

Innovations in Teaching and Learning





Welcome letter

Dear colleagues and friends,

Thank you for reading the OHSU Teaching and Learning Center's inaugural annual report. Thank you for supporting our work through your collaborations, formal feedback and informal conversations as we advocate for the continuous improvement of teaching and learning. And thank you most of all for your belief in the education mission of OHSU.

The Teaching and Learning Center is entering a new phase of its service to the OHSU community. We have moved to a new, more central location on Marquam Hill. From our new home on the third floor of the OHSU Auditorium, we are able to be more accessible and responsive to meet the needs of faculty and learners across campus. The new space also allows us to offer enhanced programming and learning opportunities to faculty, students and staff.

One thing that hasn't changed is the Teaching and Learning Center's commitment to providing expertise and innovation in educator development, learning technologies, learner support, curriculum design and assessment. Through programs such as Train Your Brain and Assessment Academy to educational technology and student academic support, the center continues to deliver quality, evidence-based resources for educators and learners.

As we step into the new year and this next step on our journey, we took a look back on what we have accomplished in the past year. We invite you to celebrate these achievements by looking through this annual report, and, most of all, continuing to support the Teaching and Learning Center in the months and years ahead.

Sincerely,

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

Director

Teaching and Learning Center

About

The Teaching and Learning Center at OHSU has served the OHSU community since 2011. The center has evolved from solely providing technical support for Sakai, the institution’s online learning system, to more broadly supporting teaching and learning across OHSU’s 89 academic programs through course design, student academic support, curriculum mapping, assessment, course evaluations and pedagogical practice.

Our Mission

The Teaching and Learning Center partners with faculty, students and colleagues to create meaningful, innovative and evidence-based learning experiences across OHSU.

Our Values

- » Collaboration
- » Service
- » Scholarship
- » Learning
- » Student-centeredness
- » Diversity
- » Continuous improvement

Our Vision

The Teaching and Learning Center will be the hub of educational innovation and scholarship at OHSU.

Our Goals

1. Collaborate with faculty and staff to develop, improve and implement best practices in teaching and course design.
2. Provide high-quality academic support services to OHSU’s diverse learners to promote student success.
3. Provide educational expertise and evaluation data to help programs measure and improve student learning outcomes.
4. Advise programs on curricular development for continuous program improvement.
5. Contribute to a culture of scholarship and innovation to promote educational excellence.

People



The Teaching and Learning Center brings together faculty development specialists, technology experts, assessment leaders and student and accessibility advocates united by a common thread: a passion for the reciprocal exchange of teaching and learning.

In April 2018 the center welcomed Justi Echeles as the first accessibility specialist, and in October 2018, Lisa Hatfield became the center's new director. In addition, three current TLC faculty were promoted to new positions:

- Sarah Jacobs became the assistant director.
- Shoshana Zeisman-Pereyo became the director of Student Academic Support Services.
- Carrie Bailey is now the course development manager.

Team members



John Ansorge, M.A.
LEAD INSTRUCTIONAL TECHNOLOGIST



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



Carrie Bailey, M.A.
COURSE DEVELOPMENT MANAGER



Sarah Jacobs, M.Ed.
ASSISTANT DIRECTOR



Justi Echeles, M.A.
ACCESSIBILITY AND FACULTY
DEVELOPMENT SPECIALIST



Dylan Johnson
ADMINISTRATIVE COORDINATOR



Amy Forester, M.F.A.
FACULTY DEVELOPMENT SPECIALIST



Lawrence Williams, M.S.
EDUCATIONAL TECHNOLOGY SPECIALIST



Katherine Forney, M.Ed.
MEDIA DEVELOPMENT SPECIALIST



Shoshana Zeisman-Pereyo, Ed.D.
DIRECTOR, STUDENT ACADEMIC
SUPPORT SERVICES

Outcomes



Goal 1

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

Course Development

The TLC design team collaborated in the development of more than 460 Sakai course sites in the 2017–18 academic year. Team members work with faculty one-on-one to provide custom course builds to meet the needs of learners and use course development as an opportunity to engage design principles that support learning in online environments. Developers are also heavily involved with the Quality Matters framework, which will allow them to be certified reviewers to ensure high-quality online courses.

