



Innovations in Teaching and Learning



Welcome

How does one begin when trying to summarize a year's work and the writing is being done in Fall 2020? So much has happened and continues to happen, and so many thoughts pour out at once. COVID-19 upended lives worldwide, and we all moved online extraordinarily in a matter of days. The power of the Black Lives Matter movement continues to be at the forefront of all we do, where it should have been and needs to be. And literal fires continue to burn as these words are penned. We have all gone through A LOT this year.

In this context, the Teaching and Learning Center's work has been just one part of many that has moved OHSU to perhaps think differently about how we approach education. Indeed, we had done a great deal of work we were proud of before the pandemic. In addition to supporting OHSU as it moved to emergency remote teaching and online teaching and learning, we launched an excellent resource for ensuring digital accessibility and applying principles of Universal Design. We launched this, fittingly enough, on May 16, 2019, that year's Global Accessibility Awareness Day. This past year also saw the launch of our new Training Future Faculty program. We had 15 graduate students and post-doctoral fellows begin in our first cohort, and they are on their way to becoming learner-centered faculty and researchers. We partnered with the School of Dentistry to launch the use of iPads with its faculty and students who started in 2019; we created new partnerships with the RNBS program in the School of Nursing; and we continued to collaborate with numerous departments and programs to improve teaching and learning.

The year ended with dedication to improving synchronous and asynchronous learning. We pivoted our Train Your Brain and Assessment Academy workshops to webinars, and provided these recordings for continued use. What would our lives be like without Webex?

This annual report highlights the work we've accomplished from January 2019 through August 2020 as our first annual report was published in December 2018. From here forward, we will publish annually in the summer, forces willing.



Lisa Hatfield, Ed.D., M.A., M.A.T.

Director, Teaching and Learning Center
September 2020

About the TLC

We spent the summer of 2020 looking inward and concluded we needed to review our mission and values. After much discussion, we are pleased to land on the following:

Our Mission

The Teaching and Learning Center partners with all members of the education community to create meaningful, innovative, and evidence-based learning experiences.

Our Values

- Applying ethics of care to all our work
- Acting on social justice
- Promoting diversity, equity, and inclusion
- Creating a curious mindset and space for innovation
- Generating scholarship

TLC People

We were fortunate to welcome two new faculty this past year: Jeff Jones and Zoe Speidel. Jeff was brought on board to lead the iPad initiative and focus on pedagogically sound innovative technologies. Zoe gave much needed support and expertise with the School of Nursing portfolio.

WHAT WE ACCOMPLISHED

Goal 1: Equity and inclusion

We launched the online Accessibility Resource Center in Sakai in May 2019, which provides information about Universal Design for Learning principles and how to apply these principles in the classroom so teaching can be inclusive of the most learners. The OHSU community can learn how to create digitally accessible documents and about transcription and captioning service options.

Outwardly, we are working with colleagues to create workshop offerings about fair and equitable assessment practices and diversity in classroom content. Inwardly, we are reviewing our own practices and systems to look for bias and inequity, and then acting upon these findings.



WHAT WE ACCOMPLISHED

Goal 2: Collaborate with faculty and staff to develop, improve, and implement best practices in teaching and course design.

Our instructional designers collaborated closely with the School of Nursing's undergraduate programs to move their clinical programs online spring term using a statewide approach. We also partnered with the School of Nursing in creating COVID-19 modules for undergraduate and graduate students.

We continued our instructional design partnerships with the Department of Medical Informatics and Clinical Epidemiology as well as with the OHSU-PSU School of Public Health.

We worked closely with the RNBS Innovation project in the School of Nursing and helped create a standardized Sakai template and style guide to improve the student experience in navigating the learning management system.

All first-year School of Dentistry students received iPads as did faculty, and the TLC was integral in training and facilitating iPad use for classroom teaching and learning.

