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Announcement

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Room Scheduling

Save the Date

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. Up-to-date descriptions of current group-seating classroom features and configurations are available at http://www.oit.edu/faculty-staff/resources/c

Spring Term **Teaching Grants**

Faculty Award

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

Poster Highlight

SAVE THE DATE

Article

Excellence in Teaching Talk

From the Library

Student

Tuesday, May 2 | 2:00 - 4:00 pm

Engagement

2:00 pm - Bridges Field Trip by Mark Clark and CJ Riley

3:00 pm — Developing Custom Hardware to Teach Digital Design Courses: Added Value or Added Headache? By Kevin Pintong

Refreshments Provided

CCT Members: Sandra Bailey

Sharon Beaudry

Questions? Contact Aja Bettencourt-McCarthy

Oregon Tech Excellence in Teaching Innovation Grant

Aja Bettencourt-McCarthy

Spring Term Teaching Grants

Travis Lund

Trevor Petersen

CCT provides the opportunity for faculty submit Excellence in Teaching Innovation Grant Requests each term.

Dan Peterson CJ Rilev

Click here to submit Excellence in Teaching Innovation Grant Request - Now Fully Online!

Due by April 24, 2017

Lindy Stewart

The commission has identified the following categories for which to welcome grant requests:

Gregg Waterman

- I Innovative Teaching Methods II - Education Research
- III On-campus Workshops/Seminars
 IV Teaching Workshops/Conferences

Oregon Tech Foundation Teaching Grant

New this year, the Oregon Tech Foundation has set aside funds to support Teaching Grants. The grants will be administered by CCT but have a distinct focus and set of criteria

Click here to download Foundation Teaching Grant Application Form

Due April 24, 2017

The Foundation has identified the following categories for which to welcome grant requests:

- I Service Learning and Community Connections
- II Innovation and Industry Partnerships
- III Technology for Hands-on Learning

If you have any questions, please contact Nellie Stewart.

NEW this year – Oregon Tech Foundation Sponsored Excellence in Teaching Faculty Award



The Oregon Tech Foundation has announced a NEW Excellence in Teaching Faculty Award to be presented annually at Commencement.

Faculty Nominations are in! We received nominations for 63 Faculty Members

It is now time for you to **Support** a faculty nominee by telling us why you believe they are deserving of this award. Support Statements are accepted from Faculty, Students, and Staff.

Submit Support Statement Here

Due by April 21, 2017

We seek support statements 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.

If you have any questions, please contact Nellie Stewart.

Oregon Tech Excellence in Teaching Conference: Poster Highlight

From the Oregon Tech Library

Faculty/Librarian Collaborative: results from a teaching model

Oregon TECH Libraries

Embedded Librarianship

Objectives

- Evidence-based Practice (EBP)
 Evidence-based practice (IBP) in modicine
 Evidence-based practice (IBP) in modicine
 instruction in the health sciences. The basic
 principles of EBP include:
 consideration of patient values,
 the best research evidence to make decisions
 about patient health-eare,
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Class Objectives
To successfully expand student knowledge within the curriculum of the coarse using a learner-centered approach to establish research methods

Methods

Faculty member Teaching 400 level course:

- Faculty member

 Teaching 400 level course.

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 students* research in rhbbod. Mediane,
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 the course of the course of the course of the
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 learning to better understand all the steps
 involved in evidence-based decision making,
 suggested possible clarifications to student
 the class taking information literary
 Comprising Symmetric for Higher Education.

 **Perpendency Symmetric for Higher Education
 Wiley (5 pt).

 **Bunded assignment for students to assess the
 effectiveness of the 2 hour class provided (15
 bill)

 **Symmetric for the class taking immagement system.
 **Students
 **Symmetric for students to assess the
 effectiveness of the 2 hour class provided (15
 bill)

 **Hybrid Classes population 23 students
 **Students
 *

Students
Hybrid Class: population 23 students
During instruction, the librarian asked specific During instruction, the librarian asked specific questions to statin student information research experience (see first chart under "Resulbs"). Students completed a multiple-choice assessment team, the students choice a particular clinical problem, formulada a question (PEC) and wrote a summary relating tools and Dirary resources used to perform searches and explained flow the article found related to their PFCO and presented a short precention (1) Percentation (1) Percentation



