


A close-up photograph of a person's hand reaching out to touch a cluster of pink flowers in a field. The background is a soft-focus landscape with green grass and trees under a bright sky. The text is overlaid on a light green banner at the top.

Tufts 36th University-Wide Teaching Conference

***RECONNECTING, REENGAGING,
AND CULTIVATING RELATIONSHIPS***

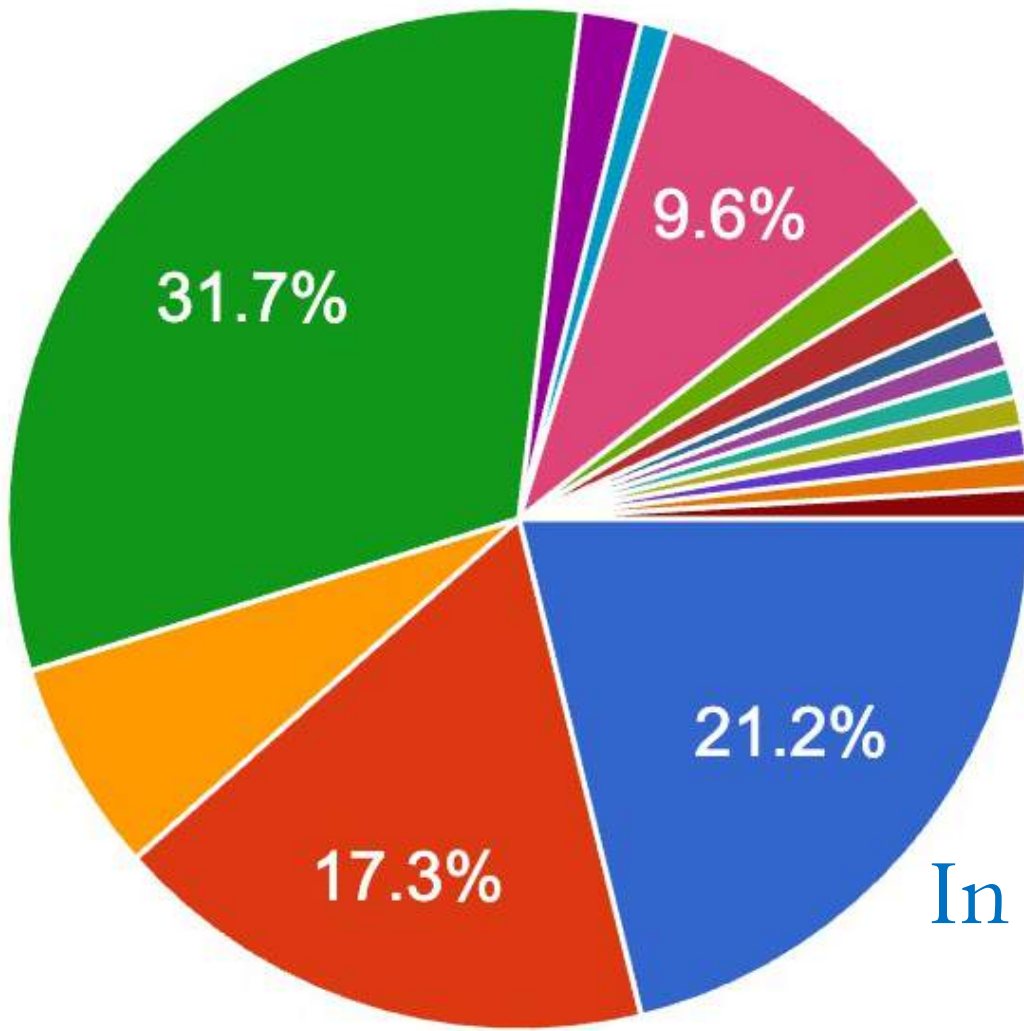


Relationships are at the heart of teaching & learning. While there are many factors that inhibit or disrupt deep and meaningful connections, today we will take the opportunity to explore cultivating relationships in and out of the classroom, clinic, & lab. In focusing on relationships within our Tufts community, we hope to energize ourselves, fuel our sense of efficacy and worth, and recover the joy, meaning, and fulfillment that we derive as educators and lifelong learners, together.

RECONNECTING, REENGAGING, & CULTIVATING RELATIONSHIPS

WHO HAS GATHERED TODAY?

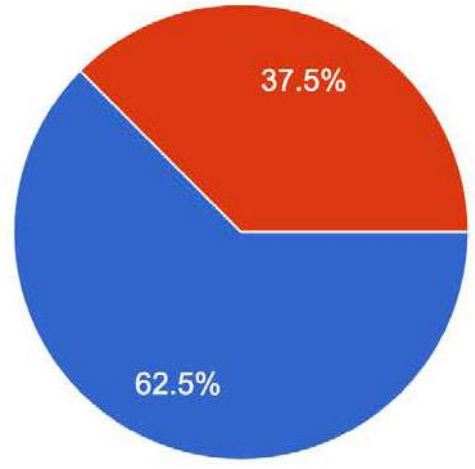
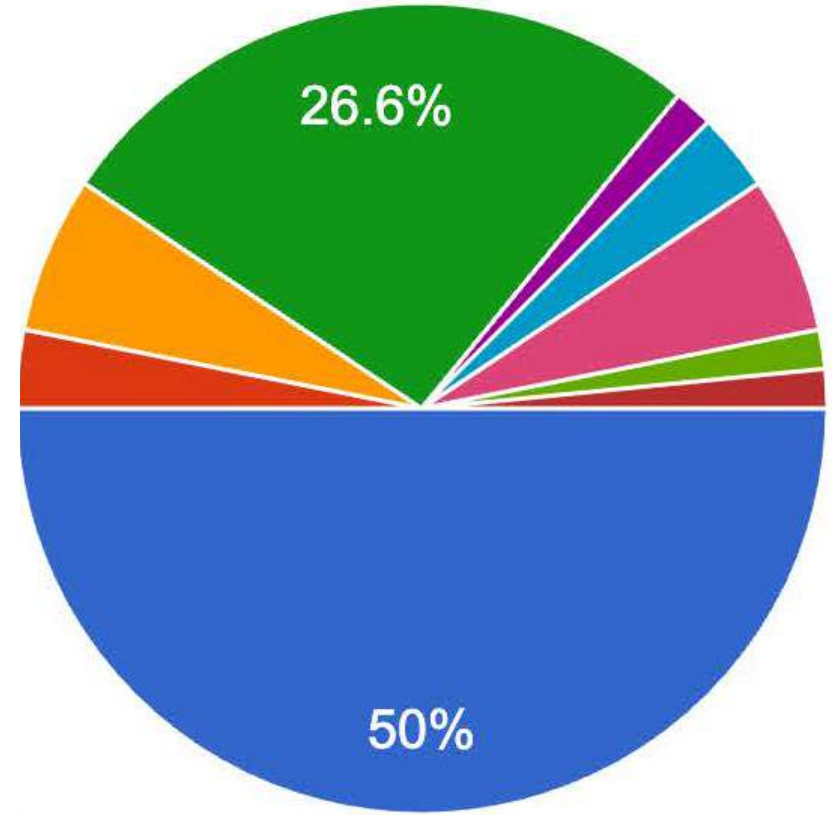
168 registrants represent a cross section of Tufts campuses and schools



- TUSM
- Dental
- Friedman
- AS&E & SMFA
- Fletcher
- Grafton Vet School
- Central Admin, TTS or Libraries
- Tisch College of Civic Life

GSBS, University College, BCH

In Person



Virtual

OVERVIEW OF THE DAY'S SCHEDULE



Time	Onsite Program	Location
8:30am	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


WELCOME

Cigdem Talgar, Vice
Provost for Education

Richard Freeman, Vice
Dean for Academic
Affairs, TUSM

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

Dana Grossman Leeman,
Interim Director, CELT

A photograph showing a close-up of a hand reaching towards a field of tall, thin grasses with small, light-colored flowers. The background is a soft-focus field of similar grasses. A green banner is overlaid at the top of the image.

Tufts 36th University-Wide Teaching Conference

***RECONNECTING, REENGAGING,
AND CULTIVATING RELATIONSHIPS***

NAVIGATING A NEW LANDSCAPE: CONNECTED TEACHING IN TIMES OF STRESS AND RAPID CHANGE



Harriet L. Schwartz, PhD,
Professor of Relational Practice and Higher Education, Antioch University

Navigating a new landscape:

Connected teaching in times of stress and rapid change



Harriet L. Schwartz, PhD
Tufts University
May 22, 2024

What brings you here today?

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What brings you here today?

Community

Enlightenment

To learn how to give
feedback

Learning more about
creating connections in
the classroom

Meeting others with
similar interests. Learning
about teaching.

Connecting to Tufts
Community

Hoping to learn about
connected teaching -
hadn't heard of it!

Exchanging ideas on
innovative teaching
across university

What brings you here today?

Meet people and learn something new!

Seeking insight, information, and inspiration.

Validation. Knowledge.

learning all the different ways to build connections and community in the virtual classroom

Always trying to do better

Connection with others, learning from the community to reinvigorate my own teaching practice

Questions about what teaching means to me

Presenting today but also want to learn from others on how to reconnect with students in a meaningful and deep way.

What brings you here today?

To get some new ideas about how to engage learners and keep them engaged.

Connection with colleagues around teaching and learning

To connect with students who don't seem to want to connect

wanting to connect and be re-inspired

Learning and exploring new ways to teach

I've missed attending these.

