Teaching and Learning Center Annual Report

Innovations in Teaching and Learning

2023

OHSU

Welcome

As I reflect on the past three years, I think of people – first and foremost, the talented and kind folks who make up the Teaching and Learning Center and, second, the many people we have the fortune of calling partners. These partnerships have sustained us, whether in committee conversations, instructional design discussions, curricular collaborations, or teaching presentations. Where would we be without the continual dialog with our colleagues to improve the educational experiences for our learners? We would be far from where we want to be, that's for sure. This past year, we have created new partnerships with colleagues in Undergraduate Medical Education to build a secure and technically sound testing system. We have continued to grow the number of hybrid and remote courses certified by Quality Matters and strengthened our partnership with the School of Nursing in doing so. We have built on ties with colleagues in the Provost's Office, both in Educational Improvement and Innovation as well as in Student Affairs, as we bring together components of our work that unite us. And we continue to have conversations with our technology colleagues and educators about artificial intelligence and its use in our classrooms. I have no doubt that we will have much more to say about that in our annual report next year.

As we continue to work toward what's effective in our context, the Teaching and Learning Center looks forward to creating more connections with colleagues across the institution and beyond. We are honored to have these relationships and will do our best not just to maintain but, more importantly, to strengthen these valuable connections.

Thanks so much for reading our annual report.

Lisa Hatfield, EdD, MA, MAT
Director, Teaching and Learning Center
September 2023

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 team is passionate about positively impacting the educational experience at OHSU. Each individual noted in the table below brings skills and expertise that contribute to a greater whole. We are better because of each of us working together. We welcomed Nikolai Alfieri-Weinberg in the fall to support a new laptop initiative in Undergraduate Medical Education for successful technology during high-stakes exams. Nikolai brings a wealth of hardware and software expertise. We bade farewell to Dylan Johnson, our administrative coordinator for nearly five years. Fortunately, Dylan did not go far, and OHSU is fortunate to gain from his contributions in another role. We are so grateful for Dylan's efficiency and organizational acumen as well as his problem-solving skills. Finally, we are pleased to welcome Julia Sniegowski and her many organizational talents to the administrative coordinator role.

Lisa Hatfield	Director
Sarah Jacobs	Assistant Director
Dylan Johnson	Administrative Coordinator *through May 2023
Amy Forester	Faculty Development Specialist
Mary Fry	Faculty Development Specialist
Zoe Speidel	Faculty Development Specialist
	Faculty and Media Development Specialist
Justi Echeles	Course Development Manager/Accessibility Specialist
John Ansorge	Lead Educational Technologist
Larry Williams	Educational Technology Specialist
Jeff Jones	Educational Technology Specialist
Nikolai Alfieri-Weinberg	Computer User Support Analyst
Julia Sniegowski	Administrative Coordinator *Started August 2023

What we accomplished

The Teaching and Learning Center provides programming to improve the educational experience, including ensuring that faculty and learners have effective learning management and course evaluation systems. In addition to what's noted in the following pages, we also spent the year collaborating with colleagues to develop an educational scholarship resource site; laying the foundation for a central clinical teaching resources site; and foraying into Open Educational Resources with colleagues in the Library and the School of Nursing as part of an institute facilitated by the Association of American Colleges and Universities. We hope you enjoy the following snapshot and summary of our work.

Goal 1: Be equitable and inclusive

ⓐ ARC | Accessibility Resource Center
Oregon Health & Science University

The Accessibility Resource Center (ARC) provides guidance to create digitally accessible content, including documents (Word, PowerPoint, etc.), audio, and video. 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. Last year, we 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. The results show that 85% of respondents want captions and transcripts to be available with all video/audio content in future courses. This year, the ARC presents updated information to help faculty work with students with accommodations, along with new content on accessible live lectures and presentations.

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

Train Your Brain

    The Teaching and Learning Center's virtual **Train Your Brain** (TYB) workshops, which is one of the primary professional development opportunities for educators to improve their teaching on campus, hosted 166 (total attendance) participants from across the university this past year. These included educators from the School of Nursing's statewide campuses, several School of Medicine units, the Vollum Institute, School of Dentistry departments, the Library, Physician Assistant program, Radiation Therapy, and more. We tailored the series to address perceived educational needs and new technology tools. Topics included effective course design and facilitation, active learning and student engagement, supporting student learning, and technology tools and resources, including the ever-changing topic of AI's use and place in learning.

Eighty-five percent of those responding to a survey one month after attending a Train Your Brain or Assessment Academy workshop said they had reflected on their practice more due to attending the workshop. Respondents said they were

considering making their courses more accessible, incorporating student self-assessment and group projects, and implementing new technology tools.

