

Innovations in Teaching and Learning



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## Welcome

The only constant is change. As we lived with COVID variants and the evolving landscape of higher education, the TLC continued its work in helping the OHSU community become better educators. Many academic programs returned to campus this past year, and some decided to keep parts remote. We had more conversations around hybrid learning and flipped classrooms and worked earnestly to view all our work through a more equitable lens.

We continued to offer our programming virtually with some in-person experiences. Our Training Future Faculty program welcomed its first intern, and in partnership with the School of Nursing, we offered our first Quality Matters workshops for improving online courses. The TLC experienced personnel changes with the hiring of two new faculty development specialists and the retirement of another. At the end of the year, the OHSU community was able to meet in person at the Symposium on Educational Excellence, where the TLC honored outstanding educators nominated by peers and students.

The year ended auspiciously with the Oregon legislature funding OHSU's 30-30-30 initiative, which seeks to increase the number of graduates from clinical programs by 30% and to increase all OHSU learner diversity to 30% by 2030. However, before we embark on that exciting work this coming year, we look back at what we've accomplished in 2021-22.

Thank you for reading.



**Lisa Hatfield, EdD, MA, MAT**

Director, Teaching and Learning Center  
August 2022

# 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 of a greater whole. In November, we welcomed Mary Fry as our new faculty development specialist. Mary brings with her experience as a naturopath, researcher, and faculty development expert. At the end of this year, Kathie Forney, our Faculty and media development specialist, retired after 12 years at OHSU. She will be sorely missed, but we know she will enjoy many adventures without logging into Sakai every morning. We were fortunate to bring on Jenna Geracitano in July as our new Faculty and Media Development Specialist. Jenna's expertise in higher education and media development will serve the TLC and OHSU community well.

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

## What we accomplished

Two years into the pandemic, the TLC forged ahead as we collaborated with many colleagues who were returning to campus as we all continued to live with uncertainty. We experienced the vicissitudes of pandemic life, more hopeful at some points and less so at others. Through it all, we kept on keeping on. We share here what we accomplished, organized by goals.

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### Goal 1: Be equitable and inclusive



The Accessibility Resource Center (ARC) continues to provide guidance to create digitally accessible documents (Word, PowerPoint, etc.), audio, and video so that course content is equitably shared with all learners. The ARC also provides information about legal compliance as well as Universal Design for Learning principles, which support inclusive curriculum for diverse learners. In addition, faculty can learn how to check their course content for digital accessibility and then consult with the TLC to learn more. This past year, the TLC updated the ARC with results of our survey of OHSU students about if and why they use captions and transcripts when provided with course content, along with insightful comments. The results show that 85% of respondents want captions and transcripts to be available with all video/audio content in future courses.

Sarah Jacobs and Justi Echeles collaborated with Graciela Vidal, who leads the Foster Respectful and Equitable Education initiative in Educational Improvement and Innovation, to present workshops on **designing an equitable syllabus**. These active-learning workshops invited participants to reimagine, improve, or develop a new course syllabus with inclusive, anti-racist elements.



Amy Forester collaborated with Graciela Vidal and Caleb Feldman in Educational Improvement and Innovation to pilot a workshop about **leading difficult conversations**.

Zoe Speidel completed **search advocate training**, joining Larry Williams as a search advocate. Offered through the Center for Diversity and Inclusion, search advocate training aims to enhance validity, equity, and diversity in job searches, and provides a safe space for discussing issues of race and racism. Zoe served on two director searches, one for the Provost's Office and one for the Primate Research Center.

Offered through the Center for Workforce Enhancement, **Anti-Racism for White People** is a self-guided program for small groups focused on helping learners recognize racism and white supremacy on personal, interpersonal, and structural levels. Sarah Jacobs, Zoe Speidel, Justi Echeles, Jeffrey Jones, and Larry Williams participated in the program this year. The training provided a useful space to process the ways that racism and anti-racism intersect with our personal, social/cultural, and institutional lives and systems.

Internally, the TLC continued to meet regularly at our **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 equity in technology, anti-Asian racism and violence, No Child Left Behind and its fallout, the bias of "professionalism" standards, and critical race theory. 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.