Accessibility

The Teaching and Learning Center created a new position to support digital accessibility for all faculty and learners across OHSU. Justi Echeles, the accessibility and faculty development specialist, will be at the forefront of accessibility practice implementation across the university. Her charge is to assess online learning environments supported by the center to ensure universal design for learning principles and accessibility compliance at the Level AA standard of the Web Content Accessibility Guidelines. Examples include text and image formatting, creating accessible documents, and suggesting alternative formats for audio, video and multimedia. Justi works with Educational Communications and the Office for Student Access to promote a culture of access for all.

Train Your Brain

Prior to 2017–18, Train Your Brain was offered as an online learning series for an hour on Friday afternoons. Members of the TLC presented on topics of interest, and the sessions were recorded for later viewing. Topics included online course development tools, writing course objectives and Sakai technology upgrades.

In fall 2017, the TLC remodeled this faculty development program to better disseminate valuable information to more faculty and staff. Beginning winter term 2018, Train Your Brain was relaunched using a roadshow model. Faculty, staff and learners can now select from a menu of topics, some in partnership with the Office for Student Access and Educational Communications, and TLC members bring that content to department meetings or the like at a time that is most convenient for them.

FEEDBACK AND ASSESSMENT	
<div>Gathering Student Feedback for Course Improvement</div> <div>FACULTY AND PROGRAM COORDINATORS</div> <div>15-30 MINUTES</div> <div>VISION 2020 GOALS: 4.3</div> <div>Learn to use midterm survey tools to gather student feedback and make changes during the term for greater student success.</div>	<div>Learning objectives</div> <div><div>1. Faculty will be able to identify opportunities to gather formative feedback using surveys</div><div>2. Faculty will be able to write survey questions that generate useful and timely student feedback</div><div>3. Faculty will be able to interpret student feedback to make meaningful and student-driven changes during the term and in subsequent terms</div></div>
<div>Getting the Most Out of Your Course Evaluations – Evaluation Best Practices</div> <div>FACULTY AND PROGRAM COORDINATORS</div> <div>15-45 MINUTES</div> <div>VISION 2020 GOALS: 4.3</div> <div>In this session we'll review best practices for course and teaching evaluations, how to increase evaluation response rates, and how to improve the quality of responses in your evaluations.</div>	<div>Learning objectives</div> <div><div>1. Faculty will be able to employ evaluation best practices that increase response rates and improve overall evaluation</div></div>
<div>Getting the Most Out of Your Course Evaluations –How to Use Blue</div> <div>FACULTY AND PROGRAM COORDINATORS</div> <div>15-45 MINUTES</div> <div>VISION 2020 GOALS: 4.3</div> <div>In this session we'll review how Blue, OHSU's course and teaching evaluation tool, works and what this means for the evaluation of your courses.We'll cover how to access your course and teaching evaluation reports, what information is provided in the reports, and how to get assistance with Blue.</div>	<div>Learning objectives</div> <div><div>1. Faculty and staff will be able to describe the evaluation process at OHSU and how they play a role in it</div><div>2. Faculty and staff will be able to analyze course evaluation results and use the data to improve teaching and/or the course/program</div></div>

