



# University-Wide Teaching Conference

Monday, May 22, 2017

**8:00am-8:45am**

DHS-7

**Conference Registration**

Staff

**8:00am-8:45am**

DHS-772 (Student Lounge)

**Breakfast**

Staff

**8:00am-8:45am**

**Teaching Resources Consultation**

**8:45am-9:00am**

DHS-700 (Merritt Auditorium)

**Welcome**

Dean Huw Thomas (Dental School)

Dean Harris Berman (Medical School)

**9:00am-10:30am**

DHS-700 (Merritt Auditorium)

**Keynote Speaker:** Bryan Alexander

*To the Next University: Trends Driving Academic Transformation*

**10:30am – 10:45am**

**Break**

**10:45am – 12:00pm**

DHS-700 (Merritt Auditorium)

**Plenary “Faculty’ Panel**

*Technology and the Death of the Lecture: Reports Greatly Exaggerated?*

Moderator: Scott Epstein

Faculty Panel Members: Samuel Koo, Florina Tseng, Mitch McVey, Jeffrey Marchant

**12:00pm – 1:00pm**

DHS-1514 (Alumni Lounge)

**Lunch**

**12:00pm-1:00pm**

**Teaching Resources Consultation**

**1:00pm-2:30pm**

DHS-1415

**Workshop# 1:** Bryan Alexander

*Tools for Thinking About the Future Of Education: Trends, Scenarios, and Interactive Learning*

**1:00pm-2:30pm**

DHS-1414

**Workshop# 2:** Bryan Revis

*Technologies for Peer Learning*

Facilitators: Jake Dempsey, Juston Lauzon, Tim Winn

**2:30pm – 2:45pm**

**Break**

**2:45pm – 3:30pm**

DHS-1514 (Alumni Lounge)

**TWT Awards Reception**

Tuesday, May 23, 2017

**8:00am-8:45am**  
DHS-1514 (Alumni Lounge)

**Conference Registration & Breakfast**  
Staff

**8:00am-8:45am**

**Teaching Resources Consultation**

**8:45am-9:00am**  
DHS-700 (Merritt Auditorium)

**Welcome**  
Dawn Terkla  
Donna Qualters

**9:00am-10:30am**  
DHS-700 (Merritt Auditorium)

**Keynote Speaker:** Rebecca Kammer  
*Active Learning that leads to Engagement and Higher Order Learning*

**10:30am – 10:45am**

**Break**

**10:45am-12:15pm**  
DHS-1415

**Workshop# 1:** Rebecca Kammer  
*Active Learning that Leads to Critical Thinking in health professions curricula*

**10:45am-11:45am**  
DHS-1414

**Workshop# 2:** Jeffrey Marchant  
*Flipping the Classroom to Encourage “Real Time” Learning in the Pre-clinical years*

**10:45am-11:45am**  
DHS-1415

**Workshop# 3:** Susan Koegel  
*Productively engaging students in large classes*

**10:45am-11:45am**  
DHS-1533 (Boardroom)

**Workshop #4:** Deborah Donahue-Keegan, Christine Rioux, Eleanor Shonkoff, John Hurley  
*Mindfulness in the Classroom: Using silence to promote agility and deep learning*

**11:45am – 1:00pm**  
15<sup>th</sup> Floor & DHS-1514

**Poster Session and Lunch**  
(Open invite: Faculty, Students, Tufts Innovates)

**12:00pm-1:00pm**

**Teaching Resources Consultation**

**1:00pm-2:00pm**  
DHS-1414

**Workshop# 5**  
*Strategies for Facilitating a PBL Session* Ralph Aarons

**1:00pm-2:00pm**  
DHS-1415

**Workshop# 6**  
*Presenting material in a variety of ways* Ethan Danahy

**1:00pm-2:00pm**  
DHS-1533

**Workshop# 7**  
*Occupational Therapy-Concept Mapping for Critical Thinking*  
Peggy Morris

**2:00pm-2:30pm**  
DHS-1514 (Alumni Lounge)

**Wrap-Up and Raffle**

## KEYNOTE

### Bryan Alexander, PhD

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Bryan Alexander is an internationally known futurist, researcher, writer, speaker, consultant, and teacher, working in the field of how technology transforms education.

