Innovations in Teaching and Learning

OHSU

Welcome

Neither fire, snow, power outages, heat domes, nor a pandemic could keep the TLC from charging forward in providing the OHSU community with the tools and expertise to improve teaching and learning.

As we emerged from the frenzy of suddenly going remote, we forged ahead to be a resource for sound remote teaching practices. We are thankful for the many faculty and educational partners with whom we've collaborated as well as those who've attended our workshops, accessed our resources, and asked us such great questions.

Although I wouldn't wish a year like this past one on anyone, I do believe that living through the experience has taught us a great deal about teaching and learning. I reflect on the new perspectives we may have about remote learning and how faculty and learners explored possibilities, many stretching far beyond their comfort zones. Faculty continued to innovate and excel with technology, to which our TLC awards attest. Also, during this time, many educators became more intentional in viewing their courses through a lens of equity and inclusion as they worked to become more anti-racist.

The TLC, along with the entire OHSU community, continued to live with ambiguity. I want to acknowledge that this uncertainty has been challenging to live through and has impacted individuals in numerous, burdensome ways. However, as with many of our colleagues, we also concurrently grew to thrive this past year as we created opportunities for growth and questioning through our presentations, programs, and daily work. Most importantly, I'm proud to say we spent the year taking care of each other.

Lisa Hatfield, Ed.D., M.A., M.A.T.
Director, Teaching and Learning Center
August 2021

Cover photo by Justi Echeles, course development manager

About the TLC

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

People

The TLC's team of educators are passionate about positively impacting the educational experience at OHSU. Each individual noted in the table below contributes to the creation a greater whole. This year, we said goodbye to Carrie Bailey, course development manager, who moved on to another opportunity at OHSU. We wish her the best on her new adventure.

Amy Forester	Faculty Development Specialist
Dylan Johnson	Administrative Coordinator
Jeff Jones	Educational Technology Specialist
John Ansorge	Lead Educational Technologist
Justi Echeles	Course Development Manager/Accessibility Specialist
Kathie Forney	Media Development Specialist
Larry Williams	Educational Technology Specialist
Lisa Hatfield	Director
Sarah Jacobs	Assistant Director
Zoe Speidel	Faculty Development Specialist

What we accomplished

We saw needs across OHSU's educational community and worked hard to meet those needs, often partnering with colleagues to do so. We share here how we worked to do this, organized by goals.

Goal 1: Be equitable and inclusive

As we all plunged into virtual teaching and learning, the need for digital equity grew ever more pressing. We are advocates of transcripts and closed-captioning, and provided direction for this on our new Captions & Transcripts section of ARC, the online Accessibility Resource Center in Sakai, which we launched in 2019. To complement this, we offered the Train Your Brain *O Captions! My Captions! Creating course content for all learners with transcripts and captions.*

Sarah Jacobs is a key member of the OHSU Assessment Council, which implements standards required by OHSU's accreditor, the Northwest Commission on Colleges and Universities, of all academic programs at OHSU. This year Sarah and Kirstin Moreno, education manager for Educational Improvement and Innovation, led the assessment council effort to revise the OHSU core competency definitions to be more anti-racist and to encourage learning about diversity, equity, and inclusion at the institutional level. The new competency definitions were approved by the OHSU board of directors in September 2020.

Larry Williams became a search advocate trainer, and Zoe Speidel participated in the first search advocate cohort at OHSU. Offered through the Center for Diversity and Inclusion, search advocate training aims to enhance validity, equity, and diversity in job searches.

Internally, the TLC spent the past year looking inward by hosting an anti-racist journal club where each member led a monthly conversation on the topic of race. Through readings, podcasts, and videos, we explored and discussed identities, reparations, racism in technology, admissions practices, and more. We are continuing these monthly discussions with an emphasis on action – what can we do as a teaching and learning center to create a more just environment? We continued to ask ourselves how all of our work, how each of our offerings, can be viewed through a framework of equity and anti-racism.

WHAT WE ACCOMPLISHED

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

Faculty development specialists have been collaborating with the School of Nursing's statewide accessibility initiative, which brings under a common framework selected courses in the undergraduate curriculum. One faculty development specialist is dedicated to each of the statewide courses. The TLC also was involved with the work of creating a common undergraduate Sakai template for the School of Nursing. We also 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.

