Progress Report

Title of Collaborative
Enhancing Engaged Teaching and Learning in Early Foundational Curricula:
A Three-School Interprofessional Collaborative

Leader of the Collaborative: Sue Gagliardi

Members of the Collaborative

First Name	Last Name	School Affiliation
Rita	Amoah	Tan Chingfen Graduate School of Nursing
Funmi	Ayobami	Morningside Graduate School of Biomedical Sciences
Amanda	Cornine	Tan Chingfen Graduate School of Nursing
Sue	Gagliardi	T.H. Chan School of Medicine
Lisa	Hall	T.H. Chan School of Medicine
Danielle	Hebert	Tan Chingfen Graduate School of Nursing
Mark	O'Connor	T.H. Chan School of Medicine
Stephen	Schettler	T.H. Chan School of Medicine
Elizabeth	Shank	Morningside Graduate School of Biomedical Sciences
Jill	Terrien	Tan Chingfen Graduate School of Nursing
Jill	Zitzewitz	Morningside Graduate School of Biomedical Sciences T.H. Chan School of Medicine

Progress to Date

In light of the rationale for your collaborative and your plan to address the gaps in healthcare or biomedical education in the institution, your group set the following goals and objectives:

Goals and Objectives
Goal 1: Increase the number and variety of effective engaged learning experiences at UMass Chan Medical School by identifying successful approaches and activities and sharing them across our schools.

Goal 2: Enhance the experience of faculty members as educators by helping build a multi-school community of educators.

Objectives

- Facilitate faculty interactions across our three schools to build stronger educational experiences for teachers and learners and create an increasingly cohesive community of educators
- Gather information from student LEARNERS and faculty TEACHERS on engaged learning activities that are particularly effective
- Identify and publicize successful engaged teaching and learning activities focusing primarily on early foundational curriculum in each school
- Provide assistance and expertise (but not funding) to help faculty develop or revise educational experiences that engage learners and facilitate their learning
- Address challenges and identify rewards for faculty teachers who utilize and promote engaged learning approaches

Outline of the specific activities and initiatives that the Collaborative plans to undertake to achieve its objectives.

- Organize and facilitate opportunities for interested TEACHERS in the three schools to meet and talk informally about their experiences with engaged teaching and learning, including specific approaches they are thinking about or have been trying. Support spin-off interactions for further exchange of ideas and potentially joint projects.
- Organize related sessions in which student LEARNERS in the three schools can describe and discuss successful engaged learning opportunities they have experienced at UMass Chan.
- Support dissemination of outcomes from various discussion sessions such as:
  - Sharing anonymized notes highlighting themes of both Teacher and Learner discussions
  - Providing examples and practical information highlighting engaged learning approaches developed by our faculty that have garnered high ratings from learners. This new online resource will be developed by the Collaborative team (and linked from the HEALL website)
  - Showcasing work of the Engaged! Collaborative during the HEALL Education Day (posters, workshops, etc.)
- Explore opportunities for faculty TEACHERS to obtain academic recognition for successful engaged learning materials that they have created and deployed. This work will include discussions with Faculty Affairs

The Collaborative also targeted the following outcomes

- Expanded crosstalk and collaboration between educators in the three schools, which in turn will likely result in an enhanced sense of community and purpose
- Descriptions of engaged learning materials and approaches (and collaborative educator support) that are made available to the UMass Chan community
- Increased incorporation of effective engaged learning content into curricular sessions of the three schools

Give us an update on how you have made progress in the project

<u>Members added</u>
The Collaborative initially had a 3-person leadership/planning team (Gagliardi, Terrien, Zitzewitz). We soon expanded the Collaborative to include Cornine, Schettler, and Shank, and these 6 faculty members together drafted the final proposal.
Since the proposal was approved the Collaborative has further grown with the addition of Amoah, Ayobami, Hall, Hebert and O'Connor. Further additions are anticipated.

<u>Initial Steps: Organizing the Collaborative</u>
Since the project was launched in early March 2025 the group has met twice monthly, with more frequent meetings of the leadership team. Initial meetings have focused on identifying/inviting additional members to join the Collaborative, and on brainstorming about approaches aimed at meeting our objectives. Posting meeting notes and other materials on our Teams site has been an essential way to share ideas and to keep everyone informed. Online discussions on topics including how each of us interprets the term/idea of "engaged" teaching and learning have been productive and helpful.

