

2024 Teaching Conference Program



Wednesday, May 22, 2024 9am-4pm

Overview of the day's schedule*		
Time	Onsite Program	Location
8:30 am	Registration & Breakfast	Lobby, Room 114
9:00 am	Welcome & Keynote Address	DeBlois Auditorium, Room 108 & via Zoom
11:00 am	Concurrent Workshops	2nd floor classrooms & via Zoom, see detailed schedule for locations
12:00 pm	Lunch, Lightning Talks & Awards	Room 114
1:30 pm	Conversation with Keynote Speaker	Room 114
2:15 pm	Ice Cream Social	Room 114

*See the detailed conference schedules for Zoom & campus location information.

- [Detailed Conference Schedule - Virtual](#)
- [Detailed Conference Schedule - Boston](#)

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Detailed Conference Schedule - Virtual

9:00 am Welcome & Keynote

[Zoom Meeting Link](#)

Meeting ID: 984 9055 2463 & Passcode: 342214

Cigdem Talgar, Vice Provost for Education

Richard Freeman, Vice Dean for Academic Affairs, Tufts University School of Medicine

Christina Economos, Dean, Friedman School of Nutrition Science and Policy

Dana Grossman Leeman, Interim Director, CELT

Navigating a New Landscape: Connected Teaching in Times of Stress and Rapid Change, Keynote Address by Harriet L. Schwartz, PhD, Professor of Relational Practice and Higher Education, Antioch University

10:45 am Break

11:00 am Concurrent Virtual Workshops

Creating Community in Online Environments

Amy Schlessman (DPT Phoenix Program)

Instructors need to be intentional to help students have a sense of belonging and community, which impacts student learning. Striving to create this in online spaces takes intentionality. Creating an environment where students feel a sense of belonging to a course community helps students to be motivated to complete assignments, feel comfortable to participate in discussions, and be open to feedback from classmates and instructors. A student's sense of belonging and community is fostered by student-faculty interactions and student-student interactions. The Community of Inquiry (COI) framework describes online learning spaces as the intersection of three presences: social, teaching, and cognitive presence. The framework helps instructors to reflect on how they develop a community that supports learning through students interacting with course content, instructor, and classmates. [Register to attend this workshop here.](#)

Integrating mindfulness practices into academic classes through a “purposeful pause”

Deborah Donahue-Keegan (A&S, Education/Civic Studies), Jazmyne Garrett '26 (CSHD / Education) & Marko Yang '25 (Clinical Psychology)

In this interactive session, led by one Tufts faculty member and two students, the process of integrating mindfulness practices into academic classes through a “purposeful pause” approach will be explored. The session will begin with a brief mindfulness exercise followed by an overview of why/how contemplative pedagogy can support and foster social-emotional learning, well-being, belonging, and equitable classrooms. Student presenters will talk about their “purposeful pause” experiences in the classroom. A vignette will be shared and then discussed in pair-share conversations and then within the whole group. We will close with an “actionable next steps” exercise. [Register to attend this workshop here.](#)

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Virtual Posters

- [Collaborative Approaches to Addressing Social Determinants of Health in Clinical Practice: Implementation of an Interprofessional Education \(IPE\) Rotation in Dental Education](#), Melanie Morris, Maria Dolce, Samantha Parad, & Cynthia Yered, Tufts University School of Dental Medicine
- [Emotional Literacy: Reconnecting with Ourselves and Others](#), Beatrix Roeller, SOE Dean's Office and current SELECT Fellow
- [Hello! Educational Technologies for Connecting and Engaging](#), Jake Dempsey, Freedom Baird, Justin Horvath, and Jamie Cannan, Tufts Educational Technology Services

Materials shared by presenters and a video of the keynote will be posted online after the conference on the [Conference Website](#).

Detailed Conference Schedule - Boston

All in-person events will take place on Tufts Boston Campus in the Medical Education Building located at 145 Harrison Avenue, Boston, MA 02111. Please make sure you bring your Tufts ID for entry to the building. Detailed parking & transportation information can be found on the [TUSM website](#).

8:30 am Registration & Breakfast, Lobby & Room 114

Receive your name tag & sign up to attend a workshop at the lobby registration table. Breakfast & coffee will be served in room 114.

