



*28<sup>th</sup> Annual University-Wide Conference on Teaching and Learning*  
*Sponsored by the Office of the Provost and the University Committee on Teaching and Faculty Development*  
**Is It on the Test?: Transforming Teaching, Transforming Learners**

**THURSDAY, DECEMBER 11, 2014**

**8:30 A.M. – 4:30 P.M.**

**TUFTS UNIVERSITY - GRAFTON CAMPUS**

**PROGRAM**

---

- 8:30 a.m. – 9:00 a.m.    **Registration & Continental Breakfast**  
*Location: Outside of Agnes Varis Auditorium*
- 9:00 a.m. – 9:10 a.m.    **Welcome**  
David Harris, Ph.D., Provost, Tufts University  
*Location: Agnes Varis Auditorium*
- 9:10 a.m. – 9:15 a.m.    **Campus Greeting**  
Angie Warner, DVM, DSc., Cummings School of Veterinary Medicine
- 9:15 a.m. – 9:20 a.m.    **Teaching Conference Welcome**  
Boris Hasselblatt, MA, PhD., Associate Provost, Tufts University
- 9:30 a.m. – 10:30 a.m.    **Keynote Presentation: The End of Expertise in the Digital Age**  
**Keynote Speaker:** Michael Wesch, PhD, Kansas State University  
New media and technology present us with an overwhelming bounty of tools for connection, creativity, collaboration, knowledge creation, and problem solving, transforming the way we work and demanding new forms of expertise. But rather than being "the end of expertise" this new data rich environment simply redefines what the "end" or purpose of expertise comprises. We can not only provide our students with conventional routine expertise, but also with the capacity to address novel, messy, complex problems that are frequently encountered in the real world. Doing this requires more than just learning knowledge and skills. It requires a transformation in how they think and act. In this talk, we will explore the key transformative moments students must go through on their way toward adaptive expertise, and how to inspire these transformations in our classes.  
*Location: Agnes Varis Auditorium*
- 10:30 a.m. – 10:45 a.m.    Break
- 10:45 a.m. – 12:00 p.m.    **Interactive Session on the “Upside Down Classroom” with Michael Wesch**  
Using the subject of anatomy, Dr. Wesch will demonstrate how faculty can create transformative moments in an upside down class environment.  
*Location: Agnes Varis Auditorium*
- 12:00 p.m. – 12:45 p.m.    **Lunch**  
*Locations: Outside of Agnes Varis Auditorium, Seating available in Elm Café*

12:45 p.m. – 2:00 p.m. **Workshop Sessions: Round 1 – choose one**

**Workshop A: Learning Catalytics**

Facilitator: Jennipher Murphy, MS., Tufts University

Enhancing learning and engagement in lecture-based classes using Learning Catalytics Active learning and formative assessment techniques can significantly increase student engagement in large lecture classes. In this session, Tufts faculty from all three campuses will discuss their use of Learning Catalytics, a web-based tool for interactive teaching. They will describe their courses, what their instructional objectives were in making a change in their teaching methods, how they used Learning Catalytics, and their assessment of how it went. While the conversation in this session will center on one specific tool, this is not a technical “how-to” session and will benefit any faculty who are looking for inspiration to increase student engagement in a lecture-based class, whether they hope to use this tool or no tool at all.

*Location: Hamilberg Lecture Hall*

**Workshop B: Flipping the Medical Histology course: How we transitioned from lecture to interactive format all in one year**

Facilitator: Jeffery Marchant, PhD., Tufts University

This session will review the changes made to the medical histology syllabus and classroom experience to increase student/faculty interaction and promote better long-term retention by “flipping the information.” The presenter will share the process, discuss what worked, and what didn’t from both the faculty and student perspective. Finally, we will comment on what improvements can be made to the course next year based on the feedback.

*Location: Agnes Varis Auditorium*

**Workshop C: Development of Clinical Reasoning**

Facilitator: Claire Sharp, PhD. & Nick Frank, PhD., Tufts University

Clinical reasoning is the process that clinicians use every day to assess their patients and make decisions regarding diagnosis and treatment. Although in veterinary, medical and dental school we teach our students about disease pathogenesis and treatment, the focus on knowledge acquisition and testing that knowledge base with multiple choice tests does not necessarily encourage the development of a clinician’s thought process. As clinical teachers and experts, we are experts at advanced clinical reasoning and don’t necessarily break the process down such that our students can understand how we get from point a to point b. This workshop will focus on the path to developing a clinical reasoning curriculum for professional students that we believe will aid our students to bridge the pre-clinical to clinical transition. Starting with an overriding goal to teach our students to think like clinicians, individual objectives can be formulated, specific to the field of medicine in question. Subsequently methods to fulfill and evaluate attainment of these objectives can be devised. Drs. Sharp and Frank will use examples of this process from their recently developed Clinical Reasoning course for third year veterinary students, to assist participants to mold this approach to their own classes and courses.

*Location : Jean Mayer Administration Building, Room 217*

2:15 p.m. – 3:30 p.m. **Workshop Sessions: Round 2**

Choose to attend one of the three listed workshops from above

3:30 p.m. – 4:30 p.m. **Wine & Cheese Reception/Raffle Drawing  
Poster Session presented by Tufts Innovates!**

*Location – Varis Student Center*