Poster Descriptions

Use Your (Student) Resources: How Academic Coaching Can Improve Student Experience and Impact Learning

Katherine Swimm, Associate Director of Academic Support, Tufts Student Accessibility and Academic Resource (StAAR) Center

The future of holistic academic support requires increasingly strong partnerships with a wide variety of campus stakeholders, including faculty and academic support staff. This poster presentation outlines the Academic Coaching Program at Tufts, which partners with graduate and undergraduate students in AS&E, the SMFA, and Fletcher to develop executive functioning and social-emotional skills, build academic resilience, and bridge the gap between lived experience and the rigor of Tufts' academics. The poster will detail the coaching program, its mission, the needs of current students, and provide some quick tips on how faculty from across the university can bring "coaching to the classroom".

Tufts Dental School Northern New England Dental Student Mentorship Program

Cynthia A. Yered, D.M.D., Department of Public Health and Community Service, Kevin Driscoll, M.Ed., Office of Development and Alumni Engagement, Maggie Norcross Devin, M.S., Department of Corporate and Foundations Relations at Tufts University

To address the shortage of dentists and dental specialists in northern New England, Tufts University School of Dental Medicine (TUSDM) created the Northern New England Dental Student Mentorship (NNEDSM) program in 2021. This innovative program exposes dental students to the rewards of rural dentistry and creates a pipeline of highly skilled oral health practitioners dedicated to providing care for individuals living in northern New England. The NNEDSM program places TUSDM dental students at the end of their first year of dental school to work under the mentorship of dentists in practices across northern New England for 1 to 4 weeks during their summer break. The students shadow dentists in their day-to-day interactions with patients and staff and assist with clinical procedures. They observe and discuss how oral health care providers deal with a range of clinical and patient situations. These experiences strengthen the students' interpersonal and communication skills, which they then bring back to the TUSDM clinic and into their own practices once they graduate.

Learning Through Experience: Un-grading the Stat class: A magical potion

Shayesteh Jahanfar, PhD. Associate Professor, Tufts School of Medicine, Department of Public Health and Community Medicine

Experiential learning aims at social justice lens and considering how this can be put into practice in the classroom when designing curricula, "ungrading" becomes an inseparable part. This proposal emphasizes the importance of un-grading and creating a supportive learning environment where students can learn and grow without fear of grades. Cognitivists such as Piaget and Perry see knowledge as actively constructed by learners in response to interactions with environmental stimuli. Learning is a social phenomenon where learners are partially motivated by rewards provided by the knowledge. Ungrading is a step to provide motivation for self-learning which is based on self-determination theory. The main objective of this poster is to identify the benefits and principles of un-grading reflection pieces as alternative evaluation methods in order to create a supportive learning environment.

Engaging Students in the Community: A Framework for Civic Life and the Importance of Structured Reflection

Erin K. King, PhD candidate and Cummings Civic Life Coordinator; Emily McCobb, Associate Professor, Cummings Community Medicine and Director of Shelter Medicine

One pedagogical approach to training students to work with diverse communities is through a meaningful, reflection-based, experiential learning process that involves both curricular and community involvement. This session will review the Civic Framework for Social Change, and how to engage students in thinking about root causes, through an asset-based paradigm. Additionally, this workshop will also explore how to facilitate meaningful reflection with students and attendees will create their own reflection facilitation guide that is relevant to their own work with students. Examples of student learning and reflection from Tufts at Tech will be utilized to illustrate how to incorporate reflection into experiential community learning.

Poster Descriptions

From Obstetrics to Genetics to Ethics: How Dog Breeders are Teaching Veterinary Students to Unpack Their Biases and Form Sustainable Partnerships

Meera Gatlin, Cummings School of Veterinary Medicine, Dept of Infectious Disease and Global Health

Reproduction, whether in animals or humans, is fraught with ethical questions, and in the veterinary profession, there is a perceived divide between vets and canine breeder clientele over who is the dog expert? To bridge this divide, dog breeders from the American Kennel Club (AKC) serve as mentors to veterinary students and share their knowledge, attitudes, and experiences on dog breeding and whelping. This session demonstrates how the canine breeder community, with rebounding support from Tufts faculty, helps veterinary students unpack their biases and make balanced yet informed decisions, ensuring they know how to sustainably engage breeder clientele as they move from classroom to clinic. Students are also asked to set their own learning objectives, both individually and as a small group. Creating this compact acknowledges both what they know and what they don't know and ensures sustainable learning and partnership. From this, faculty help students constantly re-evaluate their perspectives in areas like expertise, medical decision making, team dynamics, and communication.

