



Oregon TECH Teaching Well

A faculty newsletter from
THE COMMISSION ON COLLEGE TEACHING

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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.

Implementing a Flexible Classroom Response System To Engage Large Classes

Trevor J. Petersen, Ph.D.
Oregon Tech

Background	Benefits/Risks	Sample Questions	Instructions
<ul style="list-style-type: none"> • Classroom response systems are technology which allow instructors to ask questions to which all students can reply. • "Clickers" were one of the first systems used. This required purchasing a device for each student necessitating a significant upfront cost. • Classroom response systems now exist which allow students to use their own device (e.g. phone, tablet, laptop) to electronically answer questions presented by the instructor. • Top Hat is an example of such a classroom response system which requires students to pay a small fee per term to download software allowing them to electronically answer questions posed by the instructor via their personal device. 	<ul style="list-style-type: none"> • Allows all students to answer all questions asked. • Can especially increase engagement in large classes. • Students can respond anonymously. • Can especially increase participation among more inhibited students. • Provides instructor immediate feedback on student learning. • Feedback can then be used to make decisions about what areas to further clarify. • Adjusting instruction based on student feedback can improve overall student learning outcomes. • All student responses can be viewed by the entire class. • Allows students to learn from a large sample of other students' answers, particularly from answers to free response type questions. • Can be used for in class quizzes (graded or otherwise), such as over assigned reading for that day's class. • Encourages students to come prepared for class. • Can provide a dynamic, enjoyable "hands-on" activity for all students. • Encourages students to use their technological devices as means to engage in class. • Provides a means to track attendance. • Research suggests that classroom response systems, which used with complementary techniques, increase attendance, participation and learning (Caldwell, 2007; Fies & Marshall, 2006; Judson & Sawada, 2002; Simpson & Oliver, 2007; Stone & Nelson, 2007). • Difficult to know whether students are using their devices solely to answer questions. • May reduce students willingness to engage verbally if they have the option to respond electronically. • May slow the pace of a class. • Provides an additional cost to students. • Not all students have a personal device they can use in class. 	<ul style="list-style-type: none"> • Anonymous Survey Questions to determine percentages, such as prevalence or incidence rates, directly related to the students in the class. <ul style="list-style-type: none"> • "You have someone in your immediate family with a diagnosed psychological disorder. True or False?" • "You have become so overwhelmed that it became hard to function in multiple domains for a two week period. True or False?" • Factual Questions via multiple choice, true or false or fill in the blank: <ul style="list-style-type: none"> • "Which of the following psychologists is considered the founder of operant conditioning...?" • "Which theoretical orientation to psychotherapy is described below...?" • "On average, at what age do children first recognize themselves in the mirror?" • Research Questions to highlight phenomenon which also exist among the population in the classroom: <ul style="list-style-type: none"> • "You are smarter than the average student in this class. True or False?" (Illusory Superiority bias) • "Endorse any of the below social norms you have violated..." • Free Response Questions/Instructions, especially those requiring divergent or evaluative thinking: <ul style="list-style-type: none"> • "Please list as many diversity factors as possible which may affect this case." • "Please write a behavioral goal for a client using each of the S.M.A.R.T. principles." • "How are social anxiety disorder and avoidant personality disorder the same and different?" • Teaching Feedback Questions: <ul style="list-style-type: none"> • "What changes to my teaching methods would most benefit you?" 	<ul style="list-style-type: none"> • 1) Determine whether a classroom response system might benefit the quality of your teaching based on factors such as your pedagogy, the size of your class and the added cost to students. • 2) Register your class to use a classroom response system via a service such as tophat.com. • 3) List the cost of registering for the classroom response system with the bookstore. • 4) Include the cost of the classroom response system and instructions for use in your syllabus. • 5) Send a link to all students inviting them to register for the classroom response system. • 6) Create a variety of engaging questions, such as those listed above, in advance of each class. • 7) Present the questions previously created during class and visibly review responses with the entire class as appropriate. • 8) Use student feedback from questions to enhance the direction of subsequent teaching.
<h4 style="background-color: #003366; color: white; padding: 2px;">Objectives</h4> <ul style="list-style-type: none"> • Explain the potential benefits of using a classroom response system. • Provide sample questions appropriate for use via classroom response systems which may help further engage students. • Provide basic instructions on how to use a software based classroom response systems which allows students to use their own devices. 			
			
<p>View this and other posters on CCT's website: Excellence in Teaching Conference</p>			

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](#).

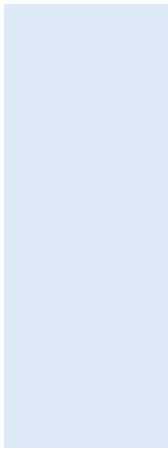
For more information, contact [Aja Bettencourt-McCarthy](#)

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 responding “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 comparator 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