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SEPTEMBER 2024

TEACHING AND  
LEARNING CENTER

# ANNUAL REPORT



# WELCOME

**I love stories.** Some stories make me laugh. Others inspire me, while some enrage me. The beauty of stories is we all have them. In this year's annual report, we share with you some of the many stories that belong to our TLC folks. As is our custom, we organize this report by our values because at the end of the day, our values are what we lean on and base our decisions on.

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**WE LOOK FORWARD TO CREATING MORE EQUITABLE AND INCLUSIVE DIGITAL LEARNING SPACES WITH OUR COLLEAGUES IN THE PROVOST'S OFFICE AND ACROSS OHSU.**

For those who like numbers, 14 is not particularly special – not a magic number by any means. However, apply it to the TLC, and you get something spectacular. Our team grew to an incredible 14 people this year, which included welcoming five new folks. Throw in some artificial intelligence, a new federal ruling on digital accessibility, and continued work ensuring our learning environments are diverse, equitable, and inclusive, and we have a setting for educator development ripe for learning.

Next year, we will share with you stories about our soon to launch teaching observation program, our revamped work focusing on newer educators, and how we are applying a cohesive assessment framework to all our resources. We are fortunate to work closely with colleagues in Educational Improvement and Innovation, the Provost's Office, and across OHSU in creating better educational experiences and even more equitable and inclusive digital learning spaces. Until then, please enjoy learning about all that we've accomplished this past year.

Thank you for reading our stories. We'd love to hear more of your stories as well. Let us know what you're thinking at [tlc@ohsu.edu](mailto:tlc@ohsu.edu).

Take good care of yourselves and each other,



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

# OUR MISSION

The Teaching and Learning Center partners with all members of the education community to create meaningful, innovative, and evidence-based learning experiences.

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# OUR VALUES

- Applying ethics of care to all our work
- Fostering diversity, equity, inclusion, and anti-racism
- Creating a curious mindset and space for innovation
- Promoting evidence-based teaching and learning practices
- Building relationships through collaboration
- Engaging in continuous iterative improvement

*Justi Echeles photo*



# PEOPLE

The TLC comprises a team of 14 strong, who collectively have expertise in classroom and clinical teaching, instructional design, technologies to enrich and facilitate the learning experience, inclusive and equitable educational practice, digital accessibility, and navigating OHSU systems. We continually strive to honor educators where they are and work with them to improve the educational experience. Julia Sniegowski, our administrative coordinator, ensures the TLC is running smoothly. In addition to keeping us organized, Julia's superpower is creating engaging activities where we can connect playfully.

We welcomed five (yes, FIVE!) new folks this year, an amazing number and an even more amazing group of people.

*Jeffrey Jones, Digital Learning Specialist*

*John Ansorge, Assistant Director of Digital Learning*

*Julia Sniegowski, Administrative Coordinator*

*Justi Echeles, Course Development Manager | Accessibility Specialist*

*Kat Thoreson, Faculty and Media Development Specialist*

*Laura Scott, Faculty Development Specialist*

*Larry Williams, Assessment and Evaluation Specialist*

*Lina Gomaa, Faculty Development Specialist*

*Lisa Hatfield, Director*

*Mary Fry, Faculty Development Specialist in Clinical Teaching*

*Nikolai Alfieri-Weinberg, Computer User Support Analyst*

*Pamela Meyers, Faculty Development Specialist*

*Ryan Patterson, Education Specialist*

*Sarah Jacobs, Assistant Director of Teaching, Learning, and Assessment*

# We value applying an **ethics of care** to all our work

When the 2028 class of medical students take the NBME (National Board of Medical Examiners) exams every six weeks or so, they know the exact process – sign in, take a laptop, log in, and wait for the go-ahead to start. What they probably don't realize, however, is the amount of time and care it took to get them (and their laptops) to this point.