Workshop Descriptions

Unlearning the Learning Environment: A virtual experiment in student-centered learning in a professor-led academic setting

Sora Johnson, MS/DPD NICBC, Friedman School of Nutrition Science and Policy & Simmons University, Katrina Sarson, MS, M.Ed, Project Manager/Communications Strategist, Friedman School of Nutrition Science and Policy
11am, Deans Conference Room 101, 1st Floor Jean Mayer Administrative Building

Student-led learning sounds great, but what happens in a virtual learning environment when students are uncomfortable taking the lead? Join us for a student-led exploration into the opportunities and tensions we discovered during two semesters of an experiential education seminar at the Friedman School. During this one-hour, student-led workshop, we'll share the pedagogy that inspired us and the hands-on activities we implemented while creating a student-centered learning environment as part of community-engaged research work. We'll discuss transformative moments, lessons learned, and insights and experiences from both student and instructor perspectives.

Framework for a Community- Based Learning Program

Dr. Cynthia Yered, Dr. Karin Arsenault, Dr. Martha Forero, Prof. Kathryn Dolan, & Dr. John Morgan, School of Dental Medicine Department of Public Health and Community Service
11am, Kohnstamm Conference Room 106, 1st Floor Jean Mayer Administrative Building

This session will present an effective framework utilized by our community service learning programs at Tufts Dental School. Through continuous refinement and integration across the curriculum, this approach has become an excellent tool for creating impactful service learning opportunities for students and community partners alike. It is versatile and may be adapted to be implemented to multiple disciplines to facilitate successful engagement with communities. The framework emphasizes the importance of preparation, reflection, and critical thinking, enabling students to deepen their understanding of themselves and their role in society. Through this approach, students are equipped with the knowledge, skills, and values needed to become socially responsible leaders.

Teaching, Learning and Conducting Research Around Serious Health Topics with Community Partners in Boston's Chinatown

Tamara Vesel, MD, Chief of Palliative Care, Tufts Medical Center, Associate Professor of Medicine, TUSM and Michelle M. Richardson, PharmD, Special and Scientific Staff, Tufts Medical Center, Assistant Professor of Medicine, TUSM
11am, Classroom 217, 2nd Floor Jean Mayer Administrative Building

This highly interactive workshop will address: our experiences through teaching, learning and conducting research with the Greater Boston Chinese Golden Age Center on serious health topics; the process of, equalizing the classroom, in teaching elders in Boston's Chinatown; pre-clinical student engagement in community settings and resultant effects on student attitudes; and participants input on replicating our experience. We will facilitate using real-life scenarios of community-based interactions and participants will discuss approaches and identify barriers. We will also share our lessons learned to encourage others to engage in this work. We will conclude by reflecting on the takeaways and soliciting feedback.

Workshop Descriptions

Roundtable: Learning Beyond Lecture and Text: The Why and How of Integrating Experiential Educational Activities into Any Course

Dana Grossman Leeman, CELT
11am, Classroom 224, 2nd Floor Jean Mayer Administrative Building

Keeton & Tate (1978) assert that traditional learning entails hearing about, reading about, talking about, or writing about theories, concepts, or real-world problems. Yet, the learner rarely comes into direct contact with the realities being studied. Experiential learning provides the learner with opportunities to apply theoretical knowledge to real-life situations or problems. For many faculty, developing an applied component to their course seems complicated and intimidating. In this roundtable, we will surface faculty curiosities and concerns, and begin to workshop approaches that faculty might take to create experiences that add vitality to their course and deeply impact their students, growth and development.

Collaborating across expertise: Using multi-disciplinary case studies to help students develop critical thinking and science literacy skills

Melissa Kosinski-Collins, Affiliate with Cummings School, Comparative Pathobiology; also Professor of Biology at Brandeis University & Ariana Hinckley-Boltax, Cummings School, Comparative Pathobiology
11am, Wildlife Conference Room, 50 Willard Street

Case studies are common in education for applying classroom knowledge to real-world scenarios, but often have a content-driven, discipline-specific approach. Some students may not see the importance of basic science, while others may not understand how disciplinary knowledge applies outside of the classroom. Building on our multidisciplinary expertise of biochemistry and veterinary medicine, clinical cases were developed, which combine community concerns with data analysis, science literacy, and biological principles. Workshop participants will explore case design strategies, question creation, curriculum implementation, and assessment and participate in a structured brainstorming session to develop cases that emphasize collaboration across disciplines and civic engagement for their classes.