During the spring and summer of 2020, the TLC launched and revised many projects to help faculty move to remote teaching:

- Numerous additions to our O2 page for teaching and learning online
- Numerous revised public resources, including instructor guides for Sakai and Fundamentals of Teaching and Learning Online
- Train Your Brain summer series
- Assessment Academy webinars
- Individual consultations with faculty
- Contributions to OHSU's Emergency Remote Teaching site

Sakai-specific improvement:

We improved our learning management system, Sakai, in many ways:

- Implemented a new help desk ticketing system in partnership with the Library
- Redesigned the Sakai home page
- Redesigned the Sakai instructor guides
- Replaced Sakai-atry 101 with Sakai Bootcamp
- Implemented the rubrics tool
- Changed help desk hours per input from user's survey, TLC advisory
- Allowed faculty to add specific roles in their own sites



Photo credit: EdCOMM Photography

Testimonials from Training Future Faculty participants:

“I not only got to teach and receive great feedback on my teaching, TFF actually helped me find a teaching opportunity.”

“I was able to practice teaching face-to-face ... and practice online teaching ... I feel comfortable doing both types of teaching now.”

“I am more comfortable teaching in person classes because now I have so much more knowledge about teaching pedagogy ... I now have a better idea of how to write learning objectives and outcomes, implement low stakes assessments during class, and use a variety of teaching activities.”

Training Future Faculty

Training Future Faculty’s inaugural cohort began in the fall of 2019 with 15 participants -- five post-doctoral scholars and 10 graduate students from the schools of nursing, medicine, public health, and pharmacy who all desired to learn about teaching. The post-docs work represented labs at OHSU’s Marquam Hill and West campus, as well as the Veterans Affairs Hospital. Half of the cohort finished the program by September 2020, and the remaining plan to finish within the next six months.