Under the leadership of John Ansorge, assistant director for digital learning, and the technical expertise of Nikolai Alfieri-Weinberg, computer user support analyst, students can focus on their exams rather than on their technology. Prior to last year, students took exams on personal devices. While that may have felt more comfortable to exam-takers, individual laptops are hotbeds for individual technical problems. Beginning with this incoming class, all NBME exams are being delivered on these new devices. Students so far have not experienced any technical problems with the dedicated laptops this past year, which included a pilot roll-out, during these very high-stakes exams.

*Nikolai Alfieri-Weinberg photo*



*How did these laptops get to this point?* Nikolai and John, in consultation with ITG, created and imaged 200 computers with special configurations so that they could work with the exam and its delivery constraints. They also improve the experience for students by verifying every laptop is fully updated and charged for every exam, and by ensuring mice cords don't get in the way by painstakingly zip-tying the cords. They sit with the students during every exam. They ensure students who have accommodations in other testing rooms have equal access to devices and support. Providing identical devices also means that students who might have older or less expensive personal computers are not disadvantaged during the exams, improving equity and student performance in the Undergraduate Medical Education program.

**This work exemplifies an ethic of care in how we carry out what we do, no matter how small the detail, in centering our learners.**

# We value fostering diversity, equity, inclusion, and anti-racism

The TLC continues to maintain and update the online **Accessibility Resource Center (ARC)** to support faculty and staff in creating digitally accessible, equitable, and inclusive online content. This work is becoming ever more necessary: it is first and foremost the right thing to do, but it is also needed to be compliant with the recent **Department of Justice's ruling on digital accessibility**.

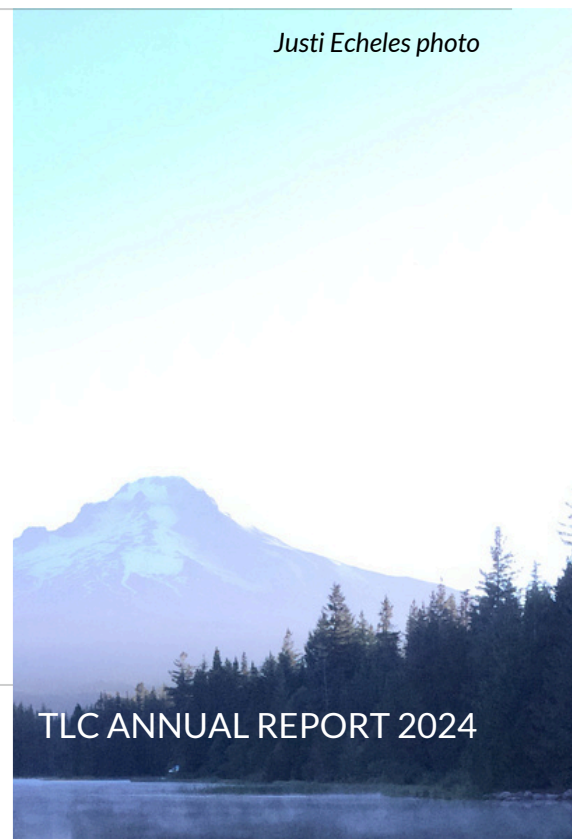
The ARC provides instructions for creating accessible content including documents (Word, PowerPoint, etc.), audio, and video; information about legal compliance; and the universal Web Content Accessibility Guidelines (WCAG). Justi Echeles, course development manager and accessibility specialist, updated the ARC this year by adding resources for presenting inclusive and accessible lectures and presentations. Also new is information about **CAST's newly updated framework** to support inclusive curriculum for diverse learners, Universal Design for Learning (UDL) Guidelines 3.0.



Justi also collaborated with School of Nursing (SON) faculty member Dr. Asma Taha to conduct a survey of OHSU nurse educators on their perceived impact of digital accessibility training and resources. Faculty found the trainings and resources to be useful, which highlights the effectiveness of accessible design in supporting nursing students and promoting equity and inclusion in nursing practice.

