2021 E.C. Moore Symposium Proposal Exemplar 1

Presenters:
Kathy Berlin, associate professor of Health Sciences, School of Health and Human Sciences
Heaven Hollender, clinical assistant professor of Health Sciences, School of Health and Human Sciences

Proposal Type:
Interactive Presentation

Title:
Easing the transition: Teaching freshmen students metacognitive study strategies

Abstract:
We present results from a Learning Strategy Project that freshmen students (n=71) completed during First Year Seminar. Students were taught metacognitive study strategies to improve outcomes in all courses. Results indicate the project was highly successful and students found the strategies helpful in transitioning to college. Our goal: to introduce, motivate, and inspire instructors on the use of metacognitive strategies.

What teaching and learning challenge(s) or goal does your research or innovation address?

Student transition from high school to college is difficult for a variety of reasons. Previous feedback indicates a primary challenge is the difference in study strategies. As students move from a structured high school environment to college, they often attempt to use previous study techniques or memorization to pass courses. This can result in poor outcomes and frustration, with students thinking "working harder" is the answer but continuing to use the same study techniques rather than changing the approach. This project offers insight into how students can enhance study habits, leading to improved outcomes and better strategies for success.

What did you implement or try out with your students? How does existing research or theory inform this work?

The purpose of our project was to emulate a successful study (Steiner et al., 2019) in which students were taught Metacognitive study strategies to develop and/or revamp academic skills. Students in three sections of a First Year Seminar (FYS) course (n=71) were assigned a Learning Strategies Project, in which they were taught, and subsequently had to apply, strategies and skills learned in the FYS course to prepare for an exam in a different course. The assignment was comprised of eight, separate, components that included a contract, pre- and post-surveys, a plan of study, professor interaction, metacognitive study strategies, and pre- and post-reflections. Results from the final reflection show students valued the project and implemented study habits new or unknown to them that were deemed highly beneficial. Further, students mentioned the project taught them personal skills of developing and sticking with a study plan, ultimately resulting in improved test scores.

How did it affect student learning? What feedback and/or assessment data do you have to support this?

A quantitative analysis from the pre- and post-surveys (n=61-72) and a qualitative analysis of the final reflections (n=67) were conducted. In terms of student learning, initial reading of the reflections indicates students overwhelming found the project beneficial. One student commented, "Coming into college a freshman is tough when not truly knowing what to expect with the workload and not having time management down pat. The metacognitive strategies helped me the most because I was able to sit down and really try different strategies that I haven't done before." Results and implications from the project will be presented during the presentation.

What will you do differently in the future? How will this project or initiative continue to evolve?

Based on student feedback, we would focus even more on study strategies during the course and have students bring other coursework to use during these sessions. We would also facilitate group work to share study strategies and develop collaboration as an active strategy. We plan on revising any components of the assignment that were confusing or needs further clarification. Finally, our goal is to recruit first year and other instructors to implement the project and, in collaboration with the Institute for Engaged Learning and Center for Teaching & Learning, would offer a workshop on Metacognitive Strategies and the project implementation.

Session outline: How will you engage with or provide opportunities for interaction among attendees during your session?

There are numerous study strategies available. For this presentation, we plan on teaching participants 1-2 of the strategies (depending on time) so they can experience what students learned. Currently, we have targeted "Active Reading" and "Active Notetaking" to demonstrate, given student comments on their effectiveness. We would also like to ask participants to discuss strategies they feel are beneficial to see if we can add new options. Finally, we would like to gauge interest in the project and ask participants for contact information for instructors or departments that might be interested in implementing the project.

2021 E.C. Moore Symposium
Proposal Exemplar 2

Presenters:
Krista Hoffmann-Longtin, assistant dean for Faculty Affairs and Professional Development, IU School of Medicine
Matthew Holley, assistant professor of Clinical Family Medicine, IU School of Medicine
Adrianne Khanolkar, 2021 MD graduate, IU School of Medicine
Brownsyne Tucker Edmonds, associate dean for Health Equity Research, IU School of Medicine
Sylk Sotto-Santiago, assistant professor of Medicine, IU School of Medicine
Alvaro J. Tori, associate dean for Diversity Affairs, IU School of Medicine

Proposal Type:
Interactive Presentation

Title:
Engaging Students to Address Unconscious Bias in Educational Cases

Abstract:
Many disciplines use educational cases to teach students important practice-based skills, which often include descriptions of fictional patients/clients and may inadvertently introduce bias in thecurriculum and marginalize diverse students. In this session, learn to examine the hidden messages of cases in your curriculum and to deploy a systematic, student-engaged process that can encourage faculty buy-in and addresses unconscious bias.

What teaching and learning challenge(s) or goal does your research or innovationaddress?
Many disciplines (e.g. nursing, medicine, law, business, social work) use educational cases to teach learners important practice-based skills. These cases often include identity characteristics(e.g. race, age, gender, sexual orientation) about fictional patients and clients, and may reveal a"hidden curriculum," (Hafferty, 1998) unconsciously communicating biases and microaggressions to students. Cases are often designed by individual faculty in one course, so programs may not consider representational diversity or the overarching values communicated by the cases across the curriculum. Further, minoritized students may feel marginalized by always seeing people like them represented negatively in cases.