It has been challenging to schedule meetings that involve all Collaborative members; however, it has been an important part of our initial team building. Going forward, however, we may consider forming smaller subgroups, each focused on a specific project, with a smaller number of all-member meetings to address this challenge. We look forward to adding additional members (or "associate members") to the Collaborative over the coming months.

<u>Activities to date – Progress and Outcomes</u>
Our first formal Collaborative activity was to develop and present a workshop on HEALL Education Day which was titled "Developing Joyful and Engaging Teaching and Learning Environments."
Objectives were:
- Describe educational activities that have brought you joy as a teacher and a learner
- Identify characteristic of the learning environment that encourage joyful engagement in teaching and learning
- Discuss approaches and actionable tips to foster and expand such "joy-producing" and effective teaching and learning environments at UMass Chan

Having a specific project (and deadline!) was an extremely helpful way to "launch" our work. This was particularly important for us as the very first HEALL Collaborative.

The shared experience of creating the 2025 Education Day Workshop reinforced a sense of community among Collaborative members. It was a helpful reminder to members, as well as to workshop participants, that although we were associated with different UMass Chan schools the educational activities that brought us joy had many features in common.

The Workshop was purposefully designed to begin collecting input from educators about definitions of engaged teaching and learning, and what motivated them as teachers. Participants identified educational outcomes that were particularly rewarding such as
- o Seeing students go from struggling to thriving, and feeling productive and effective
- o Watching students connect information and witnessing "aha moments" of understanding
- o Having students choose to self-direct and continue discussions without prompting

Many educators also noted that enhanced learner engagement in turn further engaged them as teachers. Approaches that might help in establishing this desirable win-win, feed-forward loop were very much on everyone's mind.

At the conclusion of the Workshop participants were also asked about how they would propose enhancing the teaching and learning environment at UMass Chan. Several suggestions focused on ways to facilitate learning-from-mistakes, a fundamental and valuable educational approach that is central to healthcare, medical and scientific education. However, as was pointed out, a significant number of current learners in all 3 of our schools respond to this approach not by engaging with content but instead by <u>disengaging</u>. And when learners disengage so do their teachers -- it's a lose-lose.

Notably, participants suggested that teachers might ameliorate learners discomfort related to mistake-making by:
- o Explaining to students why they are being asked to go beyond their comfort zone (the value of the approach)
- o Normalizing making mistakes – making mistakes is expected
- o Discussing how they themselves continue to make mistakes and continue to learn from them
- o Correcting learner mistakes with useful explanations that promote learning, as statements such as, "you just killed your patient" or "you just destroyed 6 months of data," can have the opposite effect.

The suggestions and themes identified in the Workshop have been compiled. They will provide a useful foundation and inform future proposed activities, including the informal roundtable discussions with 3-school teachers and leaners that are proposed for the coming months.

Activities and Outcomes proposed over the next seven months
<u>Feedback on Practices that Support Engaged Teaching and Learning</u>
[1] Teacher Feedback: We will continue to explore both the ways that the practices of teachers can promote engaged learning and the complementary roles of learners in motivating such engaged teaching. The Collaborative will organize 2 three-school faculty round table discussions during the fall and winter (2025-6). These discussions have two purposes. They will certainly support collection of information relevant to engaged teaching/learning practices from the teacher's perspective. Equally importantly, they will provide opportunities for faculty from the 3 schools to meet and talk informally about educational activities in the different schools. The discussion facilitator(s) will be deliberately non-directive; however, facilitators will be tasked

with encouraging discussion of a range of topics and ideas, providing opportunities for all participants to comment. A note-taker will capture key ideas.

[2] Learner Feedback: Thus far most of our Collaborative's effort has focused on engaged teaching and learning from a faculty "Teachers" perspective. In the next phase of our work, we will take the critical step of expanding discussions of engaged education to focus on the comments and suggestions of "Learners" in the 3 schools. Session goals and format will be similar. We will create two informal, voluntary discussion sessions that intermix early learners from all 3 schools. Participants will be encouraged to discuss their own engaged educational experiences and activities they have found important and helpful. These learner-focused discussions, like the teacher discussions, will have a deliberately non-directive format. The major difference will be pizza! We plan to collaborate with student reps across all three schools, the education subcommittee of the CEOD in the Diversity and Inclusion Office, and others to assure we hear a broad and diverse collection of student voices and opinions.