FEEDBACK AND ASSESSMENT	
<div>Writing Multiple Choice Questions</div> <div>FACULTY</div> <div>60-120 MINUTES</div> <div>VISION 2020 GOALS: 1.3, 2.2, 4.2, 4.3</div> <div>In this session, we will discuss multiple choice item-writing flaws, as outlined by the National Board of Medical Examiners (NBME) and how to avoid them.</div>	<div>Learning objectives</div> <div><div>1. Identify flaws to avoid in writing MCQs</div><div>2. Analyze poorly-written MCQs</div></div>
<div>Item Analysis and Test Review</div> <div>FACULTY AND STAFF</div> <div>30 MINUTES</div> <div>VISION 2020 GOALS: 1.3, 2.2, 4.2, 4.3</div> <div>So you have been working on improving your multiple-choice questions. How do you know if what you're doing is helping?</div> <div>In this session, we will discuss how to review test and item analytics to further improve questions.</div>	<div>Learning objectives</div> <div><div>1. Define the following terms: reliability, validity, discrimination index, point biserial, Diff(p), KR-20</div><div>2. Apply reliability and validity measurements to rewriting MCQs</div></div>
STUDENT SUPPORT	
<div>How to Give Your Students Useful Feedback</div> <div>FACULTY</div> <div>15-30 MINUTES</div> <div>VISION 2020 GOALS: 4.3</div> <div>Have you ever wondered what students pay attention to when you give feedback? How much is too much?</div> <div>This workshop will help you understand the message, timing and form of useful feedback.</div>	<div>Learning objectives</div> <div><div>1. Faculty will be able to recognize student feedback needs based on assignment length and depth</div><div>2. Faculty will be able to compose useful and timely feedback to students</div></div>

STUDENT SUPPORT

Disability Cultural Competency: Diversity, Equity and Social Justice

ALL OHSU FACULTY, STUDENTS AND STAFF

60 MINUTES

VISION 2020 GOALS: 1.1, 1.2, 4.1, 4.3

This session will provide context for understanding disability not as a medical problem but as a socially constructed phenomenon.

Learning objectives

1. Participants will be able to define Universal Design
2. Participants will understand the difference between the medical and social model of disability
3. Participants in this session participants will know the legal definition of disability

AT 101: Demystifying Access Technologies

ALL OHSU FACULTY, STUDENTS AND STAFFS

60 MINUTES

VISION 2020 GOALS: 1.1, 1.2, 4.1, 4.3

This session will introduce software and hardware that can reduce barriers to learning and working. Examples for notetaking, magnification, text to speech and speech recognition will be provided along with resources to learn more.

Learning objectives

1. Participants will be able to define Assistive Technology
2. Participants will understand at least three different technologies that reduce barriers to learning and working

Fostering Academic Resilience in Students

ALL OHSU FACULTY, STUDENTS AND STAFF

30-60 MINUTES

VISION 2020 GOALS: 1.3, 4.1, 4.3

Option 1: A training session and curriculum for faculty to lead academic resilience workshops for students within their own programs.

Option 2: An hour session on the three main components of academic resilience, including a brainstorming session on ways to increase student engagement around academic resilience.

Learning objectives

1. Participants will be able to define academic resilience
2. Participants will be able to identify at least one strategy to use to help improve academic resilience

TEACHING AND LEARNING ACTIVITIES

Creative Ideas for Group Work and Forum Discussions

FACULTY

15-60 MINUTES

VISION 2020 GOALS: 4.1

Do you have a group assignment that has gone badly? Are your students uninspired in forum discussions?

Get some ideas for assigning group work and forums that are exciting and engaging.

Learning objectives

1. Faculty will be able to recognize the importance of group interaction in student engagement in a course
2. Faculty will be able to evaluate current group assignments and forums for their effectiveness using a student-centered approach
3. Faculty will be able to create interesting and novel group assignments and forums that increase student learning and engagement

Increasing Instructor Touch in Online and Hybrid Courses

ALL OHSU FACULTY, STUDENTS, AND STAFF

15-45 MINUTES

VISION 2020 GOALS: 4.3

It can be difficult for students to feel their online instructors' presence.

In this workshop, we will learn about ways to increase presence and help students feel connected and engaged.

