An Educator’s Fortuitous Path to Research and Innovation
Written by Alex Shuford, PhD

When Dr. Tatum Korin, Ed.D., Assistant Dean of Educational Research and Innovation in the OHSU School of Nursing, is asked the best advice she could give to “all faculty members everywhere,” she commented, “Look, I get the propensity to procrastinate. My best work comes from pressure. But with teaching, you just can’t wait until the last minute! Give yourself time to think about the activities you are doing and the kinds of questions you are asking.” Whether at the bedside or in front of a classroom, “you’ve got to prepare thoughtfully – keep up on your reading, learn about new ideas and maybe you’ll have to reorganize a bit – but give yourself permission and time to do that. And then, stop. Let it go – let it go.” Spoken like a mother of three little girls during this post-Frozen era.

After graduating from UC Santa Barbara, Korin became intrigued by educational psychology while teaching Special Education classes in Los Angeles. So when the opportunity arose to relocate to Michigan, Korin took up graduate work in instructional design and educational technology at Michigan State University (MSU) under the mentorship of Dr. Stephen Yelon (See Yelon’s Powerful Principles of Instruction). Shortly thereafter she was invited to a Passover Seder where she was
seated next to Dr. Bill Anderson, professor and director of the Office of Medical Education Research and Development (OMERAD) at MSU. As luck would have it this chance meeting led to a graduate teaching fellowship and later a faculty appointment as an Instructor in the College of Human Medicine.

Again, serendipity seemed to strike when she found herself attending a conference in Florida and had dinner with several medical education directors and deans from around the country. One of those deans would soon hire her as an instructional designer at the UCLA School of Medicine to create content for the ambulatory care clerkship and then went on to develop instructional video content funded by a FIPSE and Hartford grant.

Although being in the right place at the right time has surely helped, Korin clearly thrives under pressure and juggling time commitments. Already creating and coding video content, Korin, with the support of the Senior Associate Dean, incorporated programmatic and QI data in her dissertation. *The Effects of an Online Problem-Based Learning Training Module on Medical Faculty Teaching Behaviors*. In 2006, she earned an Ed.D. and became assistant professor and Director of Faculty Development at UCLA’s Geffen School of Medicine while still bracketing off time for three young children at home (all under the age of five years old).

In 2012, at the recommendation of a colleague, Korin accepted a position as Associate Professor and Assistant Dean at the University of Southern California (USC) Keck School of Medicine and Los Angeles County Office of Graduate Medical Education (GME). Combining the Self-Determination Theory of educational psychology with Active Learning Theory to diagnose and recommend strategies to the Problem-Based Learning return session drop-off that she and colleagues at George Washington University identified in undergraduate medical education classrooms.

Self-effacing and laughing at her own convoluted path, Korin muses over the chain of happenstancies and “moments of serendipity” that have coalesced to create another window of opportunity for one of OHSU’s newest educational leaders to support the quality and advancement of innovation and teaching in the School of Nursing. It may have been random moments in a long strange trip that propelled her here, but in the apt words of American educator and philosopher John Dewey:

> The gratuitous help of unforeseen circumstance we cannot afford to despise. Luck, bad if not good, will always be with us. But it has a way of favoring the intelligent and showing its back to the stupid. (Dewey 1908)

OHSU is lucky to have this truly remarkable educator.
QUALITY MATTERS
Standard 5
Course Activities and Learner Interactions

5.1 The learning activities promote the achievement of the stated learning objectives or competencies.

5.2 Learning activities provide opportunities for interaction that support active learning.

5.3 The instructor’s plan for classroom response time and feedback on assignments is clearly stated.

5.4 The requirements for learner interaction are clearly stated.

Source: https://qualitymatters.org/rubric

What is Quality Matters?
Quality Matters is a collegial review process in which reviewers provide feedback on the course design in two ways:

1) Awarding points for specific review standards.
2) Providing substantial, constructive, and specific comments and suggestions with regard to both course strengths and areas of improvement.

Learn more at: www.qualitymatters.org/

The OHSU Teaching & Learning Center (TLC) Educational Journal Club Update

Although we are not hosting an Educational Journal Club session this term, that doesn’t mean we haven’t been reading! Listed below is some of the academic literature we’ve been reading since we last met.

Are you interested in hosting an Education Journal Club session? Please contact the TLC at tlc@ohsu.edu

- Kumagai, A K. From competencies to human interests: Ways of knowing and understanding in medical education. Acad Med 2014; 89: 978-983
- Cifuentes L, Janney A, Guerra L, Weir J. A working model for complying with accessibility guidelines for online learning. AECT 2016
Do your students need additional learning support? The Teaching and Learning Center's Shoshana Zeisman-Pereyo, Ed.D. is a Student Learning Support Specialist. She provides learning support to students across all programs at OHSU. Shoshana has over 14 years of experience working with students in higher education and is committed to student success. Check out her areas of expertise and contact information below.

EDUCATION GRAND ROUNDS:
Data visualization for the educator - make it engaging!