Fundamentals
of Teaching and Learning

Fundamentals of Teaching and Learning, an online self-paced course facilitated by TLC faculty, welcomed 54 faculty from across the university and an additional 20 participants from the Training Future Faculty program. Faculty were able to work through its five modules: course introductions, learning objectives and alignment, assessment, instructional activities and technology tools, and Universal Design for Learning. In addition, participants could work through three optional modules: clinical education; Diversity, Equity, Inclusion, and Anti-Racism; and learner engagement

"I greatly appreciated learning about the backwards design process as I have never thought about course design in this way before. It is logical and helps to keep the teacher to keep focused on the end goal. "

"This was the first exposure I had to teaching pedagogies, active learning, Universal Design, and basically all of the content. It was very fun to learn how to make education a good experience for learners. I thought the content was very well-rounded."

Training FUTURE FACULTY

Training Future Faculty is a pedagogical professional development program for graduate students and postdoctoral scholars. The program's vision is to prepare future faculty for careers as effective STEMM (Science, Technology, Engineering, Mathematics, and Medicine) educators. The mission is to support excellence in education by providing teaching professional development through workshops, mentoring, and teaching experiences. Graduate students and post-docs may access one or more of the program activities to increase their knowledge, or they may complete the entire program.

The first cohort of 15 participants began in the 2019-20 academic year. The program went fully online/virtual in spring of 2020 and continued online through fall of 2022. Participation was capped at 15 until this past year, when it expanded to 20. Participants are from across the university: pharmacy, nursing, graduate studies in the School of Medicine, and public health, as well as post-docs from various disciplines.

Sakai

For more than 15 years Sakai has been the academic Learning Management System for OHSU, providing a stable and reliable platform for learning. Usage of Sakai continues to be robust and drives much of the activity in the Teaching and Learning Center. Each academic term, hundreds of individual Sakai course sites are created and used by students and instructors. Additionally, every year many dozens of other Sakai sites are built to share information or support other non-academic learning initiatives. Supporting Sakai across the institution creates many support requests handled by the TLC Sakai Help Desk. This year we received and responded to more than 2,000 individual email support requests and more than 300 phone calls. John Ansorge continues to lead the administration of Sakai.

UME Laptops

This year the TLC began working with the School of Medicine's Undergraduate Medical Education (UME) program to provide dedicated laptops for students to use during high-stakes internet-based exams. These laptops resolve ongoing technology-related reliability issues related to students taking web-based exams on their own personal laptops while connected to OHSU's wi-fi infrastructure. An analysis provided by OHSU's Information Technology Group (ITG) recommended using standard laptop hardware during exams to minimize any potential points of failure. A new TLC staff member, Nikolai Alfieri-Weinberg, was hired primarily to focus on the development and maintenance of these special laptops.

The project required the creation from scratch of a custom software configuration that met OHSU security requirements while also being reliable and easy for exam-takers to use. The software configuration was then manually-distributed onto 200 laptops. Seven network-ready laptop carts were wired by hand (200 power supplies to receptacles). The TLC worked with ITG to ensure that the laptops seamlessly connect to OHSU's network. When the laptops are turned on, they immediately launch into the exam software making the experience for exam-takers as simple as possible while also preventing students from modifying the laptops.

Two small pilot groups were rolled out during exams in February and May of 2023. After making process improvements derived from lessons learned from the pilots, all students of the new UME cohort were given the laptops during a National Board of Medical Examiners (NBME) exam in August. For the first time during an NBME exam, no students experienced any technical issues with the laptop used for testing. Going forward, students will use the exam laptops for all NBME exams. The TLC continues to improve our ability to manage and update these laptops to ensure maximum availability during exams.

VoiceThread

The school of Nursing, especially the RNBS program, began using VoiceThread (VT). VT is an interactive presentation and storytelling tool designed for asynchronous learning environments that allows users to create, collaborate on, and share media projects. The RNBS program used VT for personalized introductions, class discussions, and student-created presentations. The RNBS

faculty reported that using VT positively impacted social presence in their courses and improved their overall course. The feedback we received was positive with users sharing, "I do think encouraging the face to face interaction is important ... specifically during this increasing non-face to face environment and the importance of therapeutic relationship building in our profession." Jeff Jones provided support for faculty training on VT and also continued to lead the iPad initiative, noted next.