He completed his English language and literature PhD at the University of Michigan in 1997, with a dissertation on doppelgangers in Romantic-era fiction and poetry.

Then Bryan taught literature, writing, multimedia, and information technology studies at [Centenary College of Louisiana](#). There he also pioneered multi-campus interdisciplinary classes, while organizing an information literacy initiative.

From 2002 to 2014 Bryan worked with the National Institute for Technology in Liberal Education ([NITLE](#)), a non-profit working to help small colleges and universities best integrate digital technologies. With NITLE he held several roles, including co-director of a regional education and technology center, director of emerging technologies, and senior fellow. Over those years Bryan helped develop and support the nonprofit, grew peer networks, consulted, and conducted a sustained research agenda.

In 2013 Bryan launched a business, [Bryan Alexander Consulting, LLC](#). Through BAC he consults throughout higher education in the United States and abroad. Bryan also [speaks](#) widely and [publishes](#) frequently, with articles appearing in venues including The Atlantic Monthly, Inside Higher Ed. He has been interviewed by and featured in [MSNBC](#), [US News and World Report](#)

**Keynote Address:**

**"To the Next University: Trends Driving Academic Transformation"**

**Author:** Bryan Alexander, PhD  
Bryan Alexander Consulting, LLC

A number of powerful forces are pushing against the very foundation of higher education. What are these forces? In what ways is higher education evolving? What will become of today's classrooms and campuses? In this presentation we examine major trends driving the emergence of the next university, including technological forces, both developed and emerging, in conjunction with economic, political, demographic, and other drivers. We conclude by exploring several scenarios of possible universities.

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**Workshop:**

**"Tools for Thinking About the Future of Education: Trends, Scenarios, and Interactive Learning"**

**Author:** Bryan Alexander, PhD  
Bryan Alexander Consulting, LLC

In this workshop participants will develop techniques for understanding emerging trends at the nexus on education and technology using their own experience and areas of expertise. We begin with an examination of selected current trendlines, following which attendees will identify their own drivers of change and generate scenarios of the future of education from their own perspective. This session is highly interactive and participatory, and span a range of teaching practices from clinical education to literature.



## KEYNOTE

### Rebecca Kammer, OD, PhD

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Dr. Kammer has served as a faculty member and most recently as an administrator at Colleges of Optometry for 14 years. In 2014 she completed a doctorate at Azusa Pacific University in Higher Education with research focused on teaching and learning in doctoral health professions. Her final study tested a model of critical thinking development with active learning and academic engagement as the primary predictors. Since then, she has been working on a long term project with Flipt Consulting for a School of Pharmacy to incorporate active learning throughout the curriculum. Dr. Kammer is also involved ophthalmic clinical trials and in leading a vision project in East Africa for persons with albinism.



## University-Wide Teaching Conference

### **Keynote Address:**

#### **"Active Learning That Leads to Engagement and Higher Order Thinking"**

**Author:** Rebecca Kammer, OD, PhD  
FlipIt Consulting Associate

Active learning and flipped classroom models encourage you to reverse the way you design the learning environment so students are engaging in activities, applying concepts, and focusing on higher level learning outcomes during class time. When you use these student-centered approaches, you can increase student engagement, encourage collaboration, and improve learning and retention. In this workshop, you will experience several active learning strategies and begin to align your learning outcomes so you can examine how to integrate active learning strategies into your lessons.

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### **Workshop:**

#### **"Active Learning that Leads to Critical Thinking in health professions curricula"**

**Author:** Rebecca Kammer, OD, PhD  
FlipIt Consulting Associate

Use this workshop as a follow up to the keynote session. Bring your learning outcomes worksheet from the morning session and use this time to develop a more detailed lesson plan for a class specific to health professions. You will focus on examining which specific skills of critical thinking and clinical reasoning are incorporated alongside content learning.

