

Day 2 - Conference Overview

8:15 – 9:00	Breakfast
9:00 – 9:30	Welcome & Introductions by President Anthony Monaco
9:30 – 10:45	Keynote Address, Susan Robison, PhD
10:45 – 11:00	Break to Workshops
11:00 – 12:00	Concurrent Session 1
12:00 – 12:45	Lunch
12:45 – 2:00	Concurrent Session 2
2:00 – 2:15	Break
2:15 – 3:30	Concurrent Session 3
3:30 – 4:30	Poster Session, Wine and Cheese Reception & Raffle

9:00 – 9:30 **Welcome & Introductions (Asean Auditorium)**
Anthony Monaco, President, Tufts University

9:30 – 10:45 **Keynote Address by Susan Robison, PhD**
(Asean Auditorium)

Motivation by Design: How to Improve Teaching Outcomes Without Increasing Your Workload

One hundred years of research on motivation leads to the conclusion that trying to motivate anyone is a misguided goal. A more fruitful goal is to discover and work with your students' motivations so that you can apply thoughtful course design to prevent common motivational problems such as late assignments, social loafing in group work, and poor performance on tests.

During the keynote, we will apply time-saving, effective techniques drawn from SoTL (Scholarship of Teaching and Learning) research to prevent those problems in a course of your choosing – perhaps your favorite or most vexing course. Creating meaning, engagement, and connection through classroom activities and out-of-class assignments will improve learning outcomes for your students and higher work satisfaction for you. It is encouraged but not required if you wish to bring a syllabus from that course to work during this session. With or without a syllabus, you will leave with practical strategies for improving teaching outcomes in that course.

10:45 – 11:00 Break

11:00 – 12:00 Concurrent Session 1

Motivation: The Impossible Dream? – Mugar 200

Donna Qualters, CELT

Annie Soisson, CELT

Engaging students in their learning is often a challenge. In this session we will look at motivation theory and work together to apply it to your teaching. We will discuss different strategies to create environments that engage and motivate students and share techniques that faculty have found successful in the classroom.

New Ways of Training Data-Savvy Workforce: The SOLISTICE Approach – Mugar 235

Elena Naumova, Friedman School of Nutrition

Karen Kosinski, Community Health

Fang Fang Zhang, Friedman School of Nutrition

Innovative approaches to STEM training have to address the rapidly changing demands of data-intensive sciences to prepare new workforce within and outside of academia. To this end, we developed, implemented, evaluated a transformative learning approach by involving graduate students in solution-oriented, student-led, team-based, computationally-enriched (SOLSTICE) training. Participants will partake in a 3D role-play simulation followed by discussion of how these techniques can be incorporated in STEM classes.

On Keeping a Notebook: The Commonplace Book as a Tool for Self-Reflection and Growth – Cabot 102

Grace Talusan, Department of English

We will explore keeping a notebook. A notebook can be a repository for knowledge, but also a site to reflect and examine motivation and process. In this interactive session, participants will

begin their own notebook and then together, develop prompts and assignments for a commonplace book in their teaching.

Using Carefully Constructed Problems to Help Students Think Critically, Communicate Effectively and Collaborate Productively – Mugar 231

Frank Massaro, School of Medicine

This session will immerse participants in an Experimental College course designed to help students think critically, communicate effectively, and collaborate productively as they explore basic science, clinical, population health, financial, regulatory, and psychosocial aspects of illness to understand the use of drugs to prevent and treat disease. Participants will experience how students use carefully constructed patient scenarios to direct their own learning and to acquire new knowledge. Expertise in science is not required.

12:00 – 12:45 Lunch

12:45 – 2:00 Concurrent Session 2

12:45 – 3:30

If you sign up for this workshop, it occupies Concurrent Sessions 2 & 3

The Peak Performing Professor's Guide to Work-life Balance – Mugar 200

Susan Robison, Notre Dame of Maryland University

Recent faculty surveys about work satisfaction and work-life balance by TIAA indicate that faculty careers can be satisfying IF certain conditions can be met. In this interactive workshop, find out what conditions lead to faculty success and satisfaction and how to set up a life management system for increasing your work satisfaction and work-life balance. Applying research results on productivity, resilience, and longevity will help you make informed decisions about whether to rise to the top of your field or to live a balanced life. Either set of choices involves tradeoffs on opportunity costs and rewards. If time permits, we will explore why procrastination is an important strategy for success, why everyone sets more goals than they can ever achieve, and how to handle the frustration that results.

**Fostering Intellectual Agility and Constructive Dialogue in the Classroom:
The Vital Role of Social-Emotional Learning and Mindfulness – Mugar 231**

Deborah Donahue-Keegan, Department of Education

How can attending to the social-emotional dimensions of learning and teaching help faculty to facilitate constructive dialogue, foster intellectual agility, and promote equity in their classrooms? In this interactive session, we will explore this question, as well as the role of

contemplative practices, and also discuss why/how educators' own emotional resilience and well-being is vital to their efforts to cultivate authentic inclusive excellence.