Learning objectives

1. Faculty will be able to identify areas in their course that need more instructor presence
2. Faculty will be able to employ online tools for greater student engagement
3. Faculty will be able to design materials that express the instructor's personality and creativity

Strategies For Managing Large Online/ Hybrid Courses in a Teacher-Friendly Way

ALL OHSU FACULTY, STUDENTS, AND STAFFS

15-45 MINUTES

VISION 2020 GOALS: 4.1

Instructors are often asked to teach more students than they can comfortably handle.

This workshop gives strategies for teaching large groups that are student and teacher friendly.

Learning objectives

1. Faculty will be able to identify the most common problems in large courses
2. Faculty will be able to design discussions, feedback mechanisms and assessments that value student contributions and instructor investment

TEACHING AND LEARNING ACTIVITIES

Course Design Best Practices

FACULTY

30-60 MINUTES

VISION 2020 GOALS: 4.1

Learn how to design an easily navigated, robust, dynamic hybrid or online course using Sakai.
Learn how to design a course for quick updating.

1. Faculty will be able to apply course organization best practices when designing or revising their online course

Keep it Active: 4 Simple Strategies to Foster Active Learning in the Classroom

ALL OHSU FACULTY, STUDENTS, AND STAFF

15-30 MINUTES

VISION 2020 GOALS: 1.3, 4.3

In this session, we will discuss the following active learning methods and how to implement them in a large or small classroom: audience polling, muddiest point, think/pair/share and the minute-paper.

1. Recognize how active learning can improve knowledge retention in, and student satisfaction with, your lecture
2. Differentiate among the following active learning techniques: audience polling, muddiest point, think/pair/share, and the minute paper

LEARNING OUTCOMES

Understanding the Difference Between Goals and Objectives

FACULTY AND STAFF

30-45 MINUTES

VISION 2020 GOALS: 4.3

An interactive session with practice discriminating between the two and practice writing goals and objectives.

Learning objectives

1. Faculty will be able to distinguish goals from objectives
2. Faculty will be able to demonstrate the ability to write goals and objectives