The TLC is working earnestly to emphasize diversity, equity, inclusion, and anti-racism in all its resources. Education specialist Ryan Patterson is deeply involved with this work specifically looking at bias in our teaching observation pilot and aligning questions about inclusive learning environments in both course evaluations and the academic program review process for Academic Affairs. Ryan continues to work with Graciela Vidal and the **FREE (Foster Respectful and Equitable Education)** initiative, co-creating and co-facilitating workshops on anti-racist practices in health professions education, holding difficult conversations, and managing/interrupting microaggressions.

*Justi Echeles photo*



TLC ANNUAL REPORT 2024

# We value creating a curious mindset and space for innovation

Generative artificial intelligence (GAI) remains at the forefront of technology and teaching. The TLC continues to figure out how to ethically, legally, and intentionally use GAI in the classroom.

Jeff Jones, digital learning specialist, helped the RNBS (Registered Nurse to Bachelor of Science) program in the School of Nursing promote the responsible use of artificial intelligence. He helped the program add syllabi language that address student use of AI and also worked with faculty to create assignments that utilize AI.

In addition, Jeff is collaborating with faculty on two Institutional Review Board-approved studies around the use of AI for assessment and for qualitative analysis. One study involves students reflecting on the responses they themselves created and comparing these to those created by a chatbot of their choice. Jeff and Dr. Heather Hawk shared their findings at the Western Institute of Nursing Conference, the Oregon Consortium for Nursing Education conference, and OHSU's Symposium on Educational Excellence (SEE).

We've had a lot of conversations in the TLC about GAI. One of these conversations inspired faculty development specialist Dr. Lina Gomaa to see how well ChatGPT would create alt-text for images. Such alt-text is necessary for images to be digitally accessible. She and Jeff Jones then received IRB approval to study alt-texts currently used in the RNBS and the Master's in Nursing Education programs. Faculty rated the accuracy, meaningfulness, and quality of the generated alt-text. The results were shared in a poster presented at SEE, which won Top 5 poster honors.

*Justi Echeles photo*



Lastly, we also spent the year contributing to OHSU systems to guide educational practices that involve GAI. We updated and revised our academic integrity [O2 page guidance](#) to offer more practical guidance for faculty in using GAI in learning environments. Topics include protecting student privacy, communicating clearly about GAI use, emphasizing academic integrity, ensuring learner accessibility, designing learning opportunities that GAI cannot complete easily, and using GAI in educational scholarship. This page contributes to the larger work of the entire institution as we all learn how to use and navigate AI in our daily lives.

# We value promoting evidence-based teaching and learning practices

The TLC offers resources that allow for the practical to the philosophical in our efforts to improve teaching and learning.

In our **Training Future Faculty** (TFF) program led by faculty development specialist Laura Scott, participants explore these questions: How can we help students feel more engaged in their classes? How can we create learning experiences that are more inclusive and equitable? Why is it important to think about how we write our syllabi or how we design our presentations? During this year's TFF workshops, OHSU graduate students and postdoctoral scholars examined and discussed these pedagogical questions and more. Facilitated by faculty and mentors, these professional development sessions introduced participants to the research behind effective instructional practices. Through 10 different teaching topics, the TFF cohort engaged with evidence-based strategies like setting clear objectives and incorporating active learning in lectures. While participants gained insights into what to do when teaching, they also examined why these practices work and how they can use them to positively impact their students' learning and to grow in their effectiveness as educators.

*Justi Echeles photo*

Sarah Jacobs (assistant director for teaching, learning, and assessment) and Kat Thoreson (faculty and media development specialist) led a Train Your Brain session focused on slide design. Initially planned as a single session, it expanded into two parts based on overwhelming interest and learner feedback and requests.

*“I learned something new about slide design in this workshop.”*

**Thirty-five (35)** people attended the first workshop from across multiple missions and departments at OHSU, and all 13 participants who completed an evaluation strongly agreed with the following statement: “I learned something new about slide design in this workshop.”