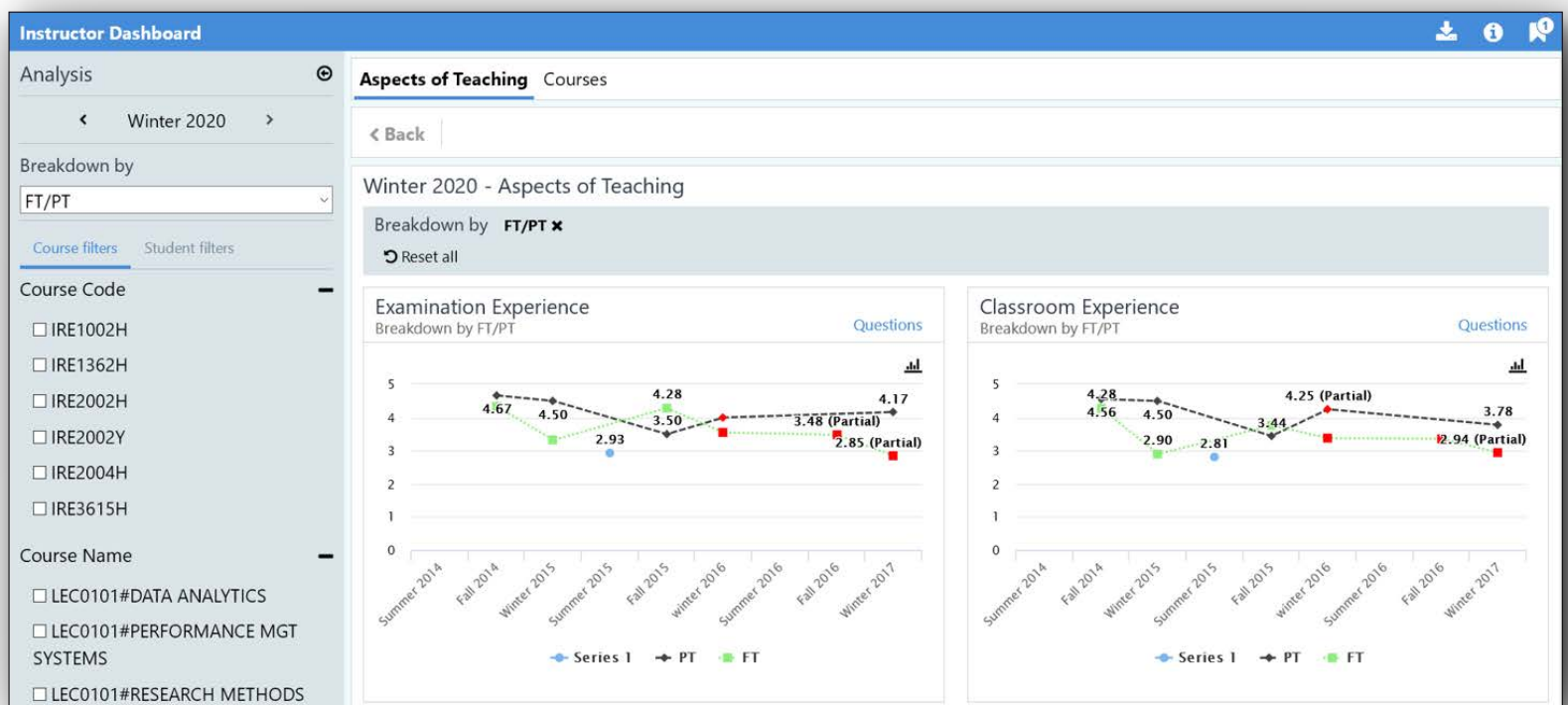
Train Your Brain & Assessment Academy

Popular Train Your Brain topics included active learning and microlearning, engaging learners in Webex, and instructional design strategies. Assessment Academy participants learned how several programs across OHSU were assessing remotely and how to integrate more fair and equitable assessment practices in their teaching. Interest in both Train Your Brain and Assessment Academy increased as we went remote with nearly 200 participants attending both series during spring and summer 2020.

WHAT WE ACCOMPLISHED

Goal 3: Provide educational expertise and evaluation data to help programs measure and improve student learning outcomes.

- Implemented the Blue Instructor Feedback Dashboard so faculty can quickly see a summary of their evaluation results over time
- Created a Blue resources page in Sakai for faculty, students, and administrators
- Contributed to the Excellence in Assessment application for the National Institute for Learning Outcomes Assessment, which OHSU earned in 2020



► The new Instructor Feedback Dashboard in Blue conveniently summarizes and visualizes student evaluation feedback.

WHAT WE ACCOMPLISHED

Goal 4: Advise programs on curricular development for continuous program improvement.

TLC faculty worked with educators across campus to address specific program needs such as teaching effectively with iPads, mapping assignments to objectives, creating common organizational schemas in Sakai, and teaching remotely.

The TLC provided curriculum development support to several programs around such topics as curriculum mapping, revision of program student learning outcomes, and alignment of student learning outcomes to advising rubrics and OHSU core competencies. Additionally, we provided consulting as a function of Assessment Council work or by representation on curriculum committees.

The TLC also helped coordinate Quality Matters certification for online and hybrid courses. Quality Matters provides national standards for online and hybrid courses. Carrie Bailey is the Quality Matters coordinator for OHSU and works closely with the QM committee.



Photo credit: EdCOMM Photography

WHAT WE ACCOMPLISHED

Goal 5: Contribute to a culture of scholarship and innovation to promote education excellence.

Many TLC faculty had accepted poster and conference presentations. Some occurred but many did not due to the pandemic. Here is a list of some of the highlights:

Conference	Presenters
Symposium for Educational Excellence, 2020	Amy Forester, Sarah Jacobs, Jeff Jones, Larry Williams
Improving University Teaching Conference, 2020	Carrie Bailey, Sarah Jacobs
Communicating Nursing Research Conference, 2020	Carrie Bailey
ADEA Annual Session & Exhibition, 2020	Jeff Jones
BlueNotes Conference, 2019, 2020	Larry Williams
NWeLearn, 2019, 2020	Carrie Bailey, Justi Echeles, Amy Forester, Zoe Speidel
NW Managers of Education Technologies, 2019	Justi Echeles