Train Your Brain

Our virtual Train Your Brain workshops hosted 327 participants from across the university, twice as many as the previous year. These included educators from all of the School of Nursing's statewide campuses, several School of Medicine units, Knight Cancer, School of Dentistry departments, pharmacy, human resources, the Library, Center for Diversity and Inclusion, Physician Assistant, and more. We tailored the series to that of remote instruction. Topics ranged from creating inclusive online environments, gamifying an online course, combatting screen fatigue, improving instructional design practice, and using Microsoft Teams for student work and collaboration.

ASSESSMENT ACADEMY

This year, our Assessment Academy series emphasized the intersection between assessment and diversity, equity, inclusion, and becoming an anti-racist institution efforts with sessions such as decolonization, social justice, and assessment; using formative assessment to bring equity and inclusion to your course; equitably assessing multilingual and non-Native English speakers; and how to bring indigenous student voices to the center of assessment. The series witnessed a two-fold increase from the previous year with a total of 125 participants.

"These workshops are directly relevant to what I do! Thank you so much for continuously providing highly useful workshops like this one! It will help improve my work."

Ninety percent of those responding to a survey one month after attending a Train Your Brain or Assessment Academy workshop said they had reflected on their practice more due to attending the workshop. Respondents said they are incorporating more interactive elements in their teaching, utilizing tools in Webex for engagement, simplifying slides, and revising other elements of their curriculum.

Fundamentals
of Teaching and Learning Online

We offered Fundamentals of Teaching and Learning Online in fall of 2020 and spring of 2021. Fifty-one faculty as well as participants in the Training Future Faculty program enrolled in the 8-module course, which included intentional diversity, equity, and inclusion strategies. In response to COVID, we added trauma-informed teaching strategies to many modules and also created a public version of the course, which can be accessed at any time by anyone with a Sakai account.

"I've been focused on making sure that diverse voices and perspectives are represented but I have been less intentional about accessibility and diverse learning opportunities. I plan to bring the same level of discipline and attention to those that I have been bringing around diversity, equity, inclusion and belonging."

"I found it interesting and rewarding. It really made me look at how I can improve. Reaching students through online courses is a difficult task. This course really honed in on things to improve on the presentations and student focus."

We continued to work closely with the RNBS Innovation project in the School of Nursing. Kathie Forney built on the previous year's work of creating a common RNBS template by developing a style guide that ensures standardization across courses so students receive a consistent learning experience. Jeff Jones worked with faculty to determine technology needs, which led to multiple faculty trainings around technology integration frameworks and specific collaboration tools such as Office365, MS Teams, and Padlet.

Jeff Jones also collaborated with the School of Dentistry as it completed its second year of giving every student an iPad and encouraging faculty to use them for learning. Students reported that using iPads enhanced their learning and increased their ability to be organized and productive. They also reported liking the convenience of having access to educational resources in one, portable device. From an instructor standpoint, the iPad provided enhanced ability to track performance and give feedback while greatly reducing the use of paper.

▶ Screenshot from the interactive iPad tool for assessing student progress in the simulation lab.

Training FUTURE FACULTY

Training Future Faculty entered its second year with 12 participants from Behavioral Neuroscience, Molecular Biology, Genome Science, Pulmonary and Critical Care, Biomedical Engineering, and the Environmental Systems and Community Health programs in the OHSU-PSU School of Public Health. The program, which is open to graduate students and post-docs who desire to learn more about teaching was offered entirely remotely this year.

"I have become a better, more confident teacher, attended fantastic teaching workshops, and met a great group of like-minded people with whom I can network and get advice," -- Sydney Boutros, doctoral student, Behavioral Neuroscience. Boutros was awarded the TLC Promising Educator award (see the TLC Awards section on page 15).

Sakai

We added the role of Editor in Sakai, which allows faculty to create and edit content but not grade and thus not see student information. The Editor role is intended to allow a user to configure and build content in most tools in a Sakai site while not exposing information related to student-produced work or student grades. Instructors can add editors themselves to Sakai sites rather than make this request of the Help Desk. The editor role is intended to help instructors manage and build their Sakai site and be confident that their students' academic privacy is maintained.

Our team continued to support the Sakai Help Desk and responded to 1,935 requests.

We were even commended for spreading good in the daily COVID update emails:

"Who was caught Spreading Good today? Sakai Team, Teaching and Learning Center. I would like to give a shout out to the Sakai Team. They have really been there for us through all the COVID issues and changes we have had to do on the education end. With all the changes to online learning and creating new tabs for information for students, they have worked relentlessly through it all helping us along the way without complaint and with much more patience than I can imagine. I think this team has done an awesome job this past year. In working with them for this next school year I still find them to be very accommodating, patient and helpful. Great Job!!!"