The second session was a workshop format that allowed for a deeper dive into the topic. Two additional sections were incorporated into this second workshop; they featured Graciela Vidal from Educational Improvement and Innovation and Justi Echeles from the TLC. Graciela presented on inclusivity and Ethics in slide design, while Justi focused on accessibility in slide design. During the workshop, participants shared numerous ways they were planning to revise or rethink their own presentations with presenters. Kat was asked to lead two additional smaller workshops requested by faculty.

We’ve all learned a lot the last few years when it comes to online or hybrid teaching and learning. Folks in the TLC also are working closely with School of Nursing colleagues to promote Quality Matters (QM), an international organization that certifies hybrid and online courses that meet rigorous standards. Course development manager and accessibility specialist Justi Echeles conducts pre-reviews to ensure courses are prepared to meet QM Standard 8: Accessibility and Usability. Although relatively few courses in Sakai are QM-certified, our faculty development specialists work closely with teaching faculty to ensure their courses are ready for students. Jeff Jones, Justi Echeles, Kat Thoreson, Laura Scott, Lina Gomaa, and Pam Meyers are dedicated to various program and school Sakai sites, promoting instructional design that creates more inclusive and effective practices.


Lastly, faculty development specialist Pam Meyers has completed training for the Improving Your Online Course workshop, which allows her to facilitate this 3-week faculty development experience for OHSU educators this coming year. The IYOC workshop and course certification through QM is open to all hybrid or online courses in any academic department.

# We value building relationships through collaboration

The TLC works with many partners, mostly within OHSU. However, we also partner with colleagues across the country and around the world.

The TLC's faculty development specialist in clinical teaching Dr. Mary Fry engaged in outreach to an external collaborator, Dr. Alice Fornari, who has a shared interest in microlearning in healthcare education. Dr. Fornari is the creator of the JiTT medical education app, a Free Open Access Medical Education (FOAM) app, which consists of evidence-based infographics and microlearning videos. The collaboration has resulted in three scholarship projects: the creation of a JiTT infographic on Temperament and Learning in Healthcare Education (publication pending Fall 2024), a joint presentation (Dr. Fornari and Dr. Fry) on the application of the JiTT app to faculty development for a COMPADRE (California Oregon Medical Partnership to Address Disparities in Rural Education and Health) Community of Practice Faculty Development Session, and a nationwide collaborative research project to examine Graduate Medical Education clinical faculty/preceptor use or lack of use of the JiTT infographic app.

Dr. Lisa Hatfield, TLC director, continues to write and present with an International Collaborative Writing Group, which first met in 2019 as part of an initiative by the International Society for the Scholarship of Teaching and Learning. Although she did not attend, the group's work on the T-shaped model, which emphasizes the connections and integration of disciplinary knowledge and non-academic skills, was shared this year at the World Congress of Comparative Education Societies conference in New York, and last summer at the International Higher Education Teaching & Learning Association conference in Aberdeen, Scotland.



Justi Echeles photo

## We value engaging in **continuous iterative improvement**

It takes a village to build and continually improve the programming assessment process. Sarah Jacobs, assistant director for teaching, learning, and assessment, and Lawrence (Larry) Williams, evaluation and assessment specialist, are working diligently with programs to improve their assessment programs and thus ultimately improve student learning.

Sarah and Larry designed an outreach program to increase transparency and support for Graduate Studies programs in the School of Medicine. During this past year, they met with 15 programs to review feedback from the Assessment Council from the previous annual assessment reporting cycle, answering questions about the process and requirements, and providing a space to listen to challenges. This was the first attempt at meeting with programs to explain council feedback, and it was a success as the overall rubric scores for most programs increased, some as much as by 15%. Sarah and Larry will continue to work with these programs and other programs to provide support.