9:00 am Welcome & Keynote, Room 108

Cigdem Talgar, Vice Provost for Education
Richard Freeman, Vice Dean for Academic Affairs, Tufts University School of Medicine
Christina Economos, Dean, Friedman School of Nutrition Science and Policy
Dana Grossman Leeman, Interim Director, CELT

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10:45 am Break

11:00 am Concurrent Workshops, 2nd floor¹

Building Skills & Interdisciplinary Collaboration through Arts-Based Education (ABE): An Experiential Workshop from the Department of Occupational Therapy & the Tufts University Art Galleries

Rebecca Cohen (Occupational Therapy), Liz Canter (Tufts University Art Galleries); Mary Barnes (Occupational Therapy)

Arts-based education (ABE) is gaining recognition as a powerful, innovative, and relevant teaching tool for diverse students and settings. With ABE methods and exercises – many of which are designed to foster joy, curiosity, and feelings of inclusion in learners – educators guide students in honing a flexible, empathy-driven skillset to support success across many educational/professional endeavors (from sensitive interpersonal communication and cultural humility to data analysis and evidence gathering). Further, the universality of art positions ABE as a promising mechanism for interdisciplinary learning and partnership. Experience ABE through attentively facilitated close-looking and creative thinking exercises, and learn more about an example of interdisciplinary collaboration in this in-person workshop. **Room 216 A**

Teaching with Heart: Reconnecting, Reengaging, and Cultivating Relationships through Immersive Learning

Karin Arsenault, Donna Young & Zhanea Nicholson (Public Health and Community Service, Dental School), Thomas (TJ) Pinto '24 (Occupational Therapy PhD program)

Explore the transformative power of immersive learning. This session introduces an innovative teaching approach using an aging/disability simulation suit, enabling students to actively engage in scenarios replicating challenges faced by older adults and individuals with disabilities. Discover how this hands-on approach goes beyond traditional classroom teaching methods, reconnecting students with the human aspect of patient care. It re-engages them in learning by making education more dynamic and impactful and cultivates interprofessional relationships centered around providing effective and empathetic care to vulnerable populations. It provides a unique and effective way for students to connect with their subjects, making the learning experience more relevant and applicable to real-world scenarios. **Room 218**

Promoting Learner Autonomy in the Interdisciplinary Clinical Learning Environment

Lisa DelSignore & Jenny Wayshville (Boston Children's Hospital, TUSM)

Fostering learner autonomy in clinical settings is vital for shaping learners' professional identities as healthcare providers. Independent practice entails acting of one's own volition (e.g. autonomy) when making patient care decisions. To help develop learners' clinical decision-making skills and transition from novice to independent practice, supervision, direct observation, and feedback are also essential. Balancing supervision and autonomy poses challenges, with limited guidance for supervisors on how to attain balance without compromising learners' decision-making. This workshop offers insights into supervision/autonomy challenges, practical strategies to promote learner autonomy, how team members can support learners outside their own discipline, and utilizes case-based discussions derived from actual scenarios. **Room 220**

¹ Please sign up for the workshop you wish to attend at the registration desk.

Building relationships with students through partnership and beyond

Alvalyn Dixon-Gardner (A24, Clinical Psychology); Nessren Ourdyl (A25, Cognitive Brain Science); Haili Dunbar (Public Health & Community Medicine); Andrew West (Chemistry, TUPIT); Kerri Modry-Mandell (Child Study & Human Development); Heather Dwyer (CELT)

There are many reasons to build authentic, trusting, honest, collaborative relationships with students. Such relationships have mutual benefits: students gain mentorship, a sense of belonging, skills in communication, and practical professional connections. Meanwhile, faculty discover insights into student experiences and perceptions, themselves, and their teaching. How do we foster these gratifying relationships, and how do they result in longer-term impact, beyond the relationship itself? In this roundtable discussion, we will share our experiences from the Pedagogical Partnership Program (P3), and invite participants to consider ways to build these relationships with students even outside a formal partnership program. **Room 221**

12:00 pm Lunch, Lightning Talks & Awards, Room 114

The afternoon's programs will be in room 114 of the medical education building. Lunch will be served starting at 12pm, followed by lightning talks from our virtual poster presenters. The lunch period will conclude with awards presentations for the Teaching with Technology & Excellence in Teaching Online.

1:20 pm Break

1:30 pm Connecting through Conversation with our Keynote Speaker, Dr. Harriet Schwartz, Room 114

This open discussion with the keynote speaker and Tufts colleagues will provide the opportunity for attendees to get support with challenging experiences this past year in your educational spaces. There will also be opportunities to ask questions and share ideas from this morning's keynote and workshops.

2:15 pm Ice Cream Social, Room 114