Learn about relationship theory and research

New ideas

What brings you here today?

To find different ways to engage with students

Sharing ideas

Seeking satisfaction for teaching

partnering with CELT!

P3 🎓

Sense of disconnect in academia in general

A desire to reconnect with students and also to prepare for the 2024 Presidential elections and conflicts it may bring.

I always leave UWTC feeling inspired and with new ideas to try out. Creating connections in large classes would be a plus!

What brings you here today?

How to build a sense of connection and community when teaching over Zoom.

Learn new ideas for making my classroom more connected

Need new strategies for engaging students beyond what is needed to "check the boxes" as it has been a struggle post COVID and old strategies are less effective

Inspiration and connection with colleagues

Desire to improve teaching

Interested in best practices to engaging students

To learn from others about building better connections in the digital world

I support the DPT students who are hybrid. I would love to learn more about student engagement in an online setting.

What brings you here today?

Interested in learning how to better connect with students who aren't engaged

Yo get the mojo back

To learn more about how to teach in multiple ways to connect with students with varying needs

Lifelong learning & innovation for our students in our classes

I come every year

Opportunity to collaborate with educators of various professions throughout Tufts.

Improving upon my teaching practice and duty in mentorship, the conference theme seemed very promising!

Learning something new about how to communicate with teach and learn from students.

What brings you here today?

I see how disconnected students are from themselves, each other, and their courses and I want to be a part of facilitating the formation of these connections early in their grad school experience.

I love teaching. Why wouldn't I be here:)

I want to learn about mentorship and strategies for connecting with students

Building relationships with others and to learn from the experiences of others.

Expanding my understanding of the new challenges we face

I'm a postdoc interested in pursuing a faculty position that's teaching-focused—want to learn more about best practices!

Desire for connection and to learn about best practices

Strategies to make learning more enjoyable for students

What brings you here today?

To learn from other colleagues

I am interested in teaching well.

To learn new strategies to engage current students

To learn strategies to reengage with students in the classroom

I care about supporting the instructors and students at tufts and to celebrate teaching efforts here

hear from Tufts colleagues

Meeting and connecting with other teachers, learn about ways to help students connect with each other and across years

Exchanging ideas, insights from fellow colleagues. Connect and form relationships support network

What brings you here today?

Inspiration and new strategies to further build relationships during these challenging times.

Learn about being the teacher I want to be - warm, accessible, highly relationship oriented AND a clear strong leader

The make connections with colleagues and feel part of a community at Tufts

Hoping for reassurance.

Would like to better understand how I can facilitate the bridge between students and faculty- who are somewhat stuck in their own perceptions of the other group

1. Tradition - been doing these for years.2. Vital need to get this to happen again.

Ways to connect with students and employees in an environment that has a large number of introverts and science focused individuals.

Making connections, learning how others are teaching in difficult times, new strategies for engaging students

What brings you here today?

Eager to learn from colleagues about ways to support building community and connections in the classroom

Not sure what to do when there is stressful event in the world, but I can see those stress reflected in class

Hoping to learn new ideas and improve as a teacher

These meetings have always been useful.

I want to be a better teacher! Agree that relationships are key but need to learn more -- both knowledge and new skills.

Learn new evidence

I am interested in learning more about active teaching strategies. Want to get acquainted with other faculty members and learn from their experiences.

rethink assumptions
trade-offs

Session Overview

- **Connected Teaching: A relational approach**
- **Challenges: Why does teaching seem more difficult?**
- **Practice: Where do we go from here?**



Reflection

Think of a meaningful teaching experience...

Please share three words that describe what made the experience meaningful

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What made this experience meaningful in terms of teaching and learning?

173 responses



Please share three words describing how the experience felt

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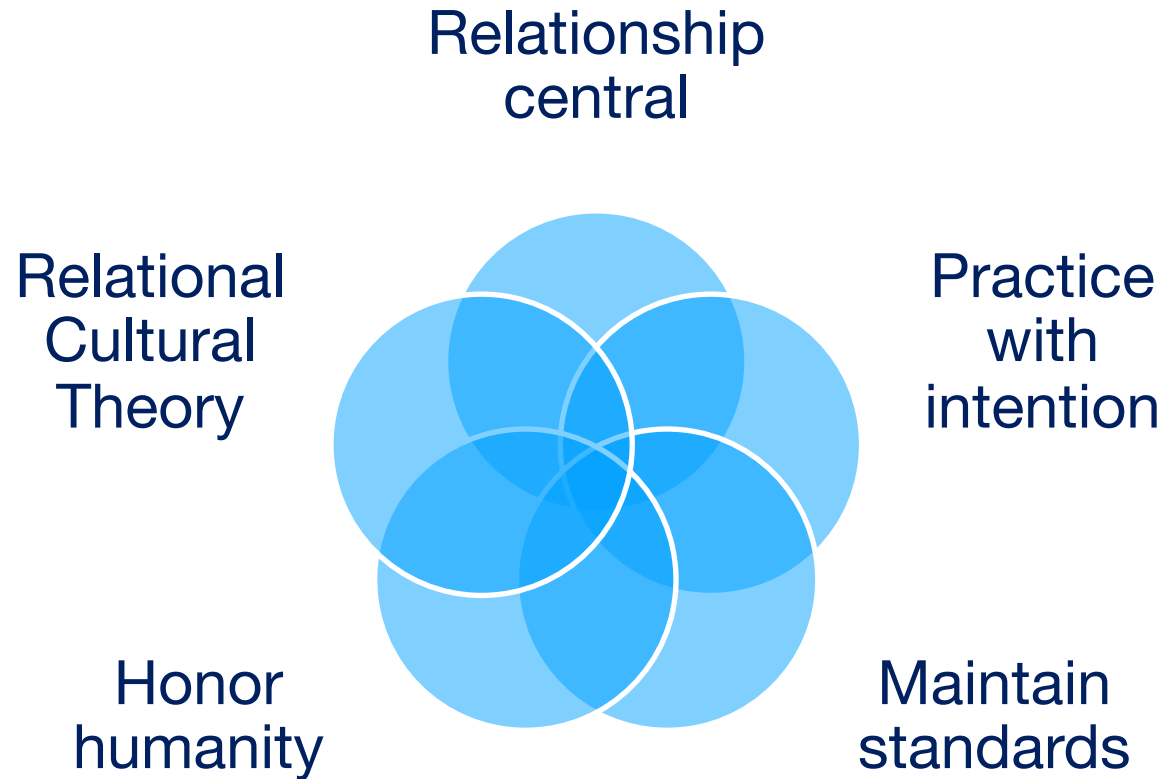
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Connected Teaching: A Relational Approach

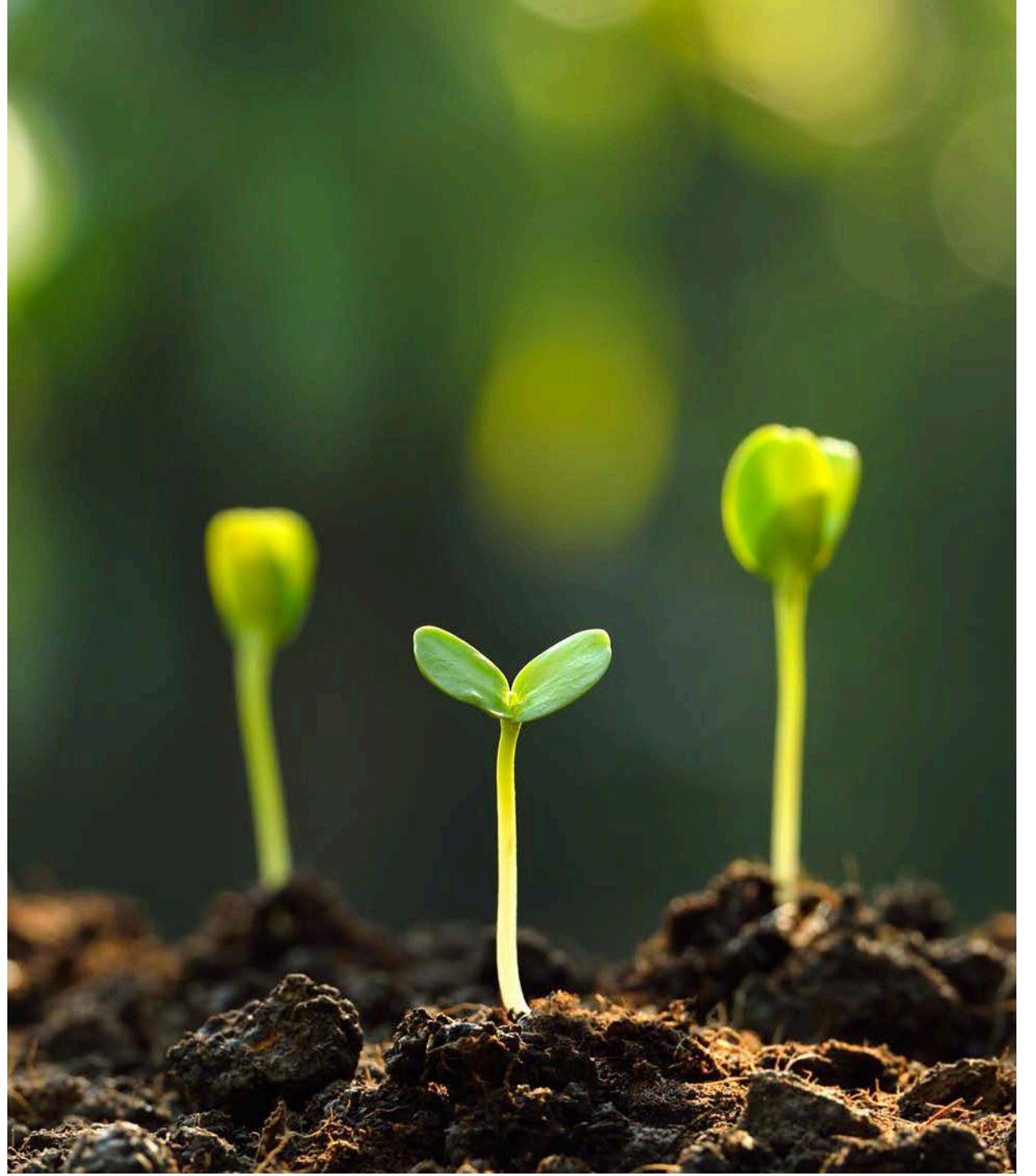
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Relational Cultural Theory