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

Faculty development specialists continued to work with the School of Nursing, including standardizing Sakai templates for both undergraduate and graduate programs, supporting the SON's statewide initiatives for select courses, and collaborating with the RNBS program for both instructional design and faculty development work, including using classroom technologies. 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.



Our virtual **Train Your Brain** workshops hosted 114 participants from across the university. These included educators from all of the School of Nursing's statewide campuses, several School of Medicine units, Knight Cancer, School of Dentistry departments, human resources, the Library, Physician Assistant, and more. We tailored the series to that of remote instruction. Topics included ensuring digital accessibility, supporting student learning, effective course design and facilitation, and technology tools and resources.

Ninety percent of those responding to a survey one month after attending a Train Your Brain or Assessment Academy (see Goal 3 for more information on Assessment Academy) workshop said they had reflected on their practice more due to attending the workshop. Respondents said they are considering more interactive elements in their teaching, learning more about educational research, and wanting to try mid-term evaluations.





## Fundamentals of Teaching and Learning Online

We offered **Fundamentals of Teaching and Learning Online** in fall of 2021 and spring of 2022. Twenty-two faculty and participants in the Training Future Faculty program enrolled in the 8-module course, which included intentional diversity, equity, and inclusion strategies.

*"I really like the module on learning objectives. I thought that was really useful as it is so important for the lesson. I didn't consider how important it was before. It really helps clarify what you actually want students to get out of the lesson."*

*"I liked the universal design module. I also found the learning objectives and assessments modules to be filled with very practical, new and useful information."*



## Training FUTURE FACULTY

**Training Future Faculty (TFF)** welcomed 15 participants to this year's virtual cohort. They included students from the School of Nursing, Behavioral Neuroscience, Biochemistry, Cell and Developmental Biology, and Chemical Physiology, as well as post-docs from the Vollum Institute. The fall mini conference was open to all graduate students and post-docs, and quite a few attended who were not a part of the program. TFF also hosted the first Early Career Faculty Panel, where we invited early career teaching faculty at OHSU to talk about their experiences teaching and applying for teaching jobs. The organizing committee welcomed our first intern, Sophie Kristensen, who in addition to helping with the various tasks of running the program, started the program newsletter, the TFF Tattler. The committee also welcomed a new member, Brenda Martinez, OHSU mentorship specialist in Educational Improvement and Innovation.

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The TLC introduced an **innovation survey** for faculty and departments to engage with its expertise. This provides an easy way for the TLC to partner with colleagues to offer creative solutions to questions about teaching, technology, or navigating OHSU processes.

The School of Dentistry welcomed its third class to all have **iPads for learning**. Several faculty continued to utilize interactive, self-scoring Numbers rubrics, which Jeffrey Jones developed, for project assessment in the simulation Lab. Jeffrey also helped create an evaluation tool in Qualtrics for faculty to do clinical assessment on mobile devices. Dr. Rita Patterson had her dental anatomy students create their own eBook so they could have a personalized dental anatomy resource. She also continued using the Explain Everything app for collaborative multi-media projects. Another faculty member, Dr. Steven King, made regular use of the Explain Everything app and had this to say about it:

*"The iPad has made a big difference for me. I am particularly pleased with the app called Explain Everything, which functions well as presentation software with outstanding whiteboard capability. And it also functions very well as a tool for creation of stand alone instructional videos. These capabilities have been very important for implementation of asynchronous teaching strategies during the pandemic and going forward as well."*



Our team continued to support the **Sakai Help Desk** and responded to more than 1,800 requests.



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### Goal 3: Provide educational assessment and evaluation expertise to support programmatic improvement and institutional initiatives



Our **Assessment Academy** series emphasized diversity, equity, and inclusion with sessions that looked at crafting a fair and equitable assessment plan, creating fairness and consistency in grading, mid-term evaluations, measuring learning after program completion, and measuring learning within our two new graduation core competencies. Three drop-in sessions for supporting program assessment planning and reporting were also held. The series drew 100 participants during the 2021-2022 academic year.

John Ansorge and Dylan Johnson worked with Mark Rivera of Educational Improvement and Innovation and Jacob Bobrowski in the Provost's Office to create a successful app for submitting yearly assessment planning and reporting data. Sarah Jacobs collaborated with Kirstin Moreno and Mark Rivera to revise the programmatic assessment rubric, edit the program assessment handbook, and to improve the process of submitting materials to the assessment app. Sarah also consulted with programs and schools on their assessment and curriculum planning efforts and to meet accreditation and Assessment Council standards.