iPads

The school of Dentistry welcomed its fourth class to utilize iPads for learning in August of 2022. Dentistry faculty continued to use the Numbers app as an assessment tool and Explain Everything for collaborative projects and presentations. Dental students reported using Notability most frequently. Ninety-nine percent of the students agreed that their iPad training was adequate. In addition to the School of Dentistry, the Physician Assistant program also joined the iPad program. Its first class of students received iPads in June of 2023.
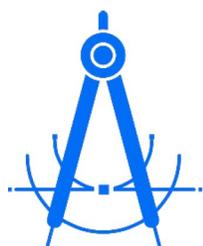
Clinical Teaching Resources SharePoint Site

The TLC prioritized creating centralized teaching resources for our clinical faculty. Mary Fry conducted a needs analysis, which highlighted specific gaps in supporting clinical teaching at OHSU. With this information, she created a centralized resource for clinical educators across all programs to help them prepare for teaching, learn new teaching strategies, improve learner assessment and feedback, and promote continued learning and wellness for both faculty and learners.

Education Scholarship SharePoint Site

Mary Fry and Lisa Hatfield worked with colleague Kirstin Moreno to create an asynchronous resource site to serve as a digital mentor to walk people through conducting education research. This is a resource for Educators' Collaborative members (and others) to use when engaging in peer-mentoring on education research.

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

[Assessment Academy](#) is a virtual workshop series organized by the Teaching and Learning Center that aims to improve the practices of assessing student learning outcomes, and increasing fairness, equity, and inclusion in assessment practices at OHSU through interactive workshops. The learning series changed directions in the 2022-2023 year and took a book club format because many former participants were eager to read "Reframing assessment to center equity: Theories, models, and practices" (Henning, Baker, Jankowski, Lundquist, & Montenegro, 2022). The book club, organized by Sarah Drummond, Caleb Feldman, and Sarah Jacobs, met monthly to discuss 1-2 chapters of the book together with participants. The goal of the book club was to engage faculty in emerging research and case studies in assessment equity, and also to measure whether participants made changes to their practice as a result of participating in the discussions. Additionally, there was one well-attended workshop titled "Critical pedagogy and assessment: Using a critical lens to make assessment more equitable". Between this session and the book club's nine discussions 40 unique participants representing 18 departments engaged with the text with a total attendance of 88 folks.

Blue, the summative course and teaching evaluation system used at OHSU, is used to evaluate courses in all schools and programs (except for the College of Pharmacy) across multiple teaching settings. In 2023, we built 21 evaluation projects, including traditional course evaluations, lecture evaluations, annual program reviews, and a 360-evaluation project for the Clinical Nutrition program.

Lawrence Williams, who manages Blue, gave presentations with faculty from the School of Medicine's Undergraduate Medical Education program and the School of Dentistry. These presentations highlighted how each program used evaluation

data to improve their programs, as well their efforts to improve evaluation response rates and quality.

Goal 4: Advise programs on curricular development for continuous program improvement

TLC faculty worked with educators across campus to address specific program needs:

- Teaching effectively with intentional use of technology
- Mapping assignments to objectives
- Creating common organizational schemas in Sakai
- Teaching remotely
- Writing or rewriting student learning outcomes and objectives
- Equitable practices in assessment
- Survey design
- Active learning
- Honing presentation skills
- Rubric design
- Test design
- Program evaluation
- Differentiating learning objectives between programs
- and many more!

In particular, we partnered with the Physician Assistant program as well as programs in Graduate Studies for continuous curricular improvement.

The TLC continued to help coordinate Quality Matters (QM) course certification for online and hybrid courses, partnering with the School of Nursing to do so. Quality Matters provides national standards for online and hybrid courses, and we prepared for the updated rubric on which these standards are based. Zoe Speidel-Douglas led the review team for NURS 513, Concepts of Advanced Nursing Knowledge and Leadership and also NURS 563: Simulation in Nursing Education; Justi Echeles served on the review team for NRS 230, Clinical Pharmacology. Justi also reviewed digital accessibility for all courses submitted for QM reviews.

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.

Sarah Jacobs was honored this year as a finalist for the OHSU Distinguished Faculty Award in the Area of Service, representing the FIELD faculty unit.

Publications

Najjar, R., **Jacobs, S.**, Keeney, S., Vidal, G., & Noone, J. Reflections on the process of implementing trauma-informed education lunch and learns. Nurse Educ. 2022;48(4):E126-E130. doi:10.1097/NNE.0000000000001338

Patterson, R.C., & **Jones, J.R.** (2023). Developing time management with preclinical dental students via a preclinical exercise in organization. Journal of Dental Education, 83(9): 1250-1256. https://doi.org/10.1002/jdd.13246

Swerdlow, B., Osborne-Smith, L., Arditti, D., & **Hatfield, L. J.** (2023). Cognitive competence and curriculum development in nurse anesthesia education: A small-call comparative study. Advances in Medical Education and Practice 23(14), 627-635. DOI: https://doi.org/10.2147/AMEP.S407737

Poster and conference presentations – International

Jones, J. & Coriasco, M. (2023, April). Gamification in education as a trauma-informed approach [Conference presentation]. Sixteenth International Conference on e-Learning & Innovative Pedagogies. University of Malta, Malta; online.