What did you implement or try out with your students? How does existing research ortheory inform this work?
We designed a research elective course for advanced medical students to review educational cases in the medical student curriculum. Under faculty supervision, 39 students reviewed literature on bias and qualitative research methods in medical education over the course of a year. Then, extending work of Turbes et al. (2002) and Krishnan et al. (2019), students

analyzedover 1,500 educational cases in the curriculum, qualitatively coding each case for identity characteristics and instances of bias. The coding structure included characteristics such as gender, age, and race, as well as occupation, mental illness status, and veteran status. Additionally, the students developed a Likert-scale coding structure to describe the level of biasor concern they felt related to the case narrative. Students discussed their codes and developed inter-rater reliability in their review process. After the coding process, students presented their findings and made recommendations for case improvement to course faculty.

How did it affect student learning? What feedback and/or assessment data do you haveto support this?

We were able to review over 1,500 cases in 12 courses, by engaging a team of students, who gained skills in qualitative research and curriculum reform. Students identified issues both in individual cases and across courses. Additionally, because improvement recommendations camedirectly from students, course faculty were more receptive to suggestions for revising course materials. Our review approach and coding structure can easily be adapted by other disciplines outside of the health professions to encourage conversation between students and faculty about unconscious bias in case-based learning.

What will you do differently in the future? How will this project or initiative continue to evolve?

Students presented to course faculty a comparison of patients in cases with the demographic make-up of Indiana. White, male patients were overrepresented in the course cases. Immediately,course faculty have changed the gender distribution of cases. These conversations have encouraged faculty and learners to work together to design cases that are more inclusive and more accurately depict the demographics of students' future patients. We have also developed a standard template for course cases, as a tool to facilitate reviews of future cases. Our hope is thatour model will spur future faculty/learner collaborations.

Session outline: How will you engage with or provide opportunities for interaction amongattendees during your session?

The session will include a brief overview of the literature on unconscious bias and hidden curriculum from multiple disciplines (5 mins), a description of our course (5 mins), an interactiveactivity using Zoom polling where participants will "code" a real case (7 mins), a demonstration of how results were presented to faculty (5 mins), a description of future plans (3 mins), and Q &A (5 mins).

2021 E.C. Moore Symposium Proposal Exemplar 3

Presenter:
Stuart Schrader, clinical associate professor of Biomedical Sciences and Comprehensive Care, IU School of Dentistry

Proposal Type:
TED-Like Talk

Title:
IUSD and KAZNMU Cross-cultural zooming educational exchange about oral and systemic health

What is the story you want to share about your teaching?
As part of the second year IU School of Dentistry (IUSD) course, "Relationship-Centered Care II," during the Fall 2020 semester, we designed, developed, conducted, and assessed a series of 2 cross-cultural educational zoom sessions. The first session involved the local Director of the Burmese American Institute and the first, as well as the second session, included an international dental colleague from the Kazakhstan National Medical University's (KAZNMU) Dental School. This was the first time the US and Kazakh Dental School had collaborated on any online educational projects. These online zoom small group discussions in part included topics about diversity, social determinants of health, health disparities, cultural sensitivity, and the intersections between mental, general, and oral health. Our first session was managed whereby speakers would give brief answers to questions that were presented to them in advance, within chat and live from students. Our second sessions involved presentation material followed by real case studies that were analyzed by placing KAZNMU students and/or colleagues in and out of various small group zoom breakout session groups. Finally, we administered a brief questionnaire to assess the effectiveness of the cross-cultural communication exchange between KAZNMU and IUSD students.

Outline of your talk.
First, we will begin with a brief background of how we first developed our partnership between IUSD & KAZNMU. Secondly, we will discuss the rationale for developing an inter-cultural and international online zooming educational experience between IUSD a local cultural community center, and international dental colleagues. Third, we will address the logistics and operations of how we managed to collaborate regarding the language and overall pedagogical design. Finally, we will share how we planned an assessment to see how students reacted overall to the sessions in relation to cultural sensitivity and humility.

Two-sentence ""hook"" to be printed in the symposium program.
Cross-Cultural Humility Brings True Positivity: During the height of the pandemic, as part of the IU School of dentistry (IUSD) course (Relationship-centered Care II), we designed and conducted a series of 2 cross-cultural educational zoom sessions between students and colleagues

of IUSD, Kazakhstan National Medical University's Dental School and Director of Burmese American Institute (in Indianapolis). We discussed diversity, social determinants of health and disparities, and interactions between mental, general, and oral health.

2021 E.C. Moore Symposium Proposal Exemplar 4

Presenter:
Jennifer Bute, associate professor of Communication Studies, School of Liberal Arts

Proposal Type:
TED-Like Talk

Title:
I Heard that Mouthwash Kills COVID: Teaching Information Literacy during a Global Pandemic

What is the story you want to share about your teaching?
I have taught communication about health and illness for almost 20 years, but nothing has challenged my approach to research and and teaching like the worldwide coronavirus pandemic of 2020. As I planned my fall 2020 undergraduate course on health communication, I was increasingly anxious about how to counter the misinformation circulating in public and political discourses, particularly online information,--how could I counter conspiracy theories, internet hoaxes, and outright lies about the most pressing public health issue of our lifetime? Would students view me as partisan or uninformed as I tried to counter myths and misconceptions about mask-wearing, hand-washing, and vaccinations? Would pandemic fatigue prevent students from applying course concepts to this health event that had infiltrated every aspect of their lives? With funding from an Information Literacy Microgrant, I faced these questions by developing a new paper assignment for my C392: Introduction to Health Communication course in which students located and evaluated pandemic-related information. As so often happens in my experience as a teacher, students exceeded my expectations-- demonstrating yet again that I should never underestimate students' capacity to rise to a challenge.

Outline of your talk.
I. Introduction and overview of the challenge--teaching health communication during a global pandemic II. Wrestling with the options for facing this challenge--lecturing students about information, bringing in outside experts, assigning students to read more