LEARNING OUTCOMES

Syllabus Design

FACULTY

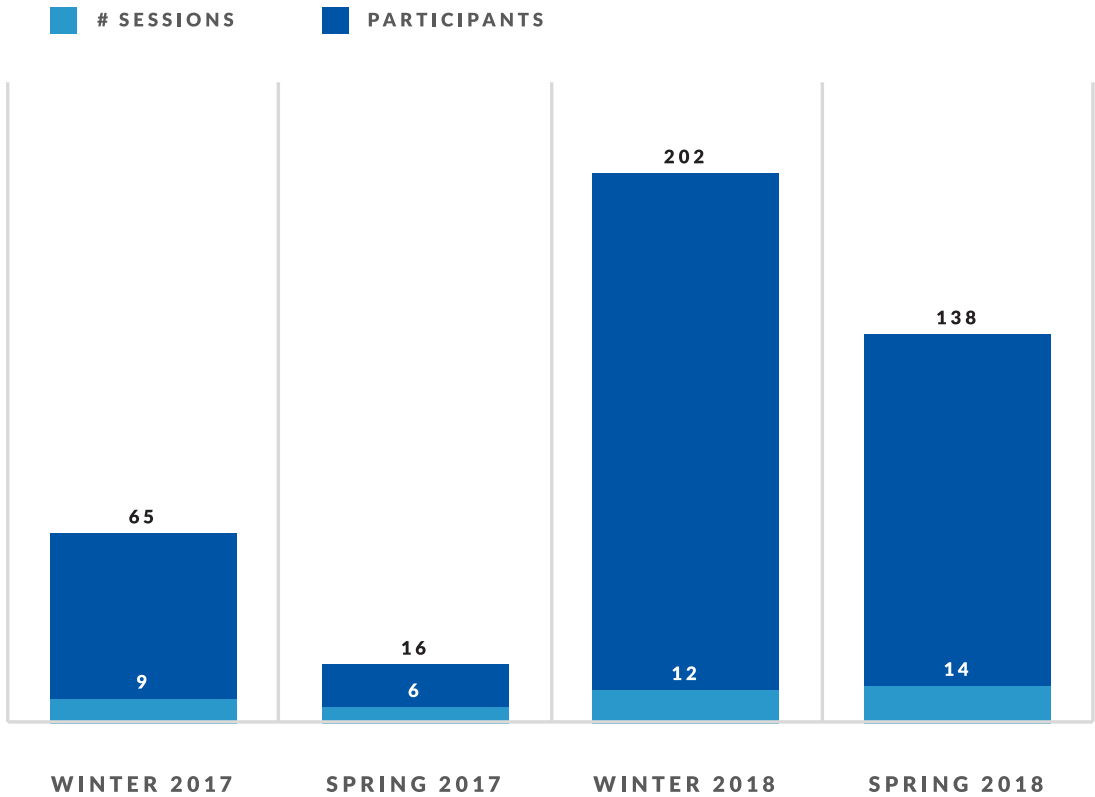
30-60 MINUTES

VISION 2020 GOALS: 4.3

A syllabus is a guide, a map and a contract.
Learn how to maximize the effect of your syllabus to set the tone for the rest of the term.

Learning objectives

1. Faculty will be able to identify the most impactful sections of a syllabus
2. Faculty will be able to modify their syllabus to reflect the desired tone and to establish a learning community



◀ In its initial rebranded quarter, Train Your Brain showed a more than 200 percent increase in faculty participation, from 65 attendees in nine sessions in the online version in winter 2017, to 202 attendees participating in 12 sessions in the pilot of the Train Your Brain roadshow model in winter 2018. During spring 2018, the TLC was invited to give 14 sessions reaching 138 faculty across programs and departments in the School of Medicine, School of Nursing and the OHSU-PSU School of Public Health.

In evaluating the pilot, participants’ average responses to the question “I learned new information/strategies to apply to my work or practice” was 4.77 on a 5-point scale with 5 being high. Other responses indicated a high level of satisfaction for the content and delivery method of this program. The next step is to measure actual application to practice and ensuing results of this change.

Sakai Learning Management System

OHSU’s learning management system, Sakai, is a suite of web-based tools that support communication and collaboration across learning environments. The TLC is home to the university’s Sakai system administrator, John Ansorge, who leads the team in providing support for faculty and students who use the platform.

In 2017-18, the TLC Help Desk fielded 4,185 requests for service from the OHSU community of Sakai users.

Sakai supports more than 400 courses each term in distributing course materials, providing a platform for the exchange of information through course-specific announcements, submitting assignments and providing a digital space for collaboration. This year, the TLC rolled out Sakai’s accessibility checker tool, which helps faculty and course designers assess whether content is accessible. All users, including those who have a disability or use assistive technologies, must be able to obtain online course information fully, equally and independently.

Goal 2

Provide high-quality academic support services to OHSU’s diverse learners in promoting student success.

Students can receive help with the following:

- Study skills
 - Motivation and goal setting
 - Learning styles and active learning strategies
 - Test-taking skills and test anxiety
 - Time (self) management
 - Board preparation
-

Student Learning Support

The director of Student Academic Support Services, Shoshana Zeisman-Pereyo, supports students as they adapt their academic and personal behaviors to meet the needs of the rigorous programs at OHSU. These services are available to all schools and programs across the university.