6 5 16 15 20 20 SUMMARY
According to student replies to their familiarity of Medical Subject Readings (MEM) and conference of Medical Subject Readings (MEM) and experience with electronic resources (see above table), most students are learning these concepts for the first time. In the multiple choice assessment, at least 70 % of the students changed their answer board MEM and Bookson waver guestings on the correct amover. Thus it is better to compare the student read amover the student cell amover the student students of the production of the students of the production of the students of the student cell amover the student with MEM is an amovine of the "IT" Tearn. The "TE cause the table to compare the student that replied that she was familiar with MEM is an amovine of the "IT" Tearn. The "TE cause the table public to the treated of this higher score. In relation to the results of this higher score. In relation to the familia misturction, the faculty member relates that students are more confident searching and using different susme, Familiary score for this clear, Fam



Conclusions

In this curriculum-based embeded model, the faculty member provides students with the contest for the med for professional research skills, the information resources and expert research skills. The librarian having more than a 50 minute class has the opportunity to develop more in depth relationships with students, offer more help and obtain a better understanding of the student research needs. While the cumulative feedback over three years of the contest of the facility outcomes. For the faculty member, librarian outcomes. For the faculty member, librarian and students, it is an advantageous experience. Where do we go from here? More discussions among faculty and librarians toward the embedded model.

Blevins, A. & Isman, M. (2014). Corrisolom-Based Library Instruction New York, NY Bormson and Lindfelded. Cliffon, S. & De J. (2016). A Sharmey, Wheth Taking, Inspireing a Hybrid Cliffon, S. & De J. (2016). A Sharmey, Wheth Taking, Inspireing a Hybrid Cliffon, S. (2016). A Computer of Participation of Com-Medical Reference Newton Commenty, 15(3), 265–318, doi: 10.1009/2023/8809.2016.1189784. Forces, J. L. (2009). Evidence-bound decision making a suscentional goal for Institute of Comments of Comments of Comments of Com-gastion of Comments of Comments of Comments of Comments of Com-gastion of Comments of Comments of Comments of Comments of Com-gastion of Comments of

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

Article: To Read Dickens, It Helps to Know French History and the Bible

Enjoy this short article addressing the relevance of our diverse perspectives outcome and our CCT summer book, Male It Stick.

Link to Article: Click Here

From the Library: "Mastering the Techniques of Teaching"

How Learning Works: 7 Research-Based Principles for Smart Teaching by Susan A. Ambrose, Michael W. Bridges, Michele DiPietro, Marsha C. Lovett, and Marie K. Norman

This book provides a research-based overview of concepts in teaching and learning. Listed by the Chronicle of Higher Education as one of the "Top 10 Books on Teaching", How Learning Works provides practical advice for teachers in higher education who want to incorporate research findings into their classrooms and pedagogy. Check out How Learning Works from the Oregon Tech library today:

http://alliance-primo hosted exlibr roup.com/OIT:oit_alma_summit_primo_central:CP51230799790001451

For more information, contact Aja Bettencourt-McCarthy

Student Engagement

Learning Strategies of Oregon Tech Students

Oregon Tech students at the conclusion of their first year and seniors were asked how often they engaged in key learning strategies. 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. How does this align with your expectations for students in your courses/program? These results come from the National Survey of Student Engagement (NSSE) which was last administered to Oregon Tech students in spring 2015. The NSSE and a companion survey, the Faculty Survey of Studen Engagement, will be administered next spring, which will provide valuable information on the comparisons between faculty expectations and student self-reported practice. If you would like to know what students from your program reported on the 2015 NSSE 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"	%	%	%	%
Identified key information from reading assignments	83	77	78	81
Reviewed your notes after class	69	68	66	69
Summarized what you learned in class or from course materials	68	62	63	67

CCT has membership openings for 2017-18. If you have questions about the Committee, please contact co-chairs, Aja Bettencourt-McCarthy and Travis Lund.