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**IT WAS A SUCCESS AS THE OVERALL RUBRIC SCORES FOR MOST PROGRAMS INCREASED, SOME AS MUCH AS BY 15%.**

The pair also were selected to present on this work with graduate programs at the annual AALHE (Association for the Assessment of Learning in Higher Education) conference right here in Portland this past June. About 60 participants packed the room to learn more about what OHSU is doing. They were also encouraged by a committee member of AALHE's journal *Intersections* who encouraged publishing about their work.



*Justi Echeles photo*

# CONFERENCE PRESENTATIONS

Coriasco, M., Hawk, H., **Jones, J.**, & **Ansorge, J.** (2024, May 17). *Exploring the practical applications of AI in higher education: a hands-on workshop* [Conference session]. OHSU Symposium on Educational Excellence, Portland, OR, United States.

**Echeles, J.**, & Forester, A. (2023, July 31-August 1). *Better Teaching Through UDL: Training Future STEM Faculty* [Recorded conference session]. The 9th Annual CAST UDL Symposium: Through the Lens of UDL, Denver, CO, United States.

**Echeles, J.**, & Taha, A. (2024, May 17). *Accessibility implementation at five years: A School of Nursing impact survey* [Snap talk presentation]. OHSU Symposium on Educational Excellence, Portland, OR, United States.

**Hatfield, L.**, **Jacobs, S.**, & **Williams, L.** (2024, May 17). *The proof is in the pudding: Does applying an academic programmatic assessment framework to TLC resources result in something tasty?* [Snap talk session]. OHSU Symposium on Educational Excellence, Portland, OR, United States.

Hawk, H., Coriasco, M., & **Jones, J.** (2024, May 17). *ChatGPT, our new colleague* [Conference session]. OHSU Symposium on Educational Excellence, Portland, OR, United States.

**Jacobs, S.**, & Moreno, K., (2024, June 3-6). *Transform your assessment practice: Using a novel learning outcomes assessment framework to guide curricular change* [Conference session]. Association for Assessment of Learning in Higher Education conference, Portland, OR, United States.

**Williams, L.**, & **Jacobs, S.**, (2024, June 3-6). *Building bridges for change: Using relationship-centered outreach to improve programmatic assessment* [Conference session]. Association for Assessment of Learning in Higher Education conference. Portland, OR, United States.

# POSTERS

Dabbs, A., Snipes, Z., Ketron, C., Last, R., Ballew, J., Tanner, C., Vargo, M., Turner, S., Kinley, L., **Scott, L.**, Sanders, C., & Greene, R. (2023, August 12-17). *Cultivating Communities: A Clemson Extension program for South Carolina community gardens\** [Poster presentation]. National Association of County Agricultural Agents 2023 Annual Meeting and Professional Improvement Conference, Des Moines, IA, United States. \*National Winner, Extension Education Poster Session

**Echeles, J.**, & Taha, A. (2024, May 17). *Accessibility implementation at five years: A School of Nursing impact survey.* [Poster presentation]. OHSU Symposium on Educational Excellence, Portland, OR, United States.

**Gomaa, L. & Jones, J.** (2004). *Evaluation of ChatGPT-4 for Generated Alt-Text and Accessibility in Undergraduate and Graduate Nursing Courses.* [Poster presentation]. OHSU Symposium on Educational Excellence, Portland, OR, United States.

# ARTICLES

**Jones J. R.**, & Patterson R. C. (2024). Gated pathways as an avenue for receiving targeted student feedback. *Journal of Dental Education*, 1-2. <https://doi.org/10.1002/jdd.13562>



Sarah Jacobs photo

# BY THE NUMBERS

## Train your Brain and Assessment Academy

9 Sessions offered  
127 Participants  
62 Departments represented  
8 Partners outside TLC who presented



## Training Future Faculty

Enrolled grad students & post-docs 22



62 Course Evaluation  
Special Projects



535 Courses we directly supported for course development

2,119 Sakai Help Desk phone and email tickets supported

TLC involved in  
3 of 9 Educators' Collaborative  
Grand Rounds