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Dear Faculty,

As we prepare for this Winter Break, we encourage you to take some time to think about your teaching. Our hope is that the information below will serve as inspiration and guidance for you over the next four weeks. See you in January! –CCT

Announcement:

Congratulations to Fall Quarter’s grant recipients!

Anne Prouty received an Innovative Teaching Grant to attend a teaching course and develop MFT Clinical Supervisors for Klamath Falls. Eve Klopff received an Innovative Teaching Grant to broadcast a “5G Summit” webinar to students and faculty.

In addition, the Oregon Tech Foundation awarded two Oregon Tech Foundation Teaching Grants Fall Term: Lisa Taylor and David Bartholomew received an Oregon Tech Foundation Teaching Grant for their Eclipse Ballooning project.

Seth Anthony received an Oregon Tech Foundation Teaching Grant to support undergraduate research presentations at the Oregon Academy of Sciences meeting.

If you are interested in learning more about CCT Grant Funding, visit <http://www.oit.edu/faculty-staff/resources/committees/commission-college-teaching/innovative-teaching-grants> and keep an eye out for Winter term call for proposals.

Teaching Well:

Teaching Professor available to ALL Faculty

Keep up with innovative instruction practices with the Teaching Professor newsletter. Learn about facilitating discussions and enhancing classroom peer review in the latest issue available through the Oregon Tech Library at: <http://bit.ly/2dBxK4t>

From the Library:

Looking for a good (teaching) read? Check out the library’s collection: <http://bit.ly/2gPWkBT>

Inaugural Excellence in Teaching Workshop Attracts a Diverse Group

CCT is holding its first Excellence in Teaching Workshop in January of 2017. Out of twenty-two faculty, adjuncts and staff that applied, twelve have been selected to participate in the seven day in-depth exercise. They represent a diverse group of disciplines from around the university. The workshop will cover everything from learning styles and planning a class, to communication skills and assessment. During the workshop, participants will have the opportunity to modify two current classes and practice what they are learning.

Participants who complete all sessions of the workshops will earn an *Excellence in Teaching Certificate* from the Commission on College Teaching (CCT).

This inaugural workshop is being planned and delivered by about a dozen faculty who are taking time out of their schedules to learn and deliver the material. The goal for future workshops is for those who have earned their *Teaching Certificate* to apply for CCT *Excellence in Teaching Fellowship* and help deliver future workshops at Klamath and Wilsonville.

Active Learning: Give It A Try!

Gregg Waterman, Associate Professor of Mathematics

A little over a year ago I made a firm commitment to try using more of an active learning approach in my teaching, and it has increased

my enjoyment of teaching significantly. Research has shown that it can increase learning as well. Here is a nice starter article for those with an interest in giving active learning a try:

<http://www4.ncsu.edu/unity/lockers/users/f/felder/public/Tutorials/Active/Active-learning.pdf>

Oregon Tech in the National Survey of Student Engagement Report

Oregon Tech is featured on Page 4 of the NSSE Annual Results 2016, [found here](#).

Oregon Institute of Technology: Exploring General Education and Learning Outcomes

In 2013, Oregon Tech began reviewing the general education curriculum to find ways to ensure student achievement of Institutional Student Learning Outcomes (ISLO), including knowledge and skills in oral and written communication, effective collaboration, and critical thinking. NSSE has been integral to investigating disparities between the ISLOs and students' performance, including results on the Reflective and Integrative Learning Engagement Indicator, participation in High-Impact Practices (HIPs), perceived learning gains, and data from the Experiences with Information Literacy module. While first-year students were on par with their peers from comparable institutions, seniors were less engaged than their peers—confirming concerns that Oregon Tech's general education foundation was not sufficiently reinforced throughout students' educational experience.

These findings inspired a redesign of Oregon Tech's general education structure to intertwine the ISLOs throughout general education and major courses. One approach was to better incorporate HIPs into the general education curriculum. For example, although NSSE results showed that most students completed a capstone project, this had only been an expectation. In the redesigned curriculum it is a requirement of all students.

Article Read – The Teaching Professor Conference

Below is an excerpt from the *Best of the 2016 Teaching Professor Conference*, a compilation of articles written by the top-rated presenters at the 2016 conference. Download the free full report at <http://info.magnapubs.com/best-of-the-2016-teaching-professor-conference>

Three Focusing Activities to Engage Students in the First Five Minutes of Class

Written By: Barbi Honeycutt, PhD, Adjunct Assistant Professor in the Department of Leadership, Policy, Adult & Higher Education in the College of Education at North Carolina State University and Owner, FLIP It Consulting. Presenter at the 2016 Teaching Professor Conference.

When I teach workshops about designing the flipped classroom, I always encourage faculty to think carefully about the first five minutes of class. In my lesson plan template, one of the first tasks we discuss when planning in-class time is to prepare what I call a “focusing activity.” A focusing activity is designed to immediately focus students’ attention as soon as they walk in (or log in) to the classroom. When used in conjunction with flipped and active learning classroom models, focusing activities allow you to minimize distractions, maintain momentum between pre-class and in-class activities, and maximize the amount of class time you have to engage students in learning.

You will set the expectation that students come to class and start working immediately.

Most focusing activities take fewer than five minutes of class time and are highly flexible. Focusing activities may include collaborative activities to connect students, generate discussion, and compare ideas; individual activities where students work on their own by reading, reflecting, or writing; or a brief quiz or some other type of assessment. You can also use

a focusing activity to introduce a new idea or to set the stage for what’s to come during class. Finally, focusing activities can be high-tech, low-tech, or no tech.

And, as a bonus, when you use a focusing activity in the first five minutes of class, you will set the expectation that students come to class and start working immediately. When you establish this routine in your class, your students are more likely to do the pre-class work because now they see how their work is used during class.

So, let’s get to it. There are many ways to start class with a focusing activity. Some require an up-front investment of time to plan and prepare, while others require very little advance work. Here are three activities with varying degrees of prep work.