WHAT WE ACCOMPLISHED

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

Larry Williams partnered with Graciela Vidal of Educational Improvement and Innovation and the Oregon Clinical and Translational Research Institute at OHSU to analyze the diversity questions that have been asked on course evaluations since 2018. In doing so, the previous two questions were changed to the following one question: The learning experience incorporated diversity. Diversity here is defined as including important and interrelated dimensions of human identity such as race, ethnicity, gender, gender identity and expression, socio-economic status, nationality, citizenship, religion, sexual orientation, ability/disabilities, and age.

Faculty continued to utilize the Instructor Feedback Dashboard (IFD), which allows them to quickly see their evaluation performance over time. Instructors have the ability to see means and standard deviations by course, term, or even academic year. The dashboard also allows instructors to quickly access the comments they received from students.

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.
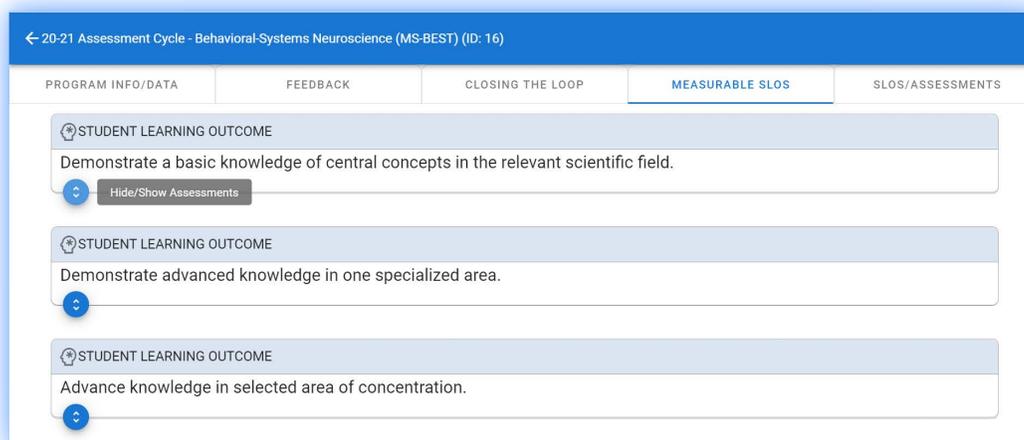
▶ The new assessment input and review application

Sarah Jacobs, John Ansorge, and Dylan Johnson worked to refine the process by which academic programs submit their yearly assessment planning and reporting data. Sarah also consulted with programs and schools on their assessment and curriculum planning efforts and to meet accreditation and Assessment Council standards. The Northwest Commission on Colleges and Universities, OHSU's accrediting body, now requires student affairs units to participate in assessment of student learning outcomes. Sarah spearheaded the effort to offer the student services survey to students in Winter 2021, which received more than 600 responses and gave the departments information by which they can improve the services they offer. This is helping the various units develop student learning outcomes and develop assessment plans.

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. Sarah Jacobs continues to consult for the Graduate Program in Biomedical Sciences curriculum committee to design curriculum and instruction for the new program, which launched in fall of 2020.

The TLC helped coordinate the Quality Matters (QM) course certification for online and hybrid courses, partnering with the School of Nursing to do so. Quality Matters provides national standards for online and hybrid courses. Zoe Speidel attained master reviewer status with Quality Matters, and Justi Echeles and Kathie Forney are trained as peer reviewers. Lisa Hatfield took on QM coordination responsibilities and is a certified course review manager. We also added Quality Matters information on our O2 site with hopes of broadening the reach of Quality Matters to the rest of the OHSU academic community.

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

Despite the pandemic, TLC faculty continued scholarly activities. TLC faculty are part of the FIELD (Faculty, Instructor, Education, and Learning Development) faculty assembly, which also includes the Library and Educational Improvement and Innovation.