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## 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, teaching remotely, writing/rewriting student learning outcomes and objectives, equitable practices in assessment, assessment in student services units, survey design, active learning, honing presentation skills, rubric design, test design, program evaluation, standardizing courses within a program, differentiating learning objectives between programs, and much more!

The TLC helped coordinate Quality Matters 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 and Lisa Hatfield facilitated two Improving Your Online Course workshops, which were developed by Quality Matters. Zoe also served as lead reviewer for NURS 561/661 in the Master's of Nursing Education program, which was successfully certified.

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

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

### Publications

**Hatfield, L. J.**, Shinaberger, J. M., Norton, H., Maxson, J., Gokcek, G., Finely-Croswhite, A., & DeMartino, C. (2022). Building resilience in CTLs: Reflections on practice. *To Improve the Academy*, 41(1). DOI: <https://doi.org/10.3998/tia.1676>

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## Grants

Rana Najjar. Co-investigators: **Jacobs, S.**, Keeney, S., Vidal, G., (2021-2022). *Transforming nursing education through diversity, equity, and Inclusion: An OHSU collaboration* [Grant] Source: OHSU School of Nursing Innovations Small Grant Program.

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## Poster and conference presentations - International

Green, C. A., Arcellana-Panlilio, M., **Hatfield, L. J.**, Abrahamson, E., Eady, M. J., & Namaste, N. (2022, June 28). *Re-imagining our relationship of scholarship of teaching and learning: The t-shaped model* [Conference session]. Higher Education Research and Development Society of Australia, Melbourne, Australia.

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Coriasco, C. & **Jones, J.** (2022, April 15). *The use of avatars to enhance diversity and inclusion: Embedding avatars in an online course to represent marginalized populations* [Conference poster]. Fifteenth International Conference on e-Learning & Innovative Pedagogies. Chuanghua City, Taiwan.

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## Poster and conference presentations - National

**Echeles, J.** (2021, November 19). *How to get faculty interested in alt text: Providing purpose in UDL and access training* [Conference session]. Accessing Higher Ground Conference. Denver, CO, United States.

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**Jacobs, S.**, Moreno, K. (2021, October 27). *Level-up your assessments to go beyond Bloom's taxonomy using the Assessment Impact Model (AIM)* [Conference session]. Assessment Institute, Indianapolis, IN, United States.

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Moreno, K., **Jacobs, S.**, Drummond, S., (2022, June 7). *Getting in line: Exploring the nuances of aligning to inclusive and antiracist institutional learning outcomes* [Conference session]. Association for the Assessment of Learning in Higher Education (AALHE) 2022 Conference. Providence, RI, United States.

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## Poster and conference presentations - Regional

**Fry, M. R., & Coriasco, M.** (2022, May 13). *Student engagement online: Challenges & opportunities* [Conference session]. Oregon Consortium for Nursing Education, Bend, OR, United States.

Tucker, C., **Jacobs, S.**, Moreno, K., (2022, April 2). *Branches from the same tree: Defining evidence of learning* [Poster presentation]. AAMC Western Group of Educational Affairs Spring Meeting. Portland, OR, United States.

## Poster and conference presentations - Institutional

Carsten, D., Paredes, C., & **Jones, J.** (2022, May 22). *The virtual OSCE Examination as a robust assessment* [Conference session]. Symposium on Educational Excellence, Portland, OR, United States.

**Echeles, J.**, & Felver, L. (2022, May 20). *Captain captions pilot project: Student use of transcripts and captions* [Poster presentation], Symposium on Educational Excellence, Portland, OR, United States.

**Fry, M. R.** (2022, May 20). *T.I.P.S. – Temperament- Inclusive pedagogy strategies* [Conference session]. Symposium on Educational Excellence, Portland, OR, United States.

**Jacobs, S., & Hatfield, L. J.** (2021, Oct. 1). *Classroom pedagogy: Strategies for promoting active learning and engagement in the virtual and in-person classroom* [Conference session]. Professional Development Series, Portland, OR, United States.

McKenzie, G., Noone, J., **Speidel, Z., & Hatfield, L. J.** (2022, May 20). *Creating structures to support Quality Matters certification within the School of Nursing* [Conference session]. Symposium on Educational Excellence, Portland, OR, United States.

