seniors	
	Oregon Tech	Oregon Tech Comp	Oregon Tech	Oregon Tech Comp
Percentage of students who responded that they "Very often" or "Often" ...	%	%	%	%
Combined ideas from different courses when completing assignments	57	51	70	71

Connected your learning to societal problems or issues	44	47	49	58
Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	37	44	37	47
Examined the strengths and weaknesses of your own views on a topic or issue	65	60	57	62
Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	65	61	62	67
Learned something that changed the way you understand an issue or concept	59	62	62	68
Connected ideas from your courses to your prior experiences and knowledge	80	74	79	83