A Pup with a Broken Leg: A Veterinary Case Study Exploring Student-Driven Spectrum of Care Decisions and Communication Training at Tufts at Tech Community Veterinary Clinic

Jennifer Grady, Yuki Nakayama, Emily McCobb, Cummings School of Veterinary Medicine, Clinical Sciences Department
11am, Varis Lecture Hall, 1st Floor Large Animal Hospital

Tufts at Tech Community Veterinary Clinic is an innovative primary care teaching hospital located within Worcester Technical High School that trains future veterinarians and veterinary assistants while providing care for underserved pet owners in central Massachusetts. This workshop will explore the decision-making process and teaching hurdles involved in supporting student clinicians as they navigate the real-life scenario of a puppy with a broken leg whose owners cannot afford surgical repair. A straight-forward veterinary patient presentation was chosen for this example so that educators without a veterinary background can easily understand the scenario and focus on strategies for student coaching that are applicable to many other community-based clinical settings.
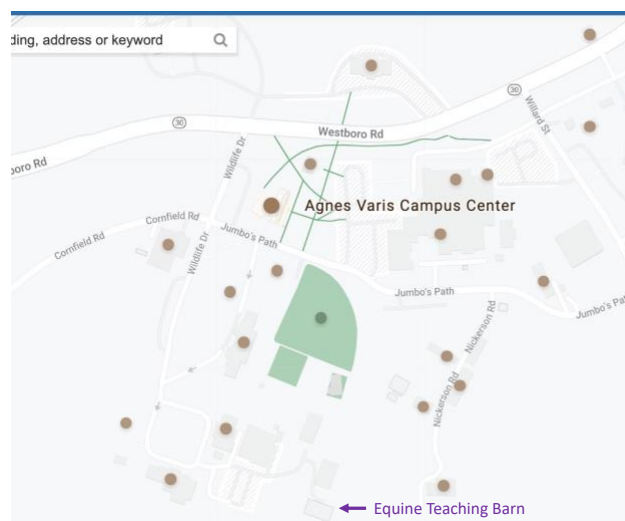
Workshop Descriptions

Working with horses to create a collaborative community

Angie Warner DVM, Cummings School Dept. Comparative Pathobiology; Virginia Rentko DVM, Cummings School adjunct faculty; Eric Richman MSW, LICW Cummings School Foster Hospital; Beth Timlege Cummings School Foster Hospital Client Liaison
1-2:30pm, Equine Teaching Barn , Wildlife Drive

--- Please note this workshop has limited spaces and will run 1-2:30pm, overlapping the campus tours. See the registration table for details of how to sign up. The location of the Equine Teaching Barn is noted in the Map below. The group will meet on the steps of the Campus Center at 12:50pm to walk over together ---

Equine-assisted Learning (EAL) is an experiential learning intervention to improve confidence, communication, and team participation in populations of students, corporate groups, and career professionals. We have used the Cummings School equine teaching herd to offer EAL activities over the past 4 years to improve our students, well-being, confidence, and reduce stress levels. The program emphasizes use of communication skills, leadership strengths, and mindfulness to develop career strengths for team-based activities. We are working to expand our program to include additional participants at other institutions and in the greater community. The Teaching Conference workshop will allow up to 10 participants to have a short EAL experience with 3 horses to explore teamwork and mindfulness. Equine experience is NOT necessary to participate! Participants can expect to be asked to develop teams to work with our equine partners to create a collaborative community, including an obstacle course for the horses. A debrief, which is an essential part of the program will follow. Additional conference participants will be welcome to observe.

Workshop Descriptions

Experiential Learning & Instructional Practice

Milo Koretsky, SoE and A&S, Education and Chemical & Biological Engineering & Vesal Dini, A&S Physics & Astronomy 1:30pm, Deans Conference Room 101, 1st Floor Jean Mayer Administrative Building

Experiential learning has been shown to be a high-impact practice positively impacting student learning and engagement. However, courses are also delivered within curricular contexts rendering some more able to provide authentic experiences than others. In this workshop, we turn this idea on its head and consider instructor learning, in particular, learning by experience. Whatever the context, instructors can draw from their experiences, including inquiry into their teaching practice, sense-making around instruction, and data driven decision making. In this interactive workshop, we will query the participants to share their own experiences about instruction. We will draw on those and discuss how they can form a productive resource for their own learning by experience. We will inform participants who want to take a deeper dive about IRLI Start, a learning community for instructors to leverage their own experience to more productively engage in instruction and inquiry.

By the end of the session, participants will...