- Growth in connection
- Cultural context & power¹⁴
- The Five Good Things

**(Jordan, 2017; Miller & Stiver,
1997; Schwartz, 2019)**



5

- **Energy**
- **Sense of worth**
- **Knowledge**
- **Movement**
- **Desire for more connection**

(Miller & Stiver, 1997)

Challenges



Challenges

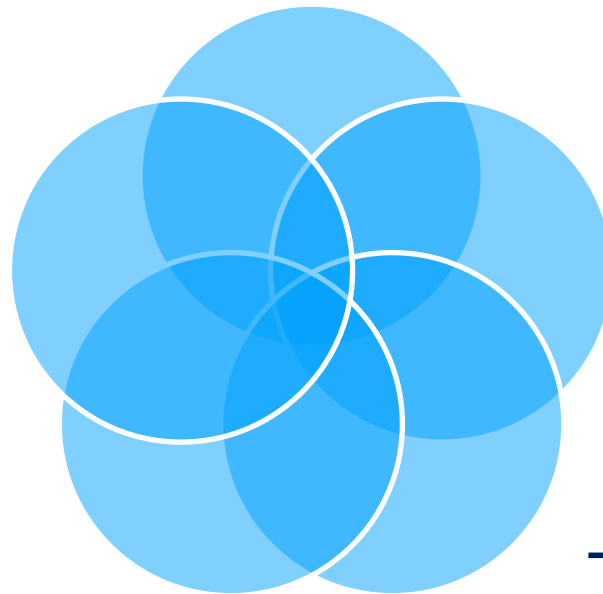
Pandemic

Additional
pressure
points

Cultural
divides

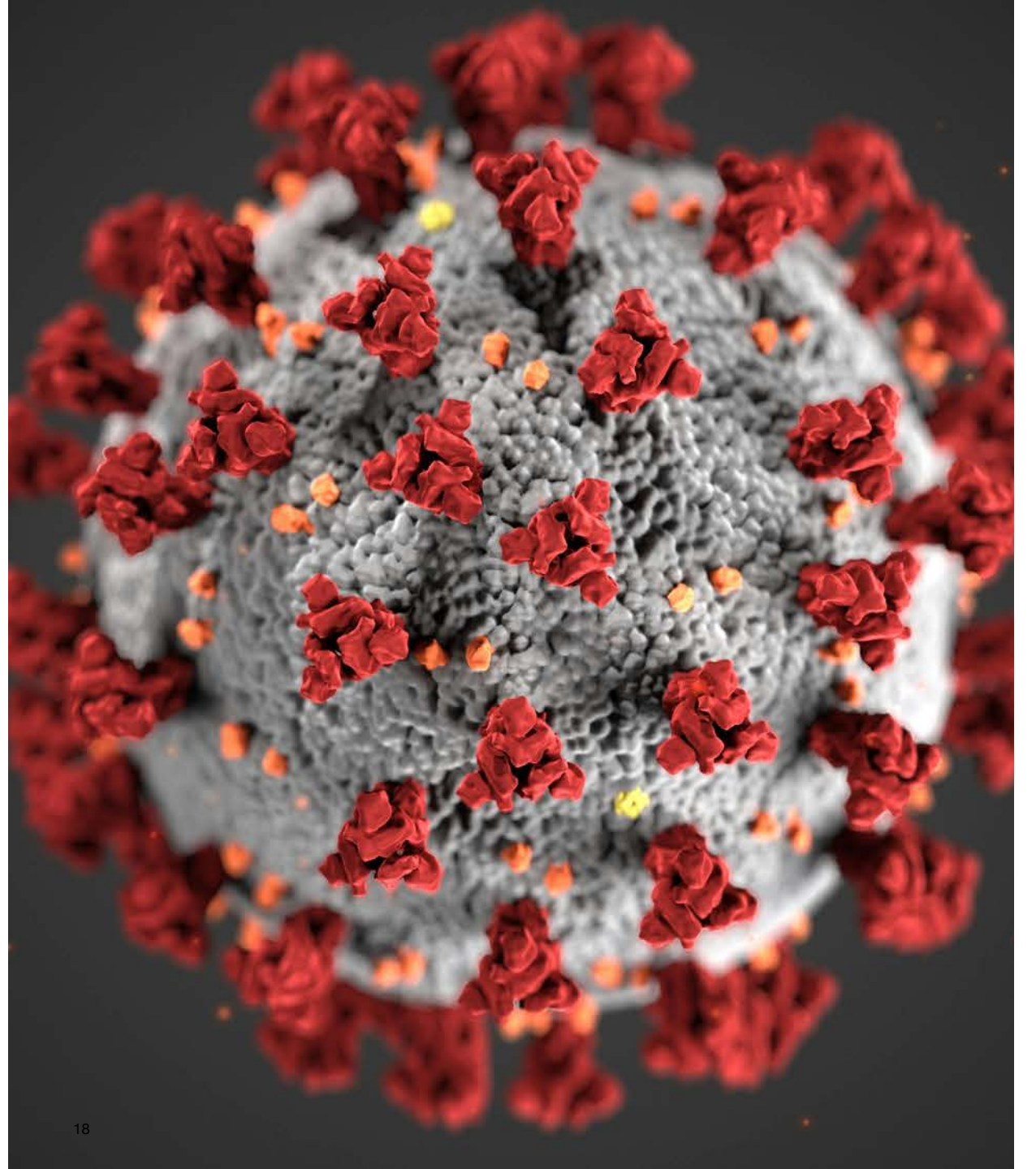
Student
mental
health

Technology