Data and information are everywhere, but too often, its presentation is about as interesting as a wet dishrag. How many lectures have you attended that are dense with data, lots of text, but light on the ah-ha moments of insight and engagement that make a lecture a true learning experience? I believe that data and information can be engaging when presented with clarity and style. This talk will discuss the basic principles of good visual design. Along the way, I will present case studies on the good, the bad and the ugly in data visualization.

More Info: www.ohsu.edu/xd/education/schools/school-of-medicine/education/educators-collaborative/index.cfm

Jackie Wirz, Ph.D.
**PURPOSE**
A welcoming community is an important component in online learning environments, as it allows students to learn through social negotiation (asking and answering questions, showing empathy and concern, etc).

- Create a community of learners who are connected to each other, as well as to the instructor.
- Create opportunities for student-to-student interactions.
- “Break the ice” and get communications flowing.

**PROCEDURE**
- Consult with your campus technology support group for details on how to make both informational pages and discussion groups or blogs within your campus learning management system or preferred website builder (Google Sites, WordPress, Weebly, etc.).
- Create a welcome page on your course website to orient students to your course layout and expectations. Give students clear instructions for seeking help if needed.
- Create a page on your course website about yourself. Include a picture or short video and post details of your academic interests and research focus, along with personal interests.
- Consider using a tool such as a discussion board or blog and have students introduce themselves and explain what they hope to gain from taking the class, along with personal their interests.
- Consider making a separate “Coffee Shop” or “Class Lounge” discussion area for students to talk about non-course topics (and encourage them to stay on topic in course discussions).

**CONSIDERATIONS**
- It is easy for “introduce yourself” activities to get stale for both instructors and students. Mix it up with a variety of activity types.
- For online activities, up-front netiquette expectations and active moderation are important.

**REFERENCES**
- Quality Matters: https://www.qualitymatters.org/
We have recently completed a successful integration and pilot course using Examity, an online remote proctoring service. This service is now available to online courses which need remote proctoring to adhere to OHSU’s test proctoring policies.

It offers students a secure and convenient way to take exams, ensures the integrity of those exams, and protects our accreditation. Examity will help us maintain standards across all classes, regardless of format, and is a critical factor in the success of our online education program. Additionally, Examity is ADA-compliant, so all students may take advantage of the service.

Examity is integrated with Sakai. You and your students may access Examity directly from Sakai, without the hassle of another username and password. It also means that before using Examity for the first time, all pertinent information will be imported into the system for you, including class enrollment. When it’s time for a remote student to take an exam, they access Examity through Sakai, verify their identity, and are monitored during their exam by a live proctor via webcam and screen-sharing.

Examity is fully transparent. Feel free to track when students take tests and review video recordings from any test session. Examity will provide you with incident reports if a student is caught cheating.

There is a cost associated with Examity, so it is available on a strictly as-needed basis to fully online courses with high-stakes exams or distance-only students who need to be proctored while taking an exam.

If you are an instructor teaching a course with a high stakes exam that needs proctoring, you must contact the Sakai Help Desk at sakai@ohsu.edu before the beginning of the academic term so we can coordinate with you to deliver your exam using Examity.

**TEACHING TIP:**

Encourage Critical Thinking in Your Online or In-Class Instruction.

Teaching Critical Thinking (Nilson, 2016) is something we strive for in healthcare education. But how do we encourage our students to think critically when we are all hard-wired to confirm what we already know to be true? Here are some challenging, open-ended questions you can ask to increase critical thinking in your classroom. These questions may be applied to any reading (e.g. article sections, data, arguments, etc.):

- What is your interpretation/analysis of this reading?
- What are your reasons for favoring that interpretation/analysis? What is your evidence?
- How well does your interpretation/analysis handle the complexities of the reading?
- What is another interpretation/analysis of the reading? Any others?
- What are the implications of each interpretation/analysis?
- Let’s look at all the interpretations/analyses and evaluate them. How strong is the evidence for each one?
- How honestly and impartially are you representing the other interpretations/analyses? Do you have a vested interest in one interpretation/analysis over another?
- What additional information would help us to narrow down our interpretations/analyses?

On December 22nd, the Sakai system will be upgraded to the latest version, Sakai 11. This new version will include requested features and expanded functionality. Among the improvements in Sakai 11 are:

- An improved Sakai user interface with a completely redesigned mobile experience
- Major improvements to the Lessons tool (a.k.a. “Course Materials”) including:
  - Simplified menu bar with categorized menu items
  - More concise instruction on the Lessons landing page
  - New functionality: section breaks and column breaks
  - New page layout design possibilities (breaking content items into multiple sections and columns)
  - Multiple ways to add content items on the page
  - Enhancements to forum topics
  - Responsive design
- An improved file browser inside the rich text editor, including drag-and-drop uploading
- A completely new gradebook tool with a spreadsheet-like user interface for instructors
- A new email tool which keeps track of messages sent from Sakai
- Improved accessibility and screen-reader compatibility
- New side panel in Tests & Quizzes that allows students to track question progress in an assessment

The Sakai Help Desk will be presenting a live webinar showing some of the changes in the upcoming Sakai 11 at noon on December 9th. Join us at ohsu.adobeconnect.com/learn.