Patterson, R., & **Jones, J.** (2022, May 22). *Student engagement through multi-media* [Conference session]. Symposium on Educational Excellence, Portland, OR, United States.

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## TLC Awards

Several members of the OHSU community were well-deserving recipients of our annual **TLC awards**. Recipients were honored during the awards ceremony at the Symposium on Educational Excellence in May 2022. We are grateful for their work to create learner-centered experiences.

### **Sakai Inclusive Online Award**

This award is for faculty who create equitable and inclusive environments in Sakai in fully online or hybrid courses to promote a community of learners.

#### **Amy Miner Ross, program director, Health Systems & Organizational Leadership, School of Nursing**

Dr. Ross developed and taught three 1-credit courses Clarifying Racism: Institutional Racism, Clarifying Racism: Foundations of Bias, and Clarifying Racism: Unequal Treatment.

In each of the courses, students read current topic texts and explored their reflection and evolution of understanding based on several texts. This was explored over three quarters, which allowed for evolution in the learner's understanding and how to effect change and remedy personal, professional and structural racism that they encounter.

### **Sakai Torchbearer Award**

This award is for faculty who transform the learning experience through innovative use of Sakai or other integrated technology in a course.

#### **Mary Clark, Instructor in the RNBS program, School of Nursing**

Mary Clark introduced the use of Twitter in her Population Health Practice Course to engage students in social media as a way to communicate evidence-based public health and health information as well as dispel misinformation and disinformation. Mary has also introduced Padlet as a social platform for students.

#### **Honorable mention: Antoinette Foster, Director, Community Transformation, and Sarah Kissiwa, post-doctoral scholar, Research administration**

Nominators said these course directors created an environment that was both engaging and equitable for all students to contribute their thoughts and ideas. The course incorporated multiple forms of learning material such as videos, podcasts, chapter readings, and essays. This helped keep morale high for learning throughout the online course.

### **iPad Excellence Award**

This award is for faculty teaching with an iPad in a course that engages student learning.

#### **Steven King, Associate Professor, School of Dentistry**

Dr. King's nominator said he found clever ways to use the Explain Everything whiteboarding app on the iPad to enhance his instruction, and that his use of this app in concert with other tools is very innovative. His nominator added that they had never seen anybody use the tools the way Dr. King did.

#### **Honorable mentions: Mike Coriasco, faculty in the RNBS program, and Asma Taha, Director, Pediatric Primary and Acute Nurse Practitioner program, both in the School of Nursing**

Mike Coriasco asks students to research an example of discrimination in healthcare, including what is already being done, and using that information to construct a simple, evidence-based way for the "nurse on the ground" to take action. In another course, Mike addresses visibility of marginalized groups by creating course avatars.

Dr. Taha's nominator said her PNP 740 course goes over and above the SON common graduate template to welcome learners to the online course and present clear communication information and expectations. Asma uses a variety of evaluation methods, as recommended by the Universal Design for Learning framework, and checks in with learners every few weeks, encouraging anonymous feedback to promote a safe learning environment.

### **Promising Educator Award**

This award is given to a Training Future Faculty participant who demonstrates outstanding qualities as an educator.

#### **Eve Lowenstein, 4th year PhD student in the genetics department**

Eve impressed the committee with her bravery in trying new active learning techniques, her attention to student needs, and her creativity in designing sessions that align with course outcomes. She is a kind and careful leader in the classroom, whether she is giving a lecture, leading a lab exercise, or working with students on their writing.



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## 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 Working Group
- Educators' Collaborative
- Faculty Senate
- Gender Equity in Academic Health Medicine
- OHSU Campus Safety Review Task Force
- POD Network, EPOC (External Partnerships & Outreach Committee)
- Pride Employee Resource Group
- PBMS (Graduate Program in Biomedical Sciences) Curriculum Committee
- Quality Matters Committee
- Racial Equity and Inclusion Committee
- Research/Academic Emergency Management Committee
- Search Advocate Program
- Student Services Workgroup
- Symposium on Educational Excellence Planning Committee

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## 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.

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

Sarah Drummond, 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

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

Kelsi Nagle-Rowe, School of Medicine, Graduate Studies

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