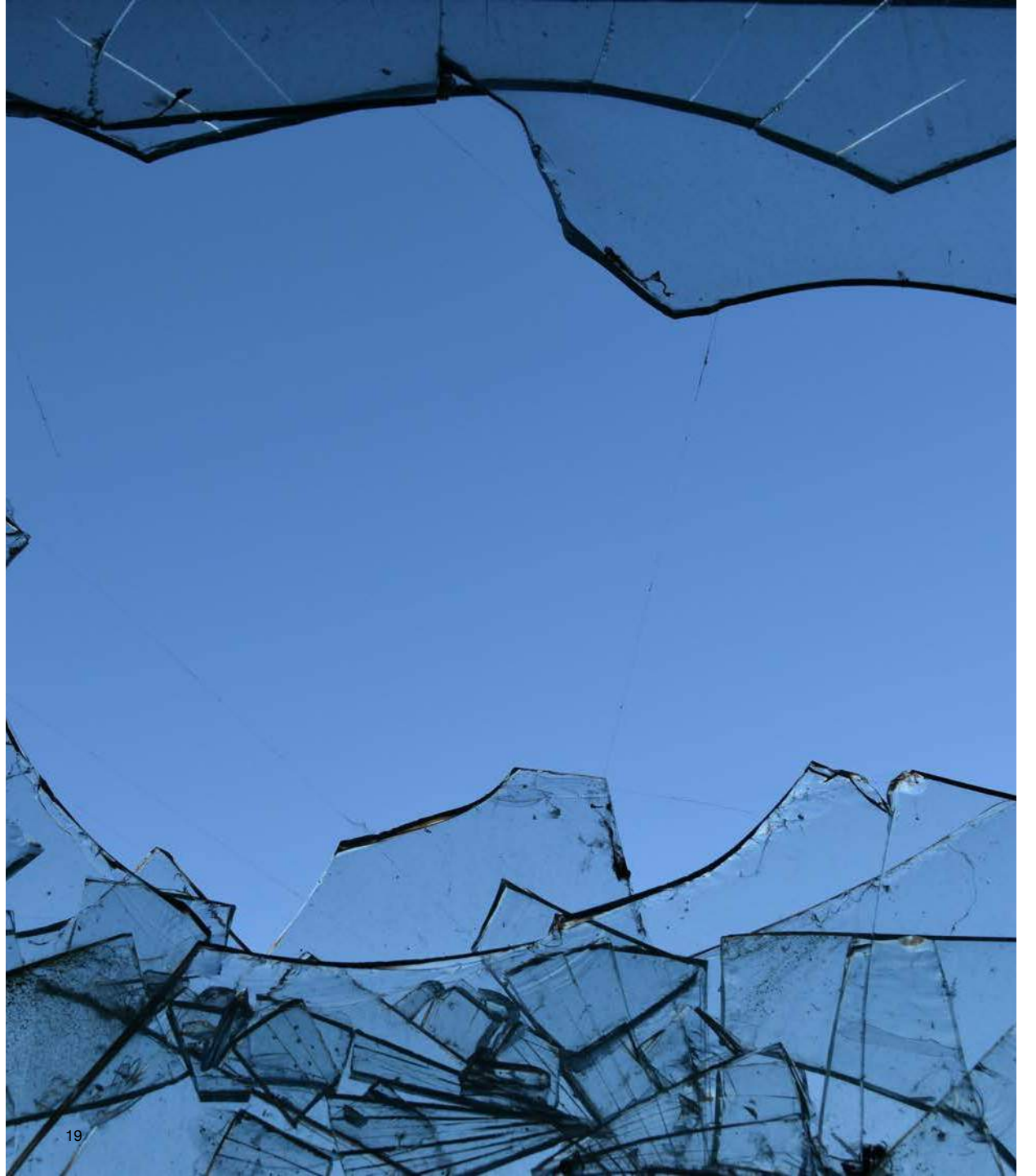
Pandemic Effects

- Fatigue
- Loss
- Fundamental changes in how we teach and work



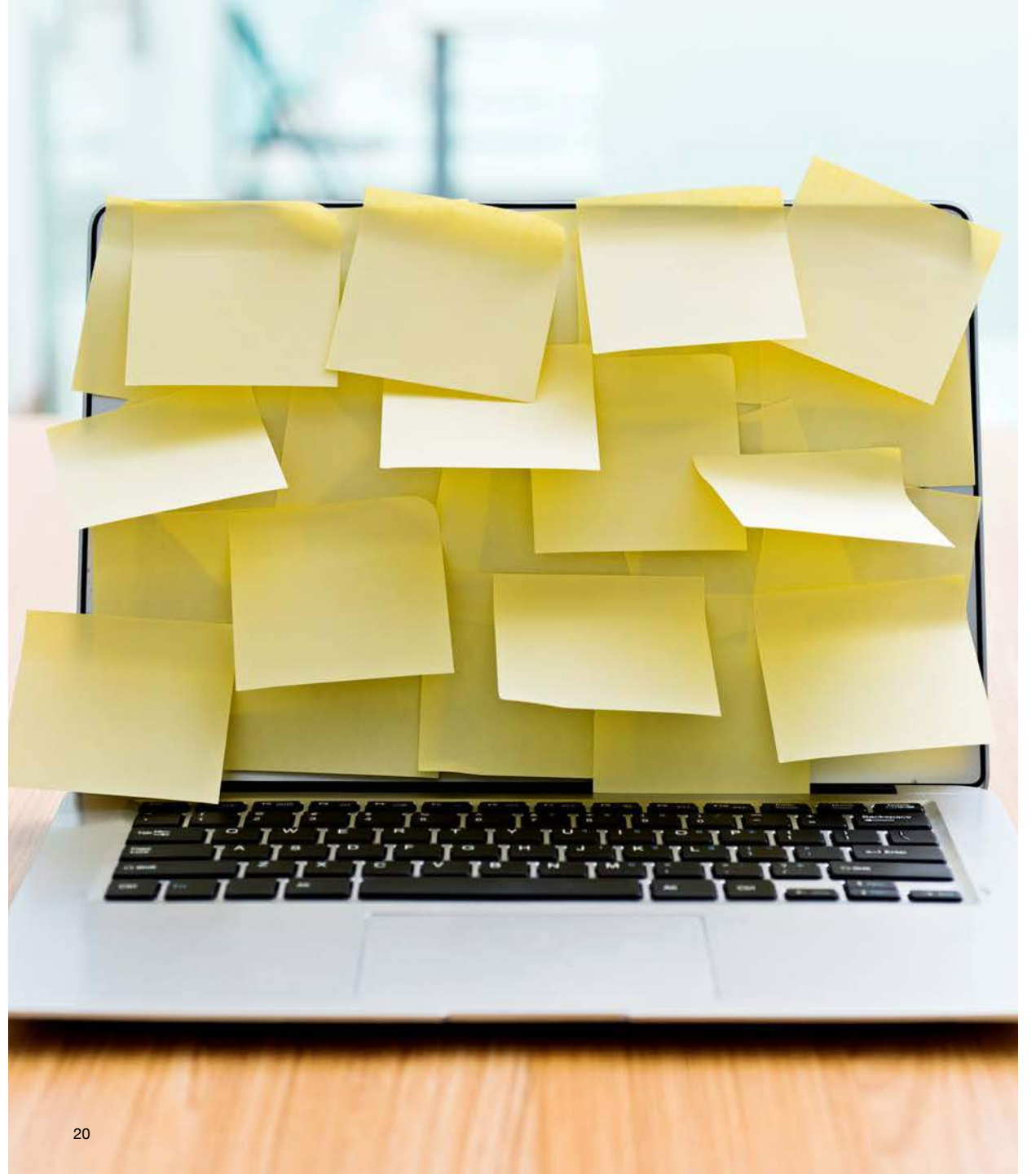
Cultural Divides

- Anger
- Precarity
- Threat



Technology

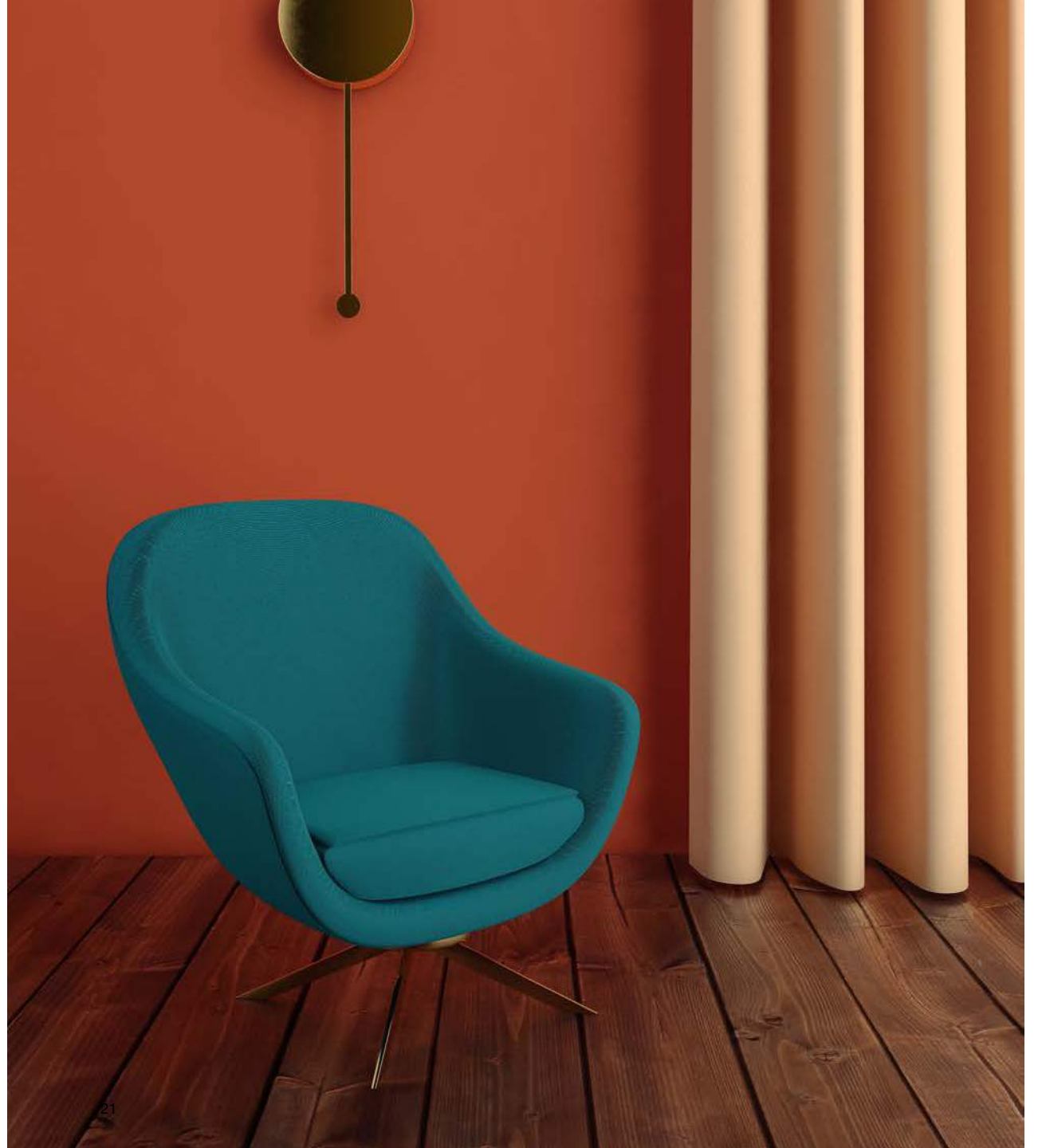
- Immediacy
- Customization
- Impulsively broadcasting



Student Mental Health

- National trends
- Increased demand at Tufts
- Strain on faculty

(The Healthy Minds Study, 2022-2023;
TuftsNow Jan. 19, 2019)