The upgrade will occur between the 5 a.m. and 9 a.m. Pacific Time on December 22nd and Sakai will not be available during that time.

**Important Note:** Due to the timing of the upgrade and the major changes to the Gradebook tool, we strongly recommend that instructors who use Sakai to calculate their grades complete their calculations before the upgrade. We recommend finalizing grades by Wednesday, December 21st at the latest.

You can learn more about the upcoming features in Sakai 11 and the Sakai community at www.sakaiproject.org. If you have any questions please contact the Sakai Help Desk at 877-972-5249 or sakai@ohsu.edu.
The Educators' Collaborative (EC) is an OHSU community of practice for people who are interested in education, including direct teaching, innovation, scholarship, curriculum design and mentoring. A community of practice is a group of skilled practitioners who interact regularly to learn from and with one another for the purpose of professional and personal development. Through in-person or online engagement, they create a shared understanding of purpose and develop communal resources to enhance their respective practices. (Lave & Wenger, 1991; Wenger, 1998).

Grand Rounds
The Educators’ Collaborative hosts Education Grand Rounds the first Wednesday of each month from 12 to 1 p.m. in Conference Room 8B60 at the OHSU Hospital. Upcoming Education Grand Rounds are listed below for your convenience.

Education Grand Rounds: Data visualization for the educator—make it engaging! with Jackie Wirz, Ph.D.
Wednesday, Dec. 7, 12 to 1 p.m., OHSU Hospital 8B60

Education Grand Rounds: Using social knowledge management tools to re-imagine medical and graduate education with Glen Woodworth, M.D.
Wednesday, Jan. 4, 12 to 1 p.m., OHSU Hospital 8B60

OHSU Symposium on Educational Excellence, April 14, 2017
The OHSU School of Medicine is now accepting submissions for both educational sessions and poster presentations for the inaugural OHSU Symposium on Educational Excellence, to be held Friday, April 14th, 2017.

The symposium, co-hosted by the school of Medicine’s Educators’ Collaborative, Division of Continuing Professional Development, Graduate Studies Program, Undergraduate Medical Education Program and Graduate Medical Education Program, the Faculty Advancement and Development Committee as well as the OHSU Teaching and Learning Center, aims to bring together OHSU SoM educators for professional development in education, networking, and to celebrate our education scholarship.

We encourage joint submissions, and there is no limit to the number of submissions per individual. Please click on the below links to submit proposals:

Click here to submit an educational session proposal: Due December 23rd, at midnight
Click here to submit a poster session proposal: Due February 3rd, at midnight

Applications are accepted once annually. Materials are available online through the EC website:
https://www.ohsu.edu/xd/education/schools/school-of-medicine/education/educators-collaborative/

· Friday, Dec. 30 – Deadline for receiving completed applications.
· Friday, Jan. 13 – Members are announced.
EDUCATION SUMMIT

Building Collaborative Learning Environments

Special Guest:
Martha Cleveland-Innes, Ph.D.
Professor & Chair
Centre for Distance Education
Athabasca University

Dr. Cleveland-Innes’ work in the field of adult, distance and higher education spans twenty-nine years and includes program development, curriculum design and extensive research with a particular interest in the social forces that impose themselves on learning and education.

This is a rare opportunity to join your fellow faculty colleagues from across the state to explore best practices in engaging and teaching students (face to face and online). During the summit you will learn about and have hands on practice with a model for collaborative teaching and learning. Faculty (undergraduate and graduate) who are teaching in theory and/or clinical courses will find this a useful and thought provoking summit. Please join us!

January 5, 2017
Full Day Presentation and Workshop

January 6: Half Day - General Session and Consultations

To register: https://www.surveymonkey.com/r/buildingcollaborativelearningenvironments
Contact Information: Sharlene DesRochers at desrochs@ohsu.edu
UPCOMING WEBINAR TOPICS

Friday, December 2nd: Box.com
Friday, December 9th: Sakai 11 Upgrade

TRAIN YOUR BRAIN

Winter 2017 Sessions:

January 20 - Sakai 11 Overview
January 27 - Sakai 11 Gradebook Tool and Q&A
February 3 - Intro to Quality Matters I
February 10 - Active Learning 101
February 17 - Real-Time Polling (Reef, Poll Everywhere, etc.)
February 24 - Re-envisioning Course Layout - Moving away from tables
March 3 - Designing a Test: The Basics
March 10 - Alignment between Course Objectives, Learning Activities, and Assessments
March 17 - Sakai 11 Updates/ Q&A

Webinars will run from 12 - 1PM

ohsu.adobeconnect.com/learn

No pre-registration is required

Teaching and Learning Center
tlc@ohsu.edu

Sakai Help Desk
sakai@ohsu.edu
(877) 972-5249