**Fostering Active & Collaborative Environments: From Design to Assessment  
Workshops  
Tuesday, May 23, 2017**

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**“Problem Based Learning”**

**Author:** Ralph Aarons, MD, PhD  
Tufts University School Medicine  
Department of Educational Affairs

At the conclusion of this workshop, participants will be able to identify opportunities to incorporate problem-based cases into the courses they teach and to apply the methods of small group facilitation to enhance active engagement of students and to strengthen deep learning. A virtual patient case will be demonstrated to illustrate the flexibility of problem-based cases to serve not only as a vehicle for content delivery but also for integration of content derived from other courses. Problem Based Learning (PBL) is a powerful method that actively engages students to develop skills in teamwork, information literacy, peer teaching, knowledge integration, reflection, and feedback.

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**“Presenting Material in a Variety of Ways”**

**Author:** Ethan Danahy, PhD  
Tufts University School of Engineering  
Center for Engineering Education and Outreach (CEEEO)

Education research has shown that, in our classrooms, we have a variety of learners who acquire, process, and absorb learning in a variety of ways. This workshop will present tools, technologies, and methodologies for engaging and creating active learners in the classroom, and explore personalized strategies for updating curricular material.

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**“Active Learning that Leads to Critical Thinking in health professions curricula”**

**Author:** Rebecca Kammer, OD, PhD  
Independent Consultant  
FlipIt Consulting Associate

Use this workshop as a follow up to the keynote session. Bring your learning outcomes worksheet from the morning session and use this time to develop a more detailed lesson plan for a class specific to health professions. You will focus on examining which specific skills of critical thinking and clinical reasoning are incorporated alongside content learning.

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**“Productively engaging students in large classes”**

**Author:** Susan Koegel, PhD  
Tufts University School of Arts and Sciences  
Department of Biology

The large lecture can be an intimidating environment for both the student and the teacher, but in fact, it presents numerous opportunities to engage students in productive interactions that facilitate learning. The best resource – the students themselves - is available in abundance. We will discuss multiples

avenues for getting the most out of this unique environment to engage students to share ideas and even teach one another. Emphasis will be placed on facilitating discussions and making the best use of in-class response systems. Attendees will work together to share and develop their engagement goals for their large courses.

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### **“Flipping the Classroom to Encourage “Real Time” Learning in the Pre-clinical years”**

**Author:** Jeffrey Marchant, PhD  
Tufts University School of Medicine  
Department of Integrative Physiology and Pathobiology

Medical education commonly uses live lectures to deliver content, students then “process” the material on their own in preparation for an exam often resulting in poor long-term retention. Additionally, faculty input is limited during this learning period. This workshop will describe our approaches used in both Histology and Anatomy to replace lectures with interactive classes: specifically, assisting students with moving new information into their working memory, engaging them in content recall and challenging them to work with new information.

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### **“Occupational Therapy-Concept Mapping for Critical Thinking”**

**Author:** Margaret (Peggy) Morris, OTD, OTR/L  
Tufts University Graduate School of Arts & Sciences  
Department of Occupational Therapy

We will explore concept mapping as a tool for active learners that supports connections within course material, as we ask students to bridge new learning with current knowledge. Concept maps can be made at the beginning of a course to understand what knowledge the student is bringing to your class; these same concepts maps can be added to, reconfigured, edited at the close of the course, as graphic representations of integrated knowledge. Concept mapping can also be used for learning assessment for instructors, as a powerful knowledge representation tool. We will explore making a simple concept map; if you want, you can download the Tufts free concept mapping prior to the workshop at [vue.tufts.edu](http://vue.tufts.edu) or create one with pencil and paper.

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### **“Mindfulness in the Classroom: Using silence to promote agility and deep learning”**

**Facilitators:**  
Donna Qualters, PhD  
Tufts University  
Center for the Enhancement of Learning and Teaching (CELT)

Deborah Donahue-Keegan, EdD  
Tufts University School of Arts and Sciences  
Department of Education

Eleanor Shonkoff, PhD  
Tufts University Friedman School of Nutrition Science and Policy  
Postdoctoral Scholar

How do we create a classroom climate that promotes and sustains deep learning, encourages open-mindedness and gives students the skills to explore controversial issues from multiple perspectives? In this workshop, we will explore this question through the lens of Mindfulness, using both experiential and instructional approaches. We will draw on research and experience to share how a range of mindfulness practices can help cultivate deep learning and constructive dialogue.