Keeping it active with Shawneen Gonzalez!

Written by Sarah Jacobs, M. Ed.

Shawneen Gonzalez, D.D.S., M.S., Director of Oral Maxillofacial Radiology Clinic, and Assistant Professor, has been busy. The active Vancouver, Washington, native is a runner, soccer player and paddleboarder who became interested in dentistry by watching surgery TV while in high school. Originally she wanted to be a surgeon (for a day), but the dental assistant program at her high school vocational skill center called to her. It served as a way to dip her toes into the medical field and she found it.

After high school, she attended Grand Canyon University (back when it was still a small private school) and finished up her undergraduate degree at Portland State University. She then attended dental school at the University of Washington in Seattle. During dental school she found she had a knack for interpreting radiographs and helped her fellow students learn. This was one of her “Aha!” moments, and she knew then she wanted to be a teacher.

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After graduating from dental school, she went on to University of Iowa to do a radiology specialty and earned her M.S. The program was very education-centric and students were required to do some teaching. This prepared her for teaching at the University of Nebraska and then, later, OHSU, where she teaches radiology basics including physics, biology and radiation safety, intraoral technique and interpretation.

While at the University of Iowa, she invented a pneumonic for describing radiographic lesions – L.E.S.I.O.N., which she shares with dentistry instructors and students around the world on her website - http://drgstoothpix.com/. She has also published several articles in various dental journals, including an article on Twitter use in the classroom for the Journal of Dental education (2016), has popular educational YouTube and Pinterest pages, and she presented at the American Dental Education Association (ADEA) conference.

When asked what inspires her teaching, she admits “I get bored” and then finds a new and better way to teach something. She laughingly described a time, during a long run, she was inspired by the Imagine Dragons song, “Radioactive”. From this song, she had the students listen to the song, read the lyrics, and describe the specific phase of acute radiation syndrome from the song. She often finds inspiration for her teaching while exercising.

Shawneen truly believes in active learning and limits her lectures to 15-20 minutes before changing things up. And if she can’t find a resource to help make her teaching active, no problem! She just creates what she needs.

She eagerly showed me her phone, where she recorded a mini lecture titled “Anatomy on Intraoral Radiographs” using just the app, Spark, and some images. She laughed when I mentioned how good it looked and asked her how long it took to make.

“No time at all!” was her answer.

Shawneen brings her humor into the classroom in many unique ways. One of her proudest sessions was a Family Feud style review session. The PowerPoint she used had all the game sounds, including the “X” buzzer, and she livestreamed the session on Twitter for anyone who wanted to participate and/or comment. Students had a lot of fun and were really engaged and she received a lot of positive feedback via email for the session.

She loves hearing from students and enjoys running into them and receiving messages after they have gone on to practice dentistry and realized how much they had actually learned from her – a lot.

Something Shawneen would like to try in her classroom in the future are PechaKuchas, a restrictive and powerful audiovisual presentation technique. She is also trying a new technique for an upcoming lab course – she has flipped the didactic portion. All material is posted online and students are required to have covered the content before they show up for lab, where they will be quizzed at the start of each lab session.

One gets the impression after meeting with Shawneen Gonzalez that she has boundless positive energy and will continue to do great work here at OHSU.
Thanks to a new more responsive design, Sakai looks and works great on every device, from your desktop to your phone. The Lessons tool, which allows you to construct modules of content for students, is even more powerful in Sakai 11. With an improved user interface and multi-column support, instructors have more flexibility than ever before. Some new features include:

- 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
- Style settings for column content areas
- Enhanced student content areas and peer review rubrics

Get started today learning how to use Subpages and Section Breaks in Sakai 11 by watching the following videos:

Step 1 - Adding a Subpage and Formatting a section.mp4
Step 2 - Adding a subpage to a section.mp4
Step 3 - Adding a section break and subpage.mp4

Source: https://sakaiproject.org/features#lessons

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**CURRICULUM MAPPING:**
What is it and what can it do for me?

Janet Wheeler, Curriculum Development Specialist, guides OHSU faculty and program directors to develop, revise and implement curricula that establishes learning outcomes and meets accreditation standards. She helps to identify trends that lead to curricular and programmatic change, and helps to establish a plan for implementing change. She manages a curriculum mapping system and supports system users to effectively build, track and revise curricular goals, learning outcomes, learning objectives and related assessments.