Tucker, C., Moreno, K., & **Jacobs, S.** (2022). Branches from the Same Tree: Beyond Bloom's Taxonomy using a new assessment framework. Presented at the International Association for Medical Education (AMEE) Annual Conference. Lyon, France.

Poster and conference presentations – National

Echeles, J., Forester, A. (2023, August). Better Teaching Through UDL: Training Future STEM Faculty [Recorded conference session]. The 9th Annual CAST UDL Symposium: Through the Lens of UDL, Denver, CO.

Jacobs, S. & Moreno, K., (2022, October). Line up! Exploring alignment between institutional and programmatic learning outcomes with a DEI lens. Peer reviewed Poster. Presented at the 2022 Assessment Institute, Indiana University Purdue University Indianapolis (IUPUI), Indianapolis, IN.

Poster and conference presentations – National

Painter, C. & **Jones, J.** (2023, April). The use of VoiceThread to enhance faculty experience within an on-line RNBS program [Conference poster]. 2023 Western Institute of Nursing Conference, Tucson, AZ.

Tucker, C., **Jacobs, S.,** Moreno, K., (2022, October). Beyond Bloom's: Revising an Evidence of Learning Assessment Framework using a Delphi Method. Presented at the 2022 Assessment Institute, Indiana University Purdue University Indianapolis (IUPUI)., Indianapolis, IN.

Williams, L., Parades, C. (2023, August). Turning it Around: How a School of Dentistry improved its evaluation response rates and quality of course and teaching evaluations. Louisville, KY.

Poster and conference presentations – Regional

Jacobs, S., & Moreno, K., (2023, March). A Story of Continuous Improvement in Assessment at OHSU. Oregon Learning Outcomes & Assessment Quarterly Meeting, Portland, Oregon.

Poster and conference presentations – Institutional

Cronin, S., Gran-Moravec, M., Noone, J., Shoemaker, R., Taha, A., Champieux, R., and **Hatfield, LJ.** (2023, May). Open educational resources: Enabling equity & student-centered learning. [Poster session]. Symposium on Educational Excellence, Portland, OR.

Fry, M., Moreno, K., & **Hatfield, L. J.** (2023, May). Got Research? New Asynchronous Resources for Education Scholarship at OHS*U:* Educational scholarship resources site. [Snap talk]. Symposium on Educational Excellence, Portland, OR.

Forester, A., & Echeles, J., Jordan-Wong, J., Martinez, B., Vidal, G., **Williams, L.** (2023, May). Preparing Future Faculty to Be Inclusive STEMM Educators: Exploring the Efficacy of the Training Future Faculty Program. [Poster presentation]. Symposium on Educational Excellence. Portland, Oregon.

Poster and conference presentations – Institutional

Moreno, K., **Jacobs, S.,** Cook, M., & Shultz-Reed, K., (2023, May). Delphi Studies for Beginners: An Immersive Experience. Symposium on Educational Excellence. Portland, OR.

Patterson, R., **Jones, J.,** & Coriasco, M. (2023, May). Gated learning pathways in Sakai: how and why. [Conference presentation]. Symposium on Educational Excellence, Portland, OR, United States.

Petersen, T., **Williams, L., & Forester, A.** (2023, May). Closing the Loop: Using Course and Teaching Evaluation Feedback to Improve Teaching. [Poster presentation]. Symposium on Educational Excellence. Portland, OR.

Williams, L., & Ito, T. (2023, May). Carrots vs. Sticks: Best Practices for encouraging students to complete their course evaluations. Symposium on Educational Excellence. Portland, OR.

TLC Awards

Sakai Torchbearer Award for faculty who transform the learning experience through innovative use of Sakai or other integrated technology: Dr. Agnieszka Balkowiec, School of Dentistry

Promising Educator Award for Training Future Faculty participant: Nina Luong, Behavioral Neuroscience

Sakai Inclusivity Award for inclusive practice in teaching and learning: Dr. Doria Thiele, School of Nursing

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

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 provided support for the Advisory Committee.

Erik Dale, B.A.S., Educational Communications

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

Crystal Paredes, M.S., School of Dentistry

Antonia Rose, School of Nursing student representative

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

Bernadette Zaharchook-Williams, Information Technology Group

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