In 2017-18, Student Academic Support Services:

- Held 277 individualized student consultations to learners, providing them with insight and skills to promote their academic success. Individual consultations have grown considerably from the 150 sessions held in 2015–16, the first year of the program.
 - Provided faculty development on topics such as academic resilience, active learning and helping students study for exams.
 - Coordinated the Undergraduate Medical Education peer tutor program, which employed 20 trained tutors to support learning for first-year medical students.
 - Provided more than 400 hours of direct support to students in the Undergraduate Medical Education program.
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Goal 3

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

Course Evaluations

The Teaching and Learning Center is the hub for course and teaching effectiveness evaluations across OHSU. Lawrence Williams, educational technology specialist, is the systems administrator for OHSU’s evaluation tool Blue, a product of Explorance, Inc. The TLC builds evaluations and provides reports and response rates to appropriate deans, program directors and various leaders. In 2017–18, the TLC generated and distributed 6,037 evaluation reports for 1,149 courses.

The TLC also assisted in the development of a new evaluations procedures manual as well as the revision of an institution-wide evaluation policy (Policy 02-50-035).

Assessment and Curriculum Mapping

Assistant Director Sarah Jacobs works with faculty to provide insight and expertise in curricular assessment, evaluation and mapping.

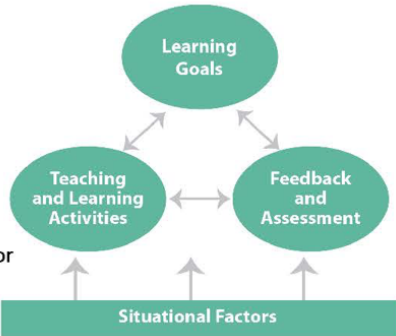
The Teaching and Learning Center collaborated with Educational Improvement and Innovation to address needs of assessment practice and documentation across OHSU. Through the Assessment Academy, participants had the opportunity to improve practice-based skills through educational activities that promote continuous improvement. In these workshops, participants increased their knowledge of assessment practices and effective utilization of data to improve student learning and program effectiveness.

The Assessment Academy was held fall 2017 and spring 2018.

Assessment Academy Series

The OHSU Assessment Academy Series workshops are intended to provide opportunities for participants to improve practice-based skills through participation in effective educational activities that promote life-long learning.

Learning Outcome: Workshop participants will demonstrate an increase in their knowledge of assessment, improvement in their practice and strategies in educational pedagogy, and effective utilization of data to improve student learning and program effectiveness. Please contact Vanessa Green at greenva@ohsu.edu or 503-494-8851 for more information.



Credit: OHSU School of Medicine designates this live activity for a maximum of 9.0 AMA PRA Category 1 Credits™. Physicians should claim only the credit commensurate with the extent of their participation in the activity.

SESSION TITLES	DATE(S)	TIME	LOCATION	FACILITATOR(S)
Revising and Improving Your Overall Assessment Plan	4/16/2018	Noon—1pm	CHH 8050	Patty Carney, Ph.D.
Data Visualization	4/18/2018	Noon—1pm	SON 345	Yi Cao, Ph.D. Mike Miller, MCMi
Demystifying Assessment	4/20/2018 4/25/2018 5/1/2018	Noon—1pm Noon—1pm Noon—1pm	SON 345 CLSB 3S026 BRB 581	Judy Bowen, M.D. F.A.C.P.
Symposium for Educational Excellence A.) Create the Most Effective and Reliable Multiple-Choice Questions B.) Poster Session	4/27/2018	11:05am-12:20pm	Old Library	Sarah Jacobs, M.Ed. Pat Kenney-Moore, Ed.D., PA-C Constance Tucker, Ph.D. Sarah Drummond Hays, Ed.D.
Student Feedback: Helping Faculty Get Quality Responses	5/3/2018	Noon—1pm	SON 461	Lawrence Williams, M.S.
Planning Assessment with Publication in Mind	5/4/2018	Noon—1pm	BRB 581	Patty Carney, Ph.D.
Utilizing Rubrics as an Act of Academic Excellence	5/8/2018	Noon—1pm	CLSB 3S026	Sarah Jacobs, M.Ed. Lisa Hatfield, Ed.D.
Logic Models	5/10/2018	Noon—1pm	BRB 381	Patty Carney, Ph.D.
Developing Program Mission and Student Learning Outcomes	5/15/2018	Noon—1pm	CLSB 3N054	Crystal Parades, M.Ed.
Orientation to Assessment: Four Questions Every Academic Program Should Answer	5/17/2018	Noon—1:30pm	SON 364	Judy Bowen, M.D., F.A.C.P.Lisa Hatfield, Ed.D.
Results Into Action: How to Use Assessment Findings	5/24/2018	Noon—1pm	BRB 381	Patty Carney, Ph.D.
Using Xitracs: Tricks to Help Departments Track and Report on Assessment of Student Learning	5/29/2018	Noon—1pm	CHH 8050	Mark Rivera, M.S., M.A.T.
Best Practices and Lessons Learned from the OHSU Assessment Process	5/31/2018	Noon—1pm	SON 461	Constance Tucker, Ph.D. Sarah Drummond Hays, Ed.D.