Additional faculty pressure points

- Disregard for expertise
- Higher education under attack
- Workload compounded



Photo by Pedro Figueras @Pexels

Strategies and approaches

**Exploring
emotion**

**In-the-
moment
strategies**

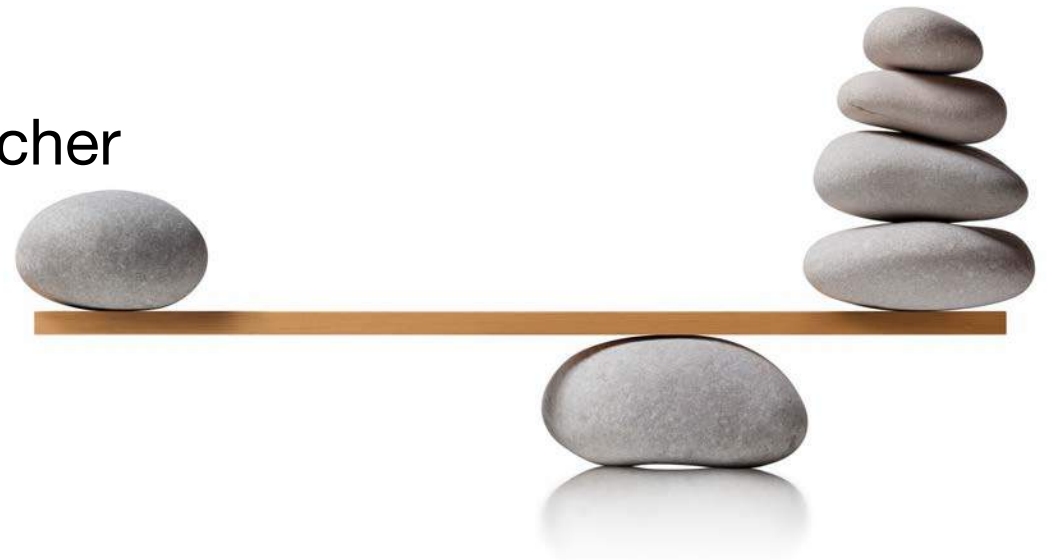
**Shaping the
immediate
context**

Ongoing
support

Structural
Considerations

Emotion in the Teaching and Learning Space

- Check our relational images
- Role clarity
 - Evaluator paradox (Robertson 2001)
 - The caring teacher and to care as a teacher
- Boundaries



Boundaries

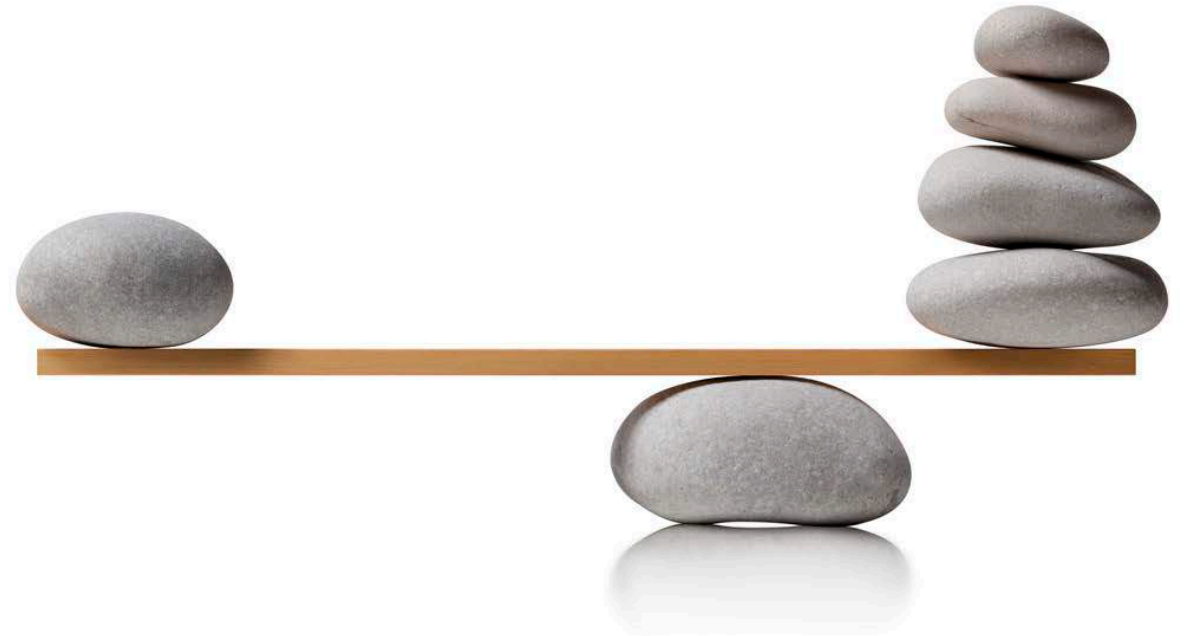
The work of teaching

- Availability and response time
- Student work/deadlines
- Students²⁵ want/need more...

Teaching and emotion

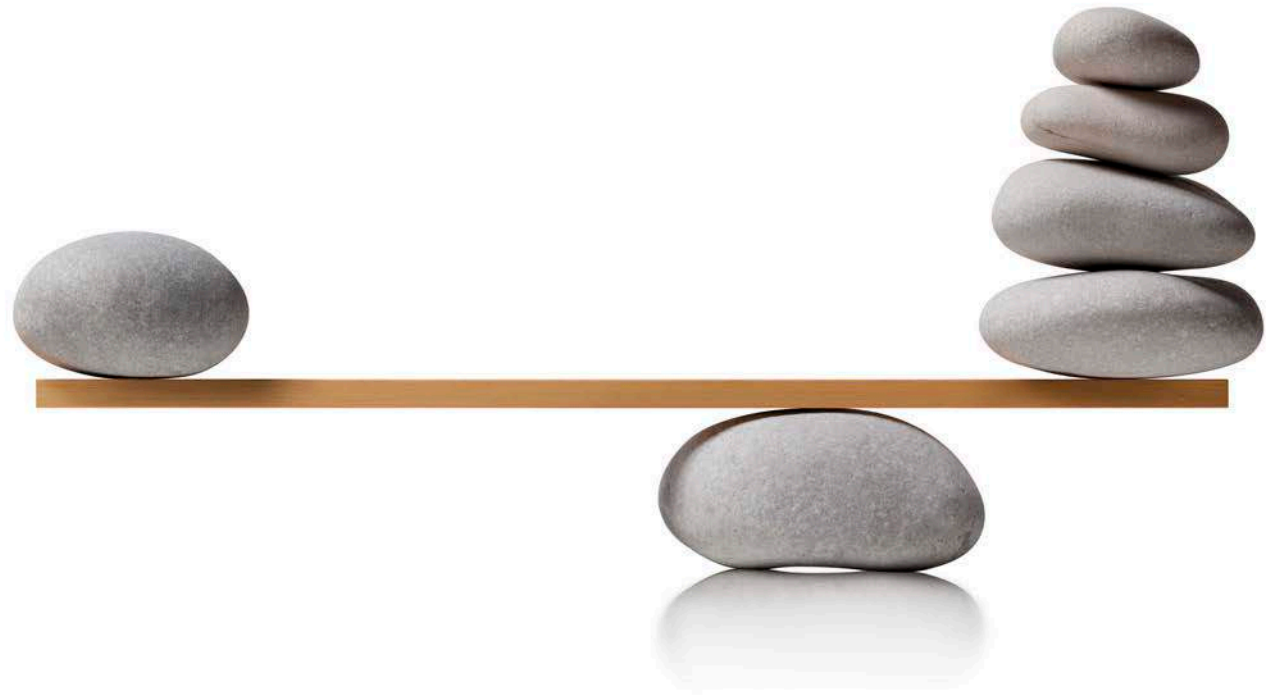
- Relational clarity
- To care as a teacher

Self care



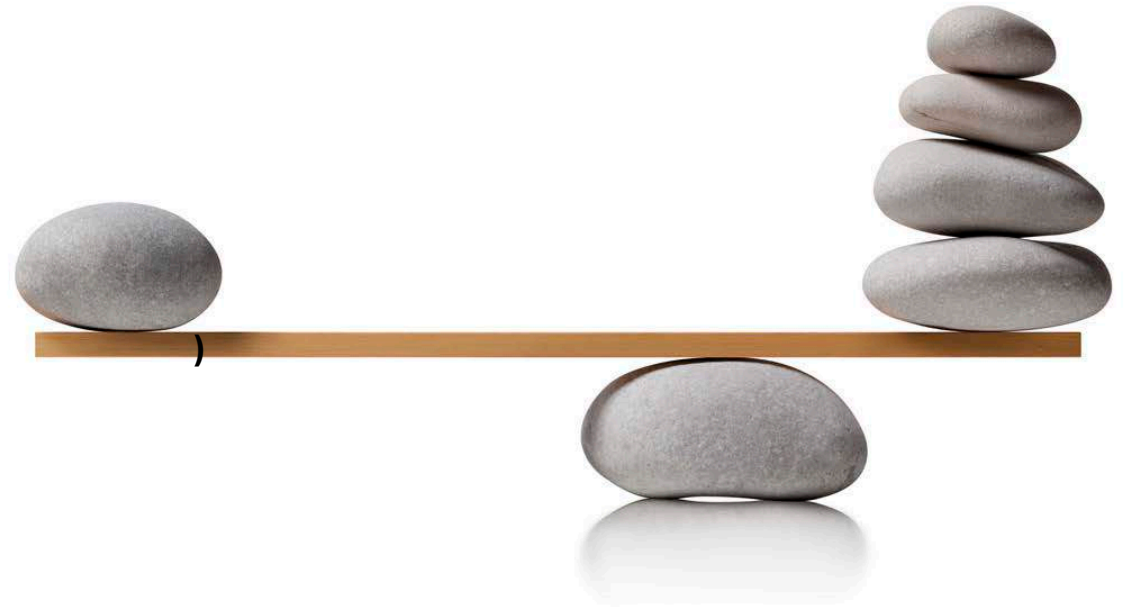
In the Moment Strategies

- Role clarity
- The balcony & the dance floor (Heifetz & Linsky, 2002)
- Identify transference²⁶
- Identify projection
- Move the chair