- Identify at least one memorable problem of practice and explore the ways in which that experience can inform their instructional practice.
- Work with other instructors to identify different instructional strategies in response.
- Recognize IRLI Start as a community of learning to pursue inquiry on teaching practice

Building Community and Reinventing the Image of Science and Engineering (the RISE Advising Seminar) through Storytelling

Dr. Ellise LaMotte - Associate Dean of Diversity and Inclusion, Division of Student Diversity and Inclusion School of Arts, Science and Engineering; Dr. Grace Caldara , Director of the Center for STEM Diversity, Schools of Arts, Sciences and Engineering, Sehba Hasan, Associate Director of the Center for STEM Diversity, Schools of Arts, Sciences and Engineering, Tara Zantow, Senior Academic Advisor, School of Engineering/Undergraduate Education 1:30pm, Kohnstamm Conference Room 106, 1st Floor Jean Mayer Administrative Building

Your classroom is a community that can be shaped to be a space were students give support, make mistakes, and grow in understanding of not only course material, but also, who they are as a person. An effective way to grow and shape a community is through storytelling, a technique that has been used throughout history to communicate concepts, inspire empathy, and create a sense of belonging. Stories also encourage self-reflection and self-assessment. As professors, instructors, and staff sharing our own story, it helps to encourage students to share their own. Through creating your own story representation (Blueprint Project) in this workshop, you will learn ways to incorporate storytelling in your own class to encourage (or empower) students to share their stories.

ChatGPT, Spontaneity, and Student Self-Assessment

Lauren Wilwerding, English
1:30pm, Classroom 217, 2nd Floor Jean Mayer Administrative Building

Discussion, concern, and controversy proliferate around ChatGPT. Rather than entering those conversations, this session simply proposes that the excitement and energy AI creates makes ChatGPT a good tool for authentic and active learning. This one-hour workshop will include a case study, an activity, and discussion. I will present a brief case from my English 1 class where students assessed an AI-generated essay in preparation for our first peer review, an experience that emphasized authentic learning qualities including play and connection to the world beyond the classroom. Then, participants will do that activity with a prompt I provide. Finally, we will discuss ways this idea can be extended to other disciplines and learning goals. Participants will leave with ideas about how to use AI as an active learning tool in their own courses.

Workshop Descriptions

Roundtable: Roundtable: Providing authentic Learning Experiences without Leaving Campus

Tina Woolston, Sustainability Program Director; Dano Weisbord, Chief Sustainability Officer, Tufts University, Annie Leonard, PhD, Visiting Researcher, Smith College
1:30pm, Classroom 224, 2nd Floor Jean Mayer Administrative Building

Campus as a Classroom" models are becoming more common across higher education because of the constructive impact student-based work can have on both the learner and the institution. Students can engage with real-world problems in a convenient and meaningful way, often living with the results of their work; staff are exposed to new ideas; and faculty have practical examples of course content right outside the door. After a few examples of successful on-campus projects from both Tufts and Smith College, including results from a longitudinal study on impact, you will engage in discussion with peers and Office of Sustainability staff about how you might take advantage of the campus to enhance pedagogical outcomes and generate mutual value for the university.

Civic Engagement in the Classroom: Building a Toolkit of Best Practices

Sherri Sklarwitz, Sunah Hyun, Jessye Crowe-Rothstein, Jenna Logue, Tisch College
1:30pm, Wildlife Conference Room, 50 Willard Street

During this workshop, we will be sharing a brief overview of the student programs that run out of the Tisch College of Civic Life to provide examples of our best practices in civic and community engagement. We will focus on how to build civic and community engagement practices within a classroom setting that can be applied across disciplines. The workshop will include: 1) an overview of Tisch College's student programs, including our evaluation framework, 2) specific examples of exercises that build in community engagement practices within courses, and 3) small group workshop time with Tisch College staff for participants to think about their own classrooms and opportunities to build in community engagement practices, with ideas for assessing the outcomes of these practices.

The Ethical Aspects of Community Engaged Veterinary Medicine: A Case Study of the Need for Guidelines

Erin K. King, PhD candidate and Cummings Civic Life Coordinator; Emily McCobb, Associate Professor, Cummings Community Medicine and Director of Shelter Medicine, Brittany Watson (MS/VMD/PhD), Director of Shelter Medicine and Community Engagement.
1:30pm, Varis Lecture Hall, 1st Floor Large Animal Hospital

Tufts team represents the Center for Animals and Public Policy and the section of Community Medicine in the Clinical Sciences Department. We will discuss ethical guidelines for community engaged programs. Participants will be provided with an introduction to common models for veterinary outreach. Next, a case study of a veterinary outreach situation with negative impacts on community stakeholders will be shared. Finally, prompts will be used to guide the participants through a discussion of principles of ethical community engagement and how they might be applied to address the pitfalls identified in the case discussion. Participants will learn both about common ways veterinary schools conduct community engaged projects and how we are working to ensure these projects follow established ethical guidelines.