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.





Goal 4

Advise programs on curricular development for continuous program improvement.

Observations and Consultations

Teaching and Learning Center team members provide one-on-one consultations to colleagues on teaching and meeting the ever-changing needs of learners in academic health care settings. This past year, TLC team members provided feedback to 116 unique faculty members through observation and individual consultations.

Curriculum Planning Support

Curriculum development, planning and support are services offered to the entire OHSU community, with an emphasis on emerging programs and those seeking curriculum overhaul and assessment restructuring.

Goal 5

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

Teaching and Learning Center Advisory Committee

The Teaching and Learning Center Advisory Committee is made up of 17 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 student support, program and course evaluation, assessment practices and teaching effectiveness. Its charge is to:

Annually, and as opportunities and issues arise, review the Teaching and Learning Center's Strategic Plan including activities, policies, procedures and past metrics to provide recommendations for improving core services within:

- a. Student learning support
 - b. Assessment practices
 - c. Teaching effectiveness
 - d. Program evaluation
1. Provide input into delivery of and assist in the review of the annual TLC needs assessment.
 2. Serve as advocates and liaisons with colleagues, departments and schools to further the center's mission.
 3. Actively participate in at least one center program or event biannually.

Advisory Committee Members

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
Linda Felver, Ph.D., R.N.	SCHOOL OF NURSING
Richard Goranflo, Ed.D.	SCHOOL OF MEDICINE, GRADUATE STUDIES
Paula Gubrud-Howe, Ed.D., R.N.	SCHOOL OF NURSING
Claire Hull, M.H.S., P.A.-C.	PHYSICIAN ASSISTANT PROGRAM
Bekki Mossman	STRATEGIC COMMUNICATIONS
Jan Pfeifer	EDUCATIONAL COMMUNICATIONS
Anthony Pruitt	EDUCATIONAL COMMUNICATIONS
Mark Rivera, M.S., M.A.T.	EDUCATIONAL IMPROVEMENT AND INNOVATION
Tamara Rose, Ph.D., R.N.	SCHOOL OF NURSING, KLAMATH FALLS
Marie Steelman	INFORMATION TECHNOLOGY GROUP
Constance Tucker, Ph.D., M.A.	EDUCATIONAL IMPROVEMENT AND INNOVATION
Mollie Marr	SCHOOL OF MEDICINE GRADUATE STUDENT
Laura Zeigen, M.A., M.L.I.S., M.P.H.	LIBRARY
John Zoscak, D.C.	SCHOOL OF PUBLIC HEALTH GRADUATE STUDENT

Representation on OHSU Committees

TLC members are also active on several committees across the institution:

- Biomedical Informatics Curriculum Committee
- Undergraduate Medical Education Foundations of Medicine Subcommittee
- Assessment Council
- Graduate Council
- Faculty Senate
- Biomedical Information Communication Center Faculty Assembly
- OHSU Curriculum Committee
- All-Hill Student Council
- Student Health Advisory Committee
- Student Services Committee
- Academic and Student Affairs Council
- Promotion and Progression Task Force
- School of Nursing Teaching and Learning Advisory Group
- Ph.D. in Biomedical Sciences Curriculum Committee

Conference Presentations

Teaching and Learning Center team members represented OHSU presenting at conferences locally and nationally.