How to Teach Engineering Calculations – Cabot 102

Brian Brenner, Civil and Environmental Engineering
Betsy Kirtland

Calculations are a critical part of an engineering project. This session will present organized formats of engineering calculations that provide proper documentation and help to tell the “story” of an analysis and design. We will discuss how to include this knowledge in Tufts classes.

The presenters require that participants bring a laptop to participate in simple calculation exercises.

Student Motivation: Operationalizing Active Learning at Tufts in Required and Elective Courses – Cabot 205

Karen Kosinski, Community Health

There are numerous Active Learning (AL) techniques to help students engage in course material for both required and elective courses. This workshop presents 8 ways that AL can be easily incorporated into many different lesson plans and classroom environments.

2:00 – 2:15 **Break**

2:15 – 3:30 **Concurrent Session 3**

Constructive Listening to Students' Thinking – Cabot 205

Lara Appleby, Department of Education/Physics and Astronomy
David Hammer, Department of Education/Physics and Astronomy

Effective teaching involves listening to what our students are saying. In this session, we will listen to student thinking by video recording. Freed from the time-constraints of a live, in-class moment, we will be able to attend more vigorously to the content of students' in-class contributions. By listening more closely, we can help more students realize their capacities as practitioners of the discipline.

Engaging Students in Self-Reflective Dialogue: How to Integrate "Dialogic Moments" into Your Classroom – Mugar 231

Jonathan Garlick, School of Dental Medicine
Inger Bergom, Tisch College
Ellen Patterson, School of Dental Medicine

Participants will learn and practice innovative, evidence-based teaching approaches that engage students in reflective dialogues and enhance learning about challenging or controversial topics. Participants will have the chance to apply skills for implementing and integrating dialogues into their curricula in order to foster more open-minded, inclusive, and curious classrooms.

Prompt Attention! – Cabot 102

Kristina Aikens, Academic Resource Center
Elizabeth Leavell, Department of English

Are your writing assignments feeling tired, listless, or ineffective? Do you have a new idea for a writing assignment but lack the time to develop it? Your writing assignments deserve PROMPT ATTENTION! Bring your writing prompts (or ideas) and experiment with new approaches, explore creative possibilities, and share best practices.

3:30 – 4:30 Poster Session and Wine and Cheese Reception (Hall of Flags)

Community Collaborations Driving Innovative Solutions: Faculty, Students and Public Health Nutrition Representatives Engaged in Problem-Solving

Eleanor Shonkoff, Friedman School of Nutrition
Sara Folta, Friedman School of Nutrition

Ethics and Societal Impacts in Engineering Education Across the U.S. – A Look Through Faculty Lenses

Chris Swan, Civil and Environmental Engineering
Angela Bielefeldt, University of Colorado Boulder
Daniel Knight, University of Colorado Boulder
Madeline Polmear, University of Colorado Boulder
Nathan Canney, University of Colorado Boulder

Facilitating Consistent Feedback Through the Use of a Feedback Tracker

Lindsay Fox, School of Medicine
Tina Isaac, School of Medicine
Lisa Capra, School of Medicine

Immersive Engagement and Experiential Learning in the PhD

Heather Nathans, Department of Drama and Dance
Kareem Khubchandani, Department of Drama and Dance
Noe Montez, Department of Drama and Dance

Mapping Campus Research to Foster Student Engagement

Erica Schattle, Tisch Library

The Next Steps for "Stats Beyond the Basics: Skills for Everyone"

Elena Naumova, Friedman School of Nutrition

Karen Kosinski, Community Health

Tania Alarcon, Civil and Environmental Engineering

The Path Forward: Medical School Education at Tufts University

Najla Fiaturi, School of Medicine

Patients Without Borders: Using Telehealth to Provide an International Experience in Veterinary Global Health for Veterinary Students

Melissa Mazan, Cummings School

Kirstin Bubeck, Cummings School

Thomas Jenei, Cummings School

A Study of Online Discussion as Instructional Method for Teaching Health Literacy and Cultural Humility to Health Professions Students

Sabrina Kurtz-Rossi, School of Medicine

Maria Fernanda Cerda Diez, Boston University School of Public Health

Sara Dimla Harrell, School of Medicine

R.V. Rikard, Michigan State University, College of Communication Arts and Sciences

Using Problem-Based Learning to provide an immersive experiential learning environment in One Health for the Health Sciences programs at Tufts University

Janetrix Hellen Amuguni, Cummings School

Melissa Mazan, Cummings School

John Morgan, School of Dental Medicine

Aruna Ramesh, School of Dental Medicine

Joe Sansone, School of Medicine

Susan Albright, School of Medicine

Jeanne Coffin-Schmitt, Cummings School

Alison Robbins, Cummings School

Ralph Aarons, School of Medicine