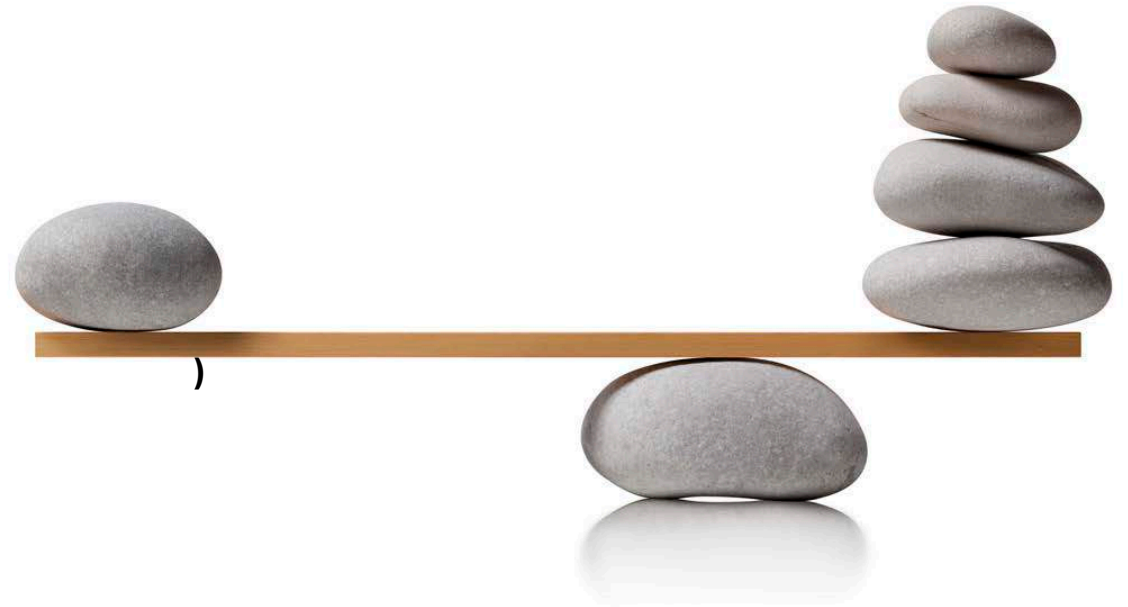
Shaping the immediate context

- **Psychological contract**
- One true thing
- How's the work coming along?



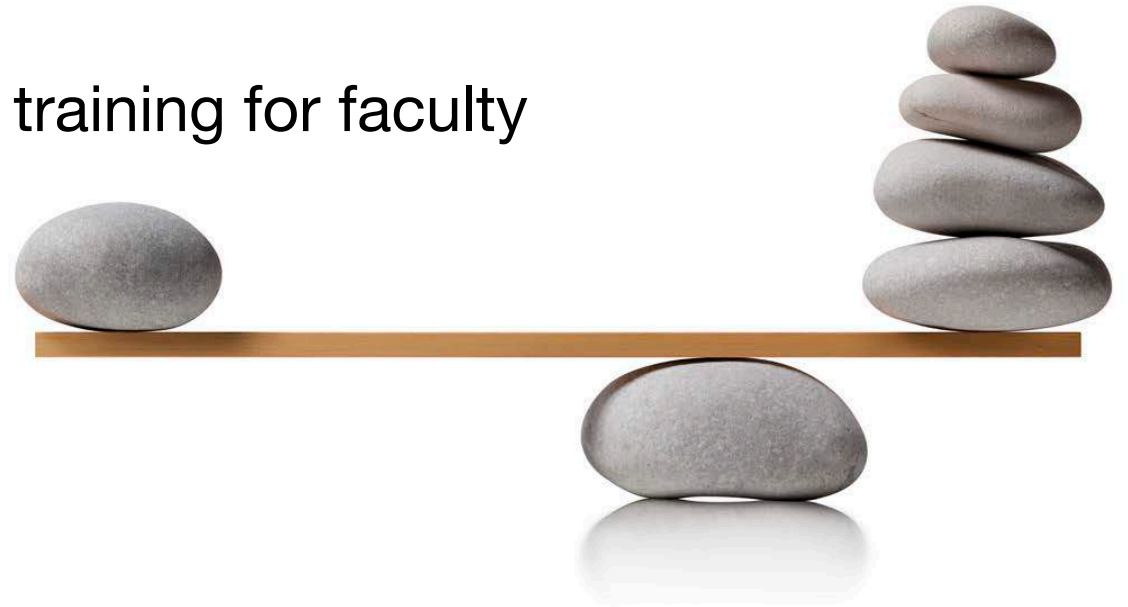
Engage in On-Going Support

- Peer consultation group
- Support team
- Self care



Structural considerations

- Revisit how we are promoting/selling our programs
- Do students need even more academic and transition support?
- Student advisory boards²⁹
- Additional/appropriate mental health training for faculty



What is one strategy or insight that you will take away from this session?

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What is one strategy or insight you take away from this session?

Transparency

Transparency with the students

Psychological contract

Transparency and shared expectations with students

Clarifying expectations

Transparency

Discussion of expectations

Buy your book- to learn more

What is one strategy or insight you take away from this session?

Be humble

The importance of appropriate boundaries in order to build a healthy relationship

I am going to reframe the psychological contract.

One true thing

I really like the idea of digging into assumptions about the role of the teacher/students in the class. Making assumptions transparent.

Transparency

Setting expectations about roles in the classroom
Step away and don't assume

Psychological contract

What is one strategy or insight you take away from this session?

Psychological evaluations that can help set the tone/expectations for the semester

One true thing

giving students a chance to ask questions about their challenges/expectations

Epistemic humility

To care in the context of being a teacher

Psychological contrat

Transparent psychological contract from day 1 when students enter my class/the program

Allow students to give context to their struggles before reacting in the moment.

What is one strategy or insight you take away from this session?

Have perspective when engaging with students

Early explicit psychological contract

identify projections

Emotional understanding

Transparency with students

balcony and floor

Spend more time on the balcony

Honor humanity

What is one strategy or insight you take away from this session?

Step back to be closer
than moving away

Reflect more

Transparency with the
students

Be more transparent with
the students.

Psychological contract

Relational Theory

Discussion of
expectations

Transparency

What is one strategy or insight you take away from this session?

boundaries. probably I need to go back to therapy :P

Psychological contract

Passion and patience

Evaluator paradox and how talking about it helps to set expectations

Acknowledging how to handle a psychological contract.

Discuss student expectations of me to get them to reflect on my expectations of them more deeply.

The technology effect of amping up complaint culture - not a strategy just explains why it *feels* so much worse which is helpful

Remind myself, what is my role?

What is one strategy or insight you take away from this session?

The importance on reevaluating our boundaries as needed, and being aware enough to know when.

Balcony and dance floor

Discussing expectations of students

The need to combine context with content to be a more effective teacher AND student.

Deepening transparency using Psychological Contract. i.e. naming expectations of one another

Discuss social contracts and the evaluator paradox.

Assessing my assumptions about a student before difficult conversations.

Balcony & the dance floor

What is one strategy or insight you take away from this session?

Foster greater transparency about unspoken assumptions

Talk with students at beginning of course to get their view of expectation fir course

To invite more 'emotional' participation from students, that is, take their personal lives into account

Making expectations clear to students from the beginning

Patience and passion

Students as paying customers

Framing with specific concepts/terms Labeling aspects of teaching/educational interactions

Epistemic humility

What is one strategy or insight you take away from this session?

Slow down, reflect, and connect

Discussion & Questions



References and foundational sources

Heifetz, R. A., & Linsky, M. (2002). A survival guide for leaders. *Harvard business review*, 80(6), 65-74.

Jordan, J.V. (2017). *Relational-cultural therapy* (2nd ed.). Washington, DC: American Psychological Association.

Miller, J.B. & Stiver, I.P. (1997). *The healing connection: How women form relationships in therapy and in life*. Boston, MA: Beacon Press.

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Robertson, D.R. (2001). College teaching as an educational helping relationship. *Essays on Teaching Excellence*, 13(1).

Schwartz, H.L. (2019). *Connected teaching: Relationship, power, and mattering in higher education*. Sterling, VA: Stylus Publishing.