OHSU’s Educators’ Collaborative Symposium, April 2018

Champieux, R., & Jacobs, S. (2018, April). *Slidedeck pedagogy: Powerpoint how-tos to enhance student learning and satisfaction*. Presented at the OHSU Educators’ Collaborative Symposium on Educational Excellence 2018, Portland, OR.

Jacobs, S., & Kenney-Moore, P. (2018, April). *Create the most effective and reliable multiple-choice questions*. Presented at the OHSU Educators’ Collaborative Symposium on Educational Excellence 2018, Portland, OR.

Jacobs, S., Zeisman-Pereyo, S., Kerns, S., & Zeigen, L. (2018, April). *Teaching and learning actively: Addressing misconceptions and active learning strategies to try*. Presented at the OHSU Educators’ Collaborative Symposium on Educational Excellence 2018, Portland, OR.

Northwest Managers of Educational Technology Conference, April 2018

Bailey, C. (2018, April). *Seeing it new: LMS for beginner’s mind*. Presented at Northwest Managers of Educational Technology, Corvallis, OR.

Delich, P. (2018, April). *Tips to improve audio quality for voiceover projects*. Presented at Northwest Managers of Educational Technology, Corvallis, OR.

Williams, L. (2018, April). *Implementing a course evaluation system at a health sciences university: Lessons learned*. Presented at Northwest Managers of Educational Technology, Corvallis, OR.

National Conferences

Bailey, C., Forester, A., & Forney, K. (2018, October). *What’s your story? Narrative techniques in online learning*. Presented at the NW eLearning Conference 2018, Boise, ID.

Kenney-Moore, P., Hanson, B., & Zeisman-Pereyo, S. (2017, October). *Managing student learning syndromes: A holistic approach to student success*. Presented at the Physician Assistant Education Association Forum, Denver, CO.

Williams, L. (2018, August). *You’ve got data! Now what?: Case study of an evaluations exemplar at OHSU*. Presented at the Bluenotes Group Conference, Louisville, KY.

Conference Presentations Accepted

Bailey, C., Forester, A., Hanisits, J., & Jacobs, S. (2019, July). *Taking the center out of the Teaching and Learning Center*. Session accepted to the Twenty-sixth International Conference on Learning, Belfast, Northern Ireland.

Zeisman-Pereyo, S., & Jacobs, S. (2017, October). *Active learning techniques: Adding teaching tools to your toolbox*. Session accepted to the Physician Assistant Education Association Education Forum, Denver, CO.

Poster Sessions

Bailey, C. & Forney, K. (2018, April). *Goldilocks online: How user experience enters the learning management system (LMS)*. Poster Session. OHSU Educators’ Collaborative Symposium on Educational Excellence 2018, Portland, OR.

Bailey, C. & Forney, K. (2018, October). *The Goldilocks principle of course navigation: How Quality Matters is just right*. Poster presented at Quality Matters (QM) Connect Conference 2018, St. Louis, MO.

Bailey C. (2018, November). *Seeking Goldilocks online: How user experience enters learner experience through the learning management system*. Poster presented at Symposium on Scholarship of Teaching and Learning, Banff, Alberta, Canada

Eden, K. B., Ivlev, I., Forester, A., Hansen-Carr, C., Reid, E. Saxton, L., Vander Ley, K., & Helfand, M. (2017, September). *A pilot study of online training of patient stakeholders aimed at improving knowledge and skills to complete peer review of PCORI draft final research reports*. Poster presented at Eighth International Congress on Peer Review and Scientific Publication, Chicago, IL.

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