Curriculum Mapping is defined as the process of indexing or diagraming a curriculum to identify and address academic gaps, redundancies and misalignments for purposes of improving the overall coherence of a course of study and, by extension, its effectiveness. In most cases, curriculum mapping refers to the alignment of learning outcomes and teaching—i.e., how well and to what extent a program or instructor has matched the content that students are actually taught with the academic expectations described in learning outcomes. But it may also refer to the mapping and alignment of all the many elements that are entailed in educating students, including assessments and instructional techniques. When educators map a curriculum, they are working to ensure that what students are actually taught matches the academic expectations in a particular program. Generally speaking, a coherent curriculum is: (1) well organized and purposefully designed to facilitate learning (2) free of academic gaps and needless repetitions (3) aligned across lectures, courses, subject areas and terms.

Janet is available for meetings and consultations to assist programs with curriculum development and/or mapping. Contact her in the Teaching and Learning Center – wheeljan@ohsu.edu or 503-346-3550.

Increasing Instructor “Touch” and Availability in Hybrid and Online Classes

Why it’s important: students taking online courses do not get the face-to-face interaction from you or each other. One of the most common critiques of online courses is that students feel like their instructor is not devoting much energy to the course. Here are a few things you can do to increase touch and availability:

**VIDEO:** Introduce the concepts of each week with a video. You might also address difficult topics from the week before in this short video (5-8 minutes of you talking, not slides).

**FORUMS:** Make forum activity a regular part of your week. You might think of it as office hours (an hour at a time/twice a week). You may not respond to everyone, but try to make your comments in-depth. Students want to learn from your experience (not just your knowledge).

**GRADING AND FEEDBACK:** Commit to a grading time and stick to it. Students really want not just their grade but your feedback. Begin the term by being explicit about grading: “Good quality feedback takes time, so while you may not get back work as quickly as you would like, I promise to return work one week after it is due unless there is an emergency.”

**CONFERENCING AND VIRTUAL OFFICE HOURS:** Consider using face-to-face tech like Virtual Meetings or Adobe Connect to have face to face time with students. This can take many forms: scheduled conferences, drop-in hours, or feedback in the form of a conversation. Set up virtual meetings spaces for students to meet with or without you. This will make their project organizing easier and forums more robust.

**STUDENT FEEDBACK:** Survey for student feedback during the term (muddiest point, midterm survey, forum devoted to feedback).

**SYLLABUS AND COURSE SITE LANGUAGE:** What is the tone you want to set in the course? Do you want students to feel a sense of community? Use syllabus and course site language to establish that feeling and use activities/forums/videos/conferences to reinforce that tone. Example: “I’d like us to think about ourselves as a community of learners. We are here to ask questions, challenge each other, exchange ideas, and while we won’t come to the same conclusions, we will learn and grow from the process. That means you should bring all your energy and excitement to the course; I will do the same.”

For more ideas about improving or changing your online course, see Quality Matters at [https://www.qualitymatters.org/](https://www.qualitymatters.org/)
### Standard 1—Course Overview and Introduction

1.1 Instructors make clear how to get started and where to find various course components.

Instructions (either on the Homepage, Course Orientation, or Syllabus) should guide the new student to explore the course site, provide a general overview of how the course will work, and provide specific instructions on what to do next. The idea is to make the first week of the course very clear for the students so they can acclimate themselves to the online environment if they are new to it.

1.2 Learners are introduced to the purpose and structure of the course.

It is a good idea to include an instructor statement that gives the new student an idea of how the learning process is structured. (e.g., Does the course consist of a linear sequence of units, or can modules be studied in random order? Is the course self-paced or not? What will an average week look like in your course? What will they be doing?)

1.3 Etiquette expectations (sometimes called “netiquette”) for online discussions, email, and other forms of communication are clearly stated.

Netiquette is online etiquette. Netiquette expectations and should be clearly articulated and the netiquette policy regarding inappropriate online behavior defined.

1.4 Course and/or institutional policies with which the learner is expected to comply are clearly stated, or a link to current policies is provided.

Examples include: attendance, grading, academic standards, inclement weather, accommodations and commitment to diversity.

1.5 Minimum technology requirements are clearly stated and instructions for use provided.

If you require certain software or hardware (i.e., Microsoft Word, Adobe Acrobat, Flash Player), the Syllabus or Course Orientation should inform your students of these technology requirements.

1.6 Prerequisite knowledge in the discipline and/or any required competencies are clearly stated.

Skills or knowledge that students are expected to have prior to taking the course should be clearly stated. Course competencies should be listed in the course syllabus or within the online course site.