OVERVIEW OF THE DAY'S SCHEDULE



Time	Onsite Program	Location
8:30am	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

CONCURRENT WORKSHOPS

- **Building Skills & Interdisciplinary Collaboration through Arts-Based Education (ABE): An Experiential Workshop from the Department of Occupational Therapy & the Tufts University Art Galleries** by Rebecca Cohen (Occupational Therapy), Liz Canter (Tufts University Art Galleries); Mary Barnes (Occupational Therapy) **Room 216 A**
- **Teaching with Heart: Reconnecting, Reengaging, and Cultivating Relationships through Immersive Learning** by Karin Arsenault, Donna Young & Zhanea Nicholson (Public Health and Community Service, Dental School), Thomas (TJ) Pinto '24 (Occupational Therapy PhD program) **Room 218**
- **Promoting Learner Autonomy in the Interdisciplinary Clinical Learning Environment** by Lisa DelSignore & Jenny Wayshville (Boston Children's Hospital, TUSM) **Room 220**
- **Building relationships with students through partnership and beyond** by 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) **Room 221**



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AFTERNOON SESSIONS

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, and followed by lighting 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



ADJUSTED AFTERNOON SESSIONS

(Room 114)

12:30 pm Lunch

1:15 pm Lightning Talks & Awards

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2:15 pm Ice Cream Social

<https://tinyurl.com/UWTC2024Program>

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

COLLABORATIVE APPROACHES TO ADDRESSING SOCIAL DETERMINANTS OF HEALTH IN CLINICAL PRACTICE: IMPLEMENTATION OF AN INTERPROFESSIONAL EDUCATION (IPE) ROTATION IN DENTAL EDUCATION

By Melanie Morris, Maria Dolce, Samantha Parad, & Cynthia Yered, Tufts University School of Dental Medicine

BACKGROUND

There has been a growing awareness that social determinants of health (SDOH), such as socioeconomic status, housing, and transportation, play a critical role in people's health over the life course. One approach to addressing SDOH in clinical practice is through interprofessional collaboration. At Tufts University School of Dental Medicine (TUSDM), third-year dental students learn through a 3.5-hour team-based workshop with and from pharmacy, social work, and nutrition students. Students think critically about their role and cultivate relationships with other disciplines on a healthcare team to provide holistic, equitable healthcare. Students role-play patient scenarios, collaborating and applying their knowledge.

OVERVIEW

Twelve workshops were completed during the 2023-2024 academic year (N=380).

The rotation had three main components:

1. Pre- and post-rotation assessments
2. Collaborative break-out sessions (Figure 1)
3. A case-based role-play exercise

These components were developed collaboratively with faculty from dentistry, social work, pharmacy, diet and nutrition, and nursing. Before the rotation, students were asked to complete a pre-assessment, which included the [Interprofessional Socialization and Valuing Scale \(ISVS-SA\)](#) and [SDOH Knowledge Acquisition questions](#). After the session, students were asked to take a post-assessment, which included the same questions that were part of the pre-assessment. Through these assessments, we compared knowledge acquisition of SDOH and beliefs, attitudes, and practice behaviors of interprofessional collaboration among students from various disciplines.

We also collected student evaluations of the rotation. **The evaluation included the following questions:**

1. What did you find most useful in the IPE rotation?
2. What part of the IPE rotation did you least enjoy or find least valuable to your learning?
3. Describe your professional role in the healthcare team to address SDOH in clinical practice.

Collaborative Approaches to Addressing Social Determinants of Health in Clinical Practice: Implementation of an Interprofessional Education (IPE) Rotation in Dental Education

Melanie Morris, LCSW, Maria Dolce, PhD, RN, CNE, Samantha Parad, DMD, RN, PNAP, Cynthia Yered, DMD
Tufts University School of Dental Medicine

LEARNING OBJECTIVES

1. Identify the psychosocial needs of patients with complex health conditions and their impact on patient care. [Linkages: IPEC Competency: Values and Ethics; TUSDM Competency: Oral Health Promotion]
2. Identify shared and discipline-specific roles and responsibilities related to patient care and at least three ways health professionals across disciplines can collaborate to improve patient outcomes. [Linkages: IPEC Competency: Roles and Responsibilities; TUSDM Competency: Oral Health Promotion]
3. Recognize examples of interprofessional best practices to optimize collaborative care for complex patients. [Linkages: IPEC Competency: Interprofessional Communication, Teams and Teamwork; TUSDM Competency: Oral Health Promotion]
4. Use professional team communication strategies (sharing ideas/answering other students' questions) to effectively collaborate with other disciplines and individualize care plans for a complex patient. [Linkages: IPEC Competency: Interprofessional Communication; Teams and Teamwork; TUSDM Competency: Oral Health Promotion]

TABLE 1
Overview of IPE Rotation Participants (N=380)

Discipline	N (%)
Dental	236 (62.11%)
Pharmacy	137 (36.05%)
Social Work	3 (0.79%)
Diet & Nutrition	3 (0.79%)
Occupational Therapy	1 (0.26%)

CONTACT INFORMATION
Melanie Morris, LCSW
E: melanie.morris@tuft.edu

FIGURE 1
IPE Rotation Student Depictions of Social Determinants of Health

For the link to view this poster visit - <https://tinyurl.com/UWTC2024Program>

EMOTIONAL LITERACY: RECONNECTING WITH OURSELVES AND OTHERS

By Beatrix Roeller,
SOE Dean's Office &
SELECT Fellow

Emotional Literacy: Reconnecting with Ourselves and Others

Beatrix Roeller, Tufts University, School of Engineering

Introduction

All learning is emotional. Yet, what exactly are emotions? Where do they originate from? And why are they essential for establishing connections? Emotional Literacy allows us to become aware of feelings and, more importantly, needs. Behavior is driven by how our needs are satisfied, yet most of us have no awareness of our needs. Learning how to recognize needs and relate them to feelings and behavior is essential for building connections

What divides us?



Many of our interactions happen in the Conflict Zone. If you are looking for connections, make feelings and needs your comfort zone. Conflicts are never about needs. Conflicts arise from the strategies we choose to satisfy our needs.

How are you doing?

Feelings when Needs are met

GLAD: happy, hopeful, joyful, proud, delighted, encouraged, elated, confident, relieved, optimistic, touched, wonderful, pleased, overjoyed, satisfied, fulfilled

EXCITED: amazed, amused, inspired, exuberant, astonished, breathless, cheerful, eager, ecstatic, energetic, engrossed, enthralled, enthusiastic, thrilled, exhilarated, fascinated, inspired, intense, upbeat, intrigued, involved, jubilant

PEACEFUL: tranquil, calm, clear, content, absorbed, quiet, expansive, serene, blissful, satisfied, relaxed, secure, composed, carefree, comfortable, pleasant

PLAYFUL: energetic, effervescent, zealous, alert, refreshed, stimulated, impish, alive, giddy, animated, adventurous, enthusiastic, curious, inquisitive

LOVING: affectionate, appreciative, compassionate, friendly, nurtured, trusting, amorous, helpful, sensitive, tender, warm, glowing, radiant

RESTED: relaxed, alert, refreshed, alive, rejuvenated, invigorated, energized

THANKFUL: grateful, appreciative, gratified, moved, honored, recognized

Feelings when Needs are not met

SAD: lonely, heavy, helpless, gloom, grief, distant, sensitive, apathetic, down, despondent, discouraged, distressed, dismayed, disheartened, despairing, disappointed, anguished, concerned, depressed, overwhelmed, unhappy

SCARED: afraid, fearful, terrified, apprehensive, nervous, panicky, jittery, alarmed, frightened, horrified, anxious, anguished, shocked, petrified, terrified, jittery, surprised, unnerved, skeptical, intimidated, suspicious

MAD: angry, aggravated, agitated, exasperated, furious, enraged, infuriated, hostile, bitter, pessimistic, upset, resentful, disgusted, disgruntled, annoyed, disappointed, aroused, displeased, unglued, blazing mad, seeing red

CONFUSED: frustrated, worried, perplexed, baffled, hesitant, troubled, torn, embarrassed, apprehensive, bewildered, detached, disturbed, reluctant, unsteady, uneasy, disoriented, dazed, disorganized

TIRED: exhausted, fatigued, lethargic, indifferent, inert, listless, lazy, beat, overwhelmed, fidgety, helpless, heavy, sleepy, withdrawn, spiritless, bored, apathetic, drowsy, spent, drained, worn out, weary

UNCOMFORTABLE: pained, uneasy, hurt, guilty, irked, impatient, miserable, restless, embarrassed, ashamed, irritated, awkward

Most of us learn that feelings result from other people's actions. Take control by recognizing that feelings are the result of how your needs are fulfilled: I feel...because my need for...has been met/not met.

What do you need?

All eight billion people have the same ~300 universal needs. Gandhi and Dr. King based the principles of nonviolence on this premise.

Universal Needs (selection)

AUTONOMY

Freedom - Choice - Self-Empowerment
Authenticity - Individuality
Vision - Dreams - Goals - Hope

SELF-EXPRESSION

Creativity - Innovation - Inspiration
Reflection - Analyzing - Thinking - Clarity
Discovery - Learning - Growth - Competence - Mastery

INTERDEPENDENCE

Trust - Reassurance
Respect - Fairness
Equality - Reciprocity - Justice
Consideration - Inclusion - Mutuality - Contribution
Communication - Attention - Being Heard - Understanding
Support - Cooperation - Participation - Partnership - Community
Acknowledgment - Recognition - Validation - Appreciation

RELATIONSHIPS

Connection - Belonging
Compassion - Empathy - Presence
Sharing - Giving - Caring - Nurturing
Consistency - Predictability
Emotional Safety - Family - Friendship - Companionship
Acceptance - Affection - Admiration - Love



To understand someone's behavior, look at the needs that drive it. If we judge someone as "baffling," a "difficult person," or an "enemy," we have not explored the person's needs yet.

Connect

Need-oriented Communication



We all share the same needs. Connecting with needs enables mutual understanding.

Connect to yourself = Self-empathy

Ask yourself: How am I feeling? Explore the why: which of my needs are fulfilled and which are not? Seek strategies to address unmet needs. If solutions elude you, tend or mourn the unmet needs.

Connect to others = Empathy

Look beneath a behavior and ask or guess what the other person might be feeling. What needs are they trying to fulfill? Seeing their needs will enable you to connect empathically.