We were also pleased to present to the OHSU educational community:

Educational Series	Presenters
Education Grand Rounds, 2020	Justi Echeles, Sarah Jacobs
Professional Development Series, 2019, 2020	Lisa Hatfield, Sarah Jacobs
Education Grand Rounds, 2019	Lisa Hatfield, Sarah Jacobs

Faculty merited three grants, which are ongoing as of writing:

Grant	Recipients
Training the Clinical Educator, Innovations in Education mini-grant, 2019	Carrie Bailey and Amy Forester with Bailey Pope, Rebecca Harrison, Scott Stroup, and Jennifer Gossett
OHSU Hears You! Enhancing Communication in the Classroom, Innovations in Education mini-grant, 2019	Sarah Jacobs with John Brigande, Edward Prosov, and Anthony Pruitt
Professional and Organizational Development Network grant for research in grounding a teaching and learning center in theoretical frameworks	Lisa Hatfield

TLC Awards

Four well-deserving recipients earned our annual TLC awards. In 2020, we expanded the number of awards. While we could not honor the recipients in person, we are grateful for their work to create student-centered learning experiences.

Award Recipients

Rachel Woolley, MSN, FNP-BC, School of Nursing

The **Sakai “I-Care” Online Award** that recognizes a faculty member who keeps students engaged through the online learning environment, enthuses students to learn with the intentional use of technologies, and communicates with students using collaborative learning strategies.

Rita Patterson, DMD, FAGD, School of Dentistry

The **iPad Excellence Award** that recognizes innovative teaching with an iPad in a course that engages and enhances student learning.

Ted Laderas, PhD & Brian Sikora, MHA

The **Sakai Torchbearer Award** that recognizes novel adaption of Sakai technology and use of digital technology to transform learning in a course.

Erin Ehly, MNE, School of Nursing

The **Promising Educator Award**, which is awarded to a participant in the Training Future Faculty program who is recognized for a commitment to thoughtful, deliberate, and innovative teaching.

Representation on OHSU-wide and Other Committees

TLC members are active on several committees across the institution:

- Biomedical Informatics Curriculum Committee
- Biomedical Information Communication Center Faculty Assembly
- Undergraduate Medical Education Foundations of Medicine Subcommittee
- Assessment Council
- Graduate Council
- Faculty Senate
- Academic Program Review Committee
- Food Insecurity Task Force
- OHSU Curriculum Committee
- Student Services Committee
- Academic and Student Affairs Council
- Academic Technologies Working Group
- Communications Working Group
- School of Nursing Teaching and Learning Advisory Group
- Ph.D. in Biomedical Sciences Curriculum Committee
- Quality Matters Committee

TLC Advisory Committee

The Teaching and Learning Center Advisory Committee is made up of members from across schools and programs as well as departments that support the educational mission.

The advisory committee is a standing committee that advises the Teaching and Learning Center on matters concerning core programs and activities in program and course evaluation, assessment practices and teaching effectiveness. Dylan Johnson provides support for the Advisory Committee.

Erin Bonura, M.D., M.S., School of Medicine, Undergraduate Medical Education

Robin Cox, B.S., R.D.H., E.P.P., School of Dentistry

Sarah Drummond Hays, Ed.D., Physician Assistant Program

Linda Felver, Ph.D., R.N., School of Nursing Portland

Richard Goranflo, Ed.D., School of Medicine, Graduate Studies

Sarah Jacobs, M.Ed., TLC

Mollie Marr, School of Medicine student

Christian Mendoza Ruvalcaba, School of Nursing student

Deborah Messecar, Ph.D., M.P.H., R.N., School of Nursing Portland

Anthony Pruitt, Educational Communications

Tamara Rose, Ph.D., R.N., School of Nursing, Klamath Falls

Lindsey Smith, School of Public Health student

Marie Steelman, Information Technology Group

Bernadette Zaharchook Williams, Information Technology Group

Laura Zeigen, M.A., M.L.I.S., M.P.H., Library