1.7 Minimum technical skills expected of the learner are clearly stated.

1.8 The self-introduction by the instructor is appropriate and available online.

The initial introduction should help to create a sense of connection between the instructor and the students. It should go beyond essentials, such as the instructor's name, title, field of expertise, email address, and attempt to welcome the students both to the class and to the medium through which they will communicate with you and their classmates.

1.9 Learners are asked to introduce themselves to the class.

It is a good idea to lead the students to Forums as soon as possible and a self-introduction is the most common way to do this. Student self-introduction help build trust and community early on.

### What is Quality Matters?

Quality Matters, at its core, is about alignment. The tight alignment of objectives, learning activities and assessment is critical to the success of any curriculum. Quality Matters is a collegial review process in which reviewers provide feedback on 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/](http://www.qualitymatters.org/)
Friday, April 14
8 a.m. - 5 p.m.
OHSU Auditorium
3181 S.W. Sam Jackson Park Rd.
Portland, OR 97239

OHSU Symposium on Educational Excellence

OHSU School of Medicine Inaugural Symposium on Educational Excellence

Registration Now Open!

This symposium aims to bring together the OHSU SoM education community in order to:
- Provide faculty development in education
- Highlight educators' teaching and scholarship
- Promote networking, collaboration, and community

KEYNOTE SPEAKER:
Michael A. Gisondi, MD, FACEP, FAAEM
Topic: Applying social learning theory and technology to improve teaching at the bedside and in the classroom, build a community of practice, and promote education scholarship.

Go to http://www.ohsu.edu/som/facdev to see the full schedule and register for this conference.

Registration is free for attendees who teach OHSU School of Medicine learners and $100 for others.

Accreditation
Oregon Health & Science University School of Medicine is accredited by the Accreditation Council for Continuing Medical Education to provide continuing medical education for physicians.

Credit
OHSU School of Medicine designates this live activity for a maximum of 5.75 AMA PRA Category 1 Credits™. Physicians should claim only the credit commensurate with the extent of their participation in the activity.

Hosted by School of Medicine

For questions, please contact edsymp@ohsu.edu, 503-494-8700
Sakai 11 came to us December 22, before all the snow and ice. Before cancelled classes and many-hour commutes. The transformation took place over night, at a time when most were on holiday and thinking about travel and gifts instead of tests and forums.

OHSU has used Sakai as its learning management system since 2008. Sakai is open source and OHSU’s Sakai is hosted by Longsight. Currently, OHSU averages 300-350 new course sites per term. Sakai Help Desk and the instructional designers of the Teaching and Learning Center provide support for these courses but do not have a role in creating or changing Sakai.

Sakai 11 brought few surprises. Our blue and white window took on a classy gray and adopted a more modern font. We see nearly every tool we knew from the old version. We still have the dashboard along the top and tool bar along the left. Changes include new Course Materials functionality, replacement of the Email tool with Messages, and a very different look for the grade book. Lastly, Sakai 11 is much more mobile-friendly and easily adjusts to smaller screens.

In the coming months, we look forward to redesigning course materials to take advantage of Sakai’s new functionality in that tool. This also gives faculty an opportunity to work with each other and instructional designers on creating and maintaining a consistent look for all their courses. One significant change to course materials is the movement away from tables, which do not translate well to mobile devices.

If you have questions or concerns about Sakai 11, contact the Sakai Help Desk at (877)972-5249 or sakai@ohsu.edu.
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/

Interprofessional education: does recent literature from rural settings offer insights into what really matters?

Written by Anne Croker & Judith N. Hudson

As rural health staff of different disciplines often know one another and share workplace facilities, rural areas are well suited to the implementation of interprofessional education (IPE) strategies. Details of such strategies are shared in journal articles so that educators can learn from and build on the experiences of others. A common theme in the apparent success of rural interprofessional initiatives concerns collaborative relationships among educators. However, do readers of journals see the full picture of the collaborative relationships among educators of different disciplines as they plan and implement strategies?

April 26, 2017
Marquam Hill, Mac Hall
MH 1115, 12-1pm | tlc@ohsu.edu
Facilitated by: Deborah Messecar, R.N., Ph.D., M.P.H., Associate Professor & Program Director for MNE & MPH

Registration is required.
Contact the OHSU Teaching and Learning Center at tlc@ohsu.edu
The article will be emailed to you upon confirming registration.
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June 2 - Alignment Matters - Instructional Materials
June 9 - Concept & Mind Mapping

All sessions will run from 12-1pm at ohsu.adobeconnect.com/learn

Questions, comments, or concerns? We'd love to hear from you! tlc@ohsu.edu