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
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.

<table>
<thead>
<tr>
<th>First-year Students</th>
<th>Seniors</th>
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<tbody>
<tr>
<td>Oregon Tech</td>
<td>Oregon Tech Comp</td>
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<tr>
<td></td>
<td>%</td>
</tr>
<tr>
<td>Combined ideas from different courses when completing assignments</td>
<td>57</td>
</tr>
<tr>
<td>Statement</td>
<td>44</td>
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<tr>
<td>--------------------------------------------------------------------------</td>
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<tr>
<td>Connected your learning to societal problems or issues</td>
<td></td>
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<tr>
<td>Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments</td>
<td>37</td>
</tr>
<tr>
<td>Examined the strengths and weaknesses of your own views on a topic or issue</td>
<td>65</td>
</tr>
<tr>
<td>Tried to better understand someone else’s views by imagining how an issue looks from his or her perspective</td>
<td>65</td>
</tr>
<tr>
<td>Learned something that changed the way you understand an issue or concept</td>
<td>59</td>
</tr>
<tr>
<td>Connected ideas from your courses to your prior experiences and knowledge</td>
<td>80</td>
</tr>
</tbody>
</table>