Publications:

Echeles, J. (2021). KISS: The value of simplicity in online education. *The Northwest eLearning Journal, 1*(1), https://doi.org/10.5399/osu/nwelearn.1.1.5605

Swerdlow, B., Osborne-Smith, L., **Hatfield, L. J.**, Korin, T., & **Jacobs, S.** (2021). Mock oral board examination in nursing anesthesia education. *Journal of Nursing Education, 60*(4), 229-234. https//doi.org/10.3928/0148434-20210322-09

Martin, S., Gournaris, K., Jaffrey, Z., **Hatfield, L. J.**, Jung, S., Xiang, L., Caskey, M. M. (2021). EdD graduate perspectives: Uplifting our own voices. *Impacting Education: Journal on Transforming Professional Practice, 6*(1), 45-52. https://doi.org/10.5195/ie.2021.124

Eady, M., Abrahamson, E., Green, C. A., Arcellana-Panlilio, M., **Hatfield, L. J.**, & Namaste, N. (2021). Re-positioning SOTL in light of the T-shaped community. *Teaching Learning Inquiry, 9*(1), 262-278. https://doi.org/10.20343/teachlearninqu.9.1.18

Poster and conference presentations:

Symposium on Educational Excellence, OHSU, 2021

Bailey, C. & **Forester, A.** Hallway teaching: Building schemata for non-medically trained Educators. Poster presentation.

Clark, M., Painter, C., & **Jones, J.** Student perceptions on the use of Twitter for monitoring and disseminating health information. Poster presentation.

Echeles, J. Universal design for learning: What is your plus one? Poster Presentation

Forester, A. Faculty allyship supports TA and mentored teaching professional development. Poster presentation.

Jacobs, S. & Bailey, C. Using learning assessment techniques to reduce mind wandering and increase active learning. Conference presentation.

Paredes, C., Patterson, R., & **Jones, J.** Using iPads and educational applications to transform educational outcomes. Conference presentation.

Patterson, R. & **Jones, J.** iPad affordances in a dental anatomy course. Poster presentation

Swerdlow, B, Osborne-Smith, L, **Hatfield, L.J.**, Korin, T., & **Jacobs, S.** Mock oral board examination in nurse anesthesia education. Poster presentation.

Williams, L. Instructor Feedback Dashboard. Conference presentation.

Professional Development Series, OHSU, 2020

Hatfield, L. J. Scholarship of teaching and learning.

Jacobs, S. & Hatfield, L. J. Classroom pedagogy: Strategies for promoting active learning and engagement in the virtual and in-person classroom.

Educators' Collaborative, Education Grand Rounds, OHSU, 2020

Echeles, J., Jacobs, S., & Speidel, Z. Beyond emergency online teaching: Putting best practice into practice.

Boone-Heinonen, J., Garner, A., **Forney, K.**, McKenzie, G., **Speidel, Z.**, Thompson, M., Tonning, K., & Wood, M. Lessons learned from the transition to online.

Oregon Consortium for Nursing Education, 2021

Clark, M., Painter, C., & **Jones, J.** Social media in nursing education: Student perceptions on the use of Twitter for monitoring and disseminating health information.

Northwest eLearn, 2021

Speidel, Z. Hidden opportunities: Addressing equity via the QM rubric.

Bluenotes, 2020

Williams, L. & Moosavi, H. Empowering faculty with access to data: Implementing the Instructor Feedback Dashboard (IFD) at OHSU.
(Larry Williams won the best presenter award at this conference.)

Improving University Teaching, 2020

Jacobs, S. & Bailey, C. (2020). Using learning assessment techniques to reduce mind wandering and increase active learning.

Association for the Assessment of Learning in Higher Education, 2021

Moreno, K. & **Jacobs, S.** Making the leap: Revising core competencies to be more anti-racist.

Assessment Institute, Indiana University-Purdue University, 2020

Jacobs, S. & Bailey, C. Actively assessing: Using learning assessment techniques to reduce mind wandering and increase active learning.

Women in Higher Education Conference, 2021

Moreno, K. & **Jacobs, S.** Compelled to shift course: Starting the journey of aligning OHSU's academic programs with anti-racist graduation core competencies.

TLC Awards

Six well-deserving recipients earned our annual TLC awards. Recipients were honored during the awards ceremony at the Symposium on Educational Excellence in May 2021. We are grateful for their work to create student-centered learning experiences.

Sakai Inclusive Online Award

Gail Wolf, PhD, RN, School of Nursing
André Mansoor, MD, and Pete Sullivan, MD, FACP, School of Medicine

The Sakai Inclusive Online Award 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.

iPad Excellence Award

Sylvia Nelsen, PhD, School of Dentistry

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

Sakai Torchbearer Award

Lisa Marriott, PhD, OHSU-PSU School of Public Health

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

Promising Educator Award

Sydney Boutros, BA, PhD candidate, Behavioral Neuroscience

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

Classroom Impact: Learner Engagement Strategies

Julia Maxson, Ph.D., course director in the Graduate Program for Biomedical Sciences, shared her experience applying learner engagement principles from TLC resources and faculty:

The PBMS curriculum was redesigned for the first year of the new graduate program. As part of this, I redesigned the Cell Biology course to modernize the curriculum. What we hadn't expected was that we would be running this new course remotely in the middle of a pandemic. I turned to the TLC's summer training workshops to enable me to learn how to run this course successfully.

A number of these courses helped me design the course in a way that enabled effective navigation of content online for students, helped make testing seamless, and create a better user interface in Sakai. Most importantly we incorporated suggestions from the "Hello? Anyone There? Engaging Your Synchronous Online Learners" workshop. We utilized interactive activities to combat Zoom fatigue, engage students in critical thinking, and make the class more fun. Although many of these workshops were designed to assist with learning during the pandemic, the principles will continue to be useful as we transition to delivering organized and engaging course content in person. One-on-one consultation with Sarah Jacobs and other members of the TLC was incredibly helpful in learning how to apply these principles to the nuances of this particular course. Having the ability to get an additional informed opinion really helped boost my confidence in my first year as a course director.

Students noted that the level of organization, adaptation for remote learning, and interactive components were key in helping be successful in this course during this difficult year. One student from the course said, **"this was an incredible course. The material was organized in a great order, and I feel like most of the lecturers were great at making it as engaging as possible even through Webex."**

With guidance from the TLC, we also developed a remote learning guide for instructors which helped them navigate the web platform, outlined strategies for interactive engagement of students, and provided clear instructions for lectures and assessment. The TLC also helped us to design the timing, structure, and Sakai settings to make it a successful experience for students and lecturers. Importantly, this enabled the students to focus on demonstrating their knowledge rather than getting bogged down by the administration of the test. This was so successful that we plan on continuing to run take-home exams through Sakai even when we return to in person classes in the Fall.

Classroom Impact: iPads

Rita Patterson, DMD, FAGD, course director in the School of Dentistry, shared her experience working with Jeff Jones to integrate iPads into teaching her Dental Anatomy course:

In 2019 the iPads were introduced into the School of Dentistry to enhance learning strategies in our curriculum. One of the courses that I am responsible for is Dental Anatomy, which is a very hands-on and artistic experience while learning dental terminology with the first-year dental students. With the introduction of the iPads and significant help from Mr. Jones and the TLC, we have been able to incorporate a more visual and interactive experience to the course. Attention to detail is key as the students learn to reproduce form and function of teeth with the correct morphology, and instruction is clearer to the beginner when you are able to visually monitor their progress through annotation of real-time photos.

Another significant difference has been the digital organization of the course and significant reduction of paper. With the incorporation of the iPads, students are now able to submit daily projects and evaluations instead of a paper lab manual at the end of the term. This has also allowed the course director to know immediately who has not turned in an assignment on time. In addition, the students are much more organized with all that they need on one device and rarely lose evaluations. Overall, the experience has been very positive, and we are continuing to develop more ways to incorporate this technology.

Representation on OHSU-wide and Other Committees

TLC members are active on several committees across the institution:

- Academic Program Review Committee

- Academic and Student Affairs Council

- Academic Technologies Working Group

- Assessment Council

- Biomedical Informatics Curriculum Committee

- Digital Accessibility Work Group

- Faculty Senate

- Food Insecurity Task Force

- OHSU Curriculum Committee

- OHSU Campus Safety Review Task Force

- Search Advocate Program

- Student Services Committee

- Ph.D. in Biomedical Sciences Curriculum Committee

- Quality Matters Committee

- Undergraduate Medical Education Foundations of Medicine Subcommittee

TLC Advisory Committee

The advisory committee is a standing committee that advises the Teaching and Learning Center on matters concerning core programs and activities in learning technologies, 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, undergraduate programs, Portland

Lisa Hatfield, Ed.D., M.A., M.A.T, Teaching and Learning Center

Sarah Jacobs, M.Ed., Teaching and Learning Center

Eve Lowenstein, School of Medicine student

Cristian Mendoza Ruvalcaba, School of Nursing student

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

Kelsi Nagle-Rowe, M.A., School of Medicine, Graduate Studies

Anthony Pruitt, Educational Communications

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

Lindsey Smith, OHSU-PSU School of Public Health student

Bernadette Zaharchook-Williams, Information Technology Group

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