This app might help clarify feelings and determine the underlying needs



Further Reading

Marshall Rosenberg: Nonviolent Communication
Thom Bond: www.compassioncourse.org
Joe Brummer: www.joebrummer.com
Ike Lasater: www.ikelasater.com
Liv Larsson: www.livlarsson.com
Miki Kashtan: www.mikikashtan.org
Dian Killian: www.workcollaboratively.com

Traditional Communication



Connecting across our differences results in significantly less understanding.

HELLO! EDUCATIONAL TECHNOLOGIES FOR CONNECTING AND ENGAGING

By Jake Dempsey, Freedom Baird,
Justin Horvath, and Jamie Cannan,
Tufts Educational Technology Services

Hello! Educational Technologies for Connecting and Engaging

Tufts Educational Technology Services: Jake Dempsey, Freedom Baird, Justin Horvath, and Jamie Cannan

INTERACTIVE SHARING

:Padlet 

[Padlet](#) for real-time
multimedia collaboration



[VoiceThread](#) for multimedia
conversations

ENGAGED GROUP WORK



[Bongo](#) video quizzes,
assignments, and feedback



Visual Classrooms

[Visual Classrooms](#)
active learning platform

IDEA COLLABORATION

PIAZZA

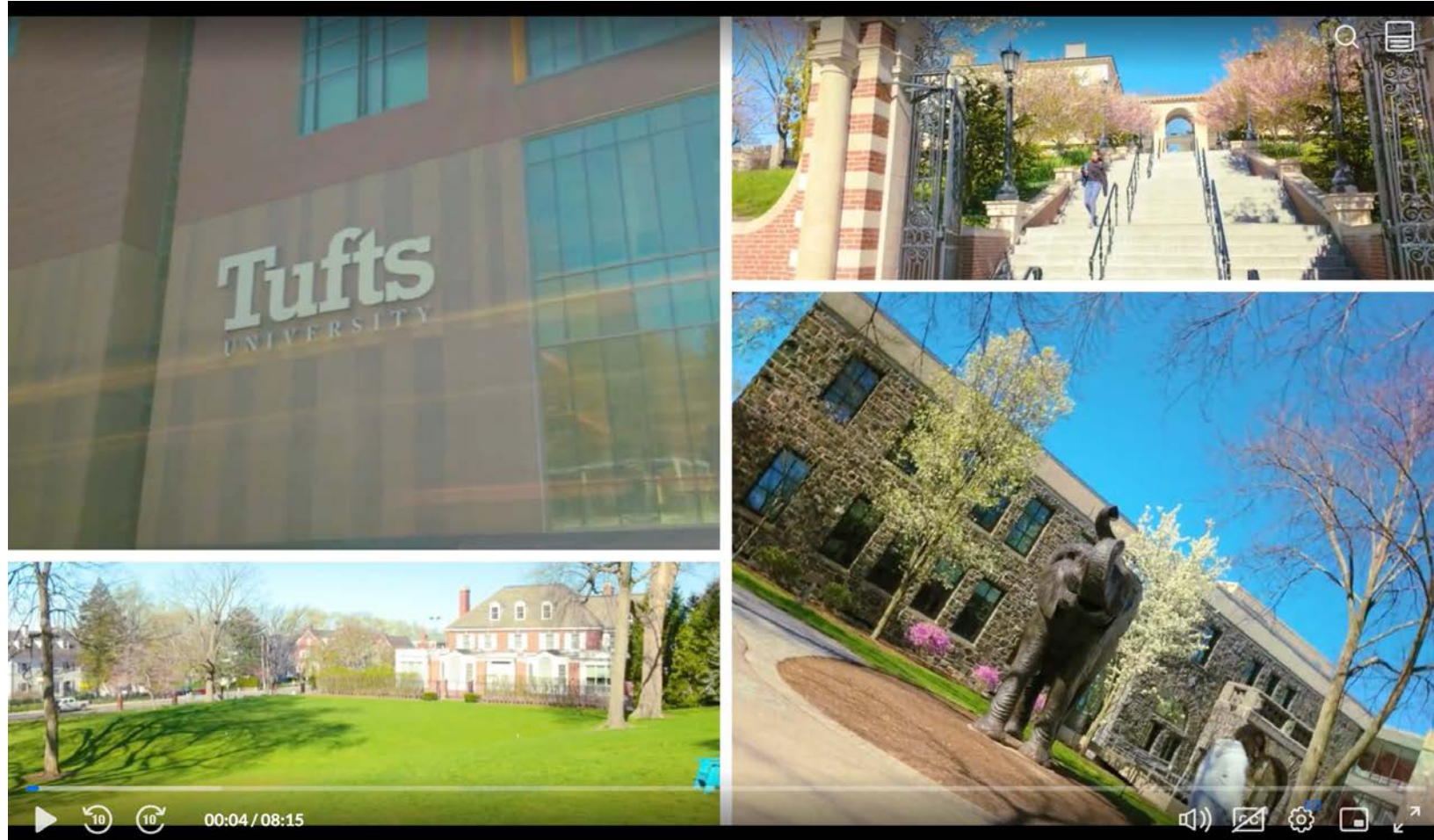
[Piazza](#) a Q&A-style
online discussion platform

Perusall[®]

[Perusall](#) a social learning
platform

For the link to view this poster visit - <https://tinyurl.com/UWTC2024Program>

TEACHING WITH TECHNOLOGY AWARDS



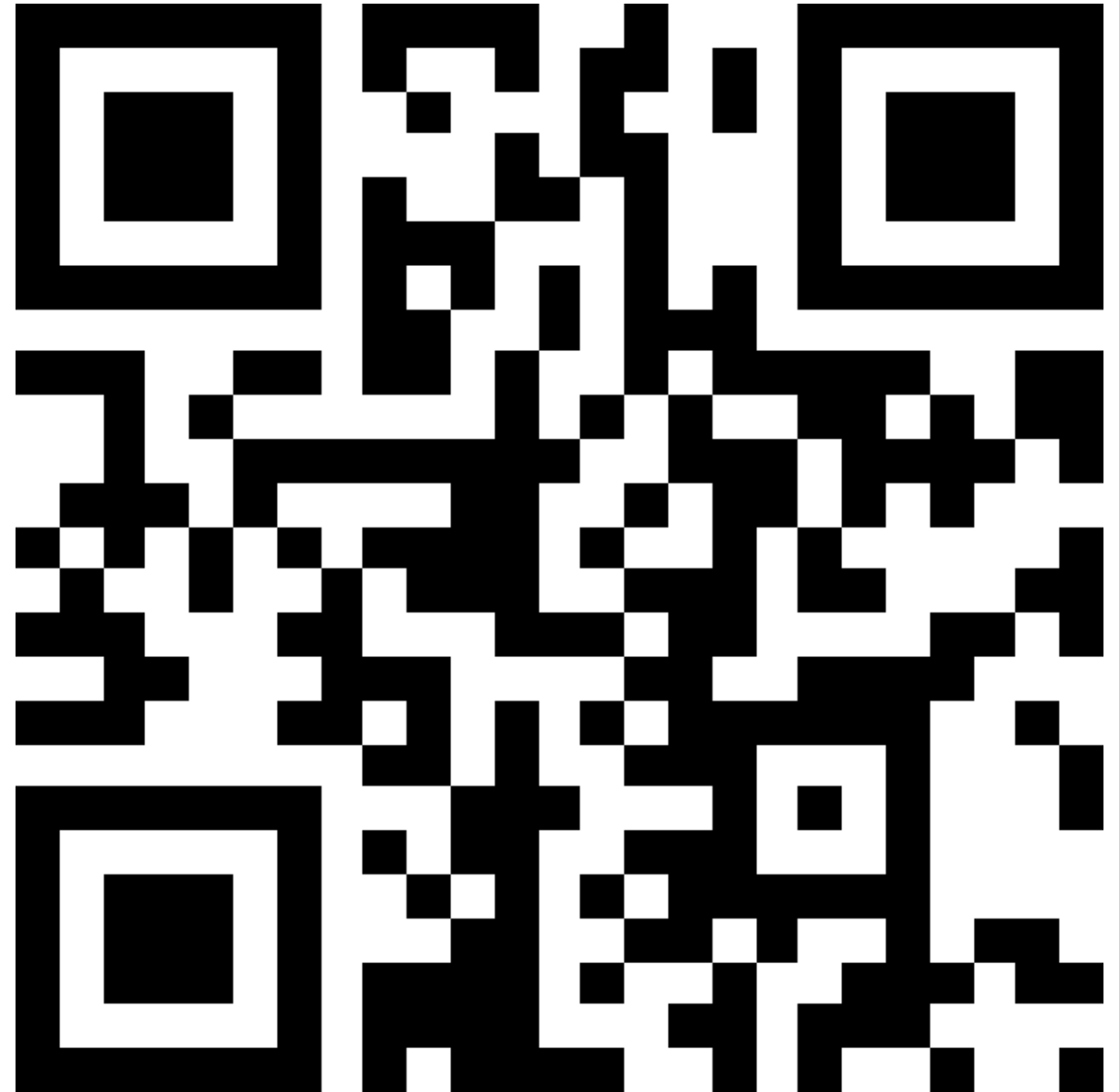
https://mediaspace.tufts.edu/media/t/1_hp3uvmlm

EXCELLENCE IN ONLINE TEACHING AWARDS



https://mediaspace.tufts.edu/media/t/1_a8pi4xk6

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FEEDBACK



<https://tinyurl.com/UWTC2024>