A set of notes summarizing both Teacher and Learner feedback that is organized by themes will be linked from the HEALL website for interested UMass Chan community members. We imagine that these summaries may provide a starting point for a more focused investigation or may generate ideas for new projects. A second goal of these discussions is to help us identify approaches that may later be featured in the online collection of "Tips and Tricks for Engaged Teaching" (see below). The third goal is community-building. The discussions will bring together both teachers and learners in our different schools and provide opportunities to meet and learn more about their educational programs and concerns.

An Online Collection of Tips and Tricks Supporting Engaged Teaching and Learning
Collaborative members will identify and screen examples of engaged teaching approaches and learning materials developed at UMass Chan that are "highly rated" by learners. Creators of recommended content will be invited to submit their "Tips." A member of the Collaborative will help guide the process as the goal is to make it as simple as possible. The Tip itself should include information like why the author created it and how/when learners typically use it, a few general comments by the author and their contact information, and importantly a short sample of the actual project/materials. Information concerning learner ratings will also be provided.

What is a Tip you may wonder. A "Tip" might show an interactive online format that that enables each student to select for themselves how much and what kind of feedback (explanation) they receive as they navigate through population genetics problems. A "Tip" might describe a Mock Tumor Board designed for 1st year medical students to problem solve, putting themselves in the shoes of an oncologist. Different formats and approaches will be encouraged – what they will have in common is highly effective engaged learning. We anticipate that many "Tips" will be short videos (not longer than 10-15 minutes, and often shorter). The collection of "Tips and Tricks" will be available on the HEALL website for use by UMass Chan members (internal). Initially we hope for about 4 or 5 accepted submissions in 2025, with expansion or format change depending on feedback.

Additional Considerations: It is important that the "Tips" process be as simple as possible to encourage faculty participation. Creating this "Tips" collection will requires the support of the Academic Technology group. "Tips" submissions and any learner feedback will be reviewed by peers, including members of the collaborative. Collaborative members can explore whether a submission might be considered for academic recognition in conversations with Faculty Affairs.

A Short Curated List of Research Papers Relevant to the Work of the Engaged! Collaborative
As the Engaged! Collaborative projects develop, we will create an online listing of relevant publications to which members can contribute. These publications will be available to the UMass Chan community through the HEALL website.

Expected Outcomes or Deliverables
- Workshop(s) on Engaged teaching and the learning environment
- Increased interprofessional teaching/learning activities influenced by the Collaborative*
- Creation of online Collection of Tips and Tricks Supporting Engaged Teaching and Learning
- Direct or indirect support of engaged educational approaches in our 3 schools, involving both faculty and students
- Reflections and information about Engaged Teaching and Learning from UMassChan teachers and learners posted on the HEALL web site, serving as an educational, and potentially a research, resource

*Educational community-building is one of the two primary goals of the Collaborative. When Interprofessional Education is discussed, the focus is traditionally on learners. However, we suggest that the Collaborative provides opportunities to expand the interprofessional teaching community as well.

These activities and expected outcomes will directly contribute to the Academy's and the School's mission.

Timeline:
 Provide a proposed timeline for the collaborative's activities, including key milestones, deadlines, and anticipated completion dates for major initiatives or projects.

Because the activities of this Collaborative will evolve over time, it is difficult to provide an accurate linear timeline. Here is our current working timeline:

- Workshop 1 (Education Day June 2025) *completed*
- Debriefing Workshop (June 2025) *completed*
- Initial Planning: Online Collection of Tips and Tricks for Engaged Teaching and Learning" (August-September 2025)

- Rolling out sample "Tips and Tricks" created by Collaborative members and developing a process to solicit additional "Tips" (December 2025) with the hope of having an expanded set of Tips and Tricks by the end of AY25/26
- Planning the 3-school discussions for both Teachers and Learners (August-October 2025)
- Conducting the 3-school discussions for both Teachers and Learners scheduled October 25 – March 26)
- Consulting and discussing with Faculty Affairs a process for academic recognition for faculty activities undertaken as part of Collaborative (September-October 2025)
- Planning Workshop 2 (Education Day June 2026)
- Communicating Collaborative ideas/plans to the UMass Chan community via HEALL web page (pages developed and updated throughout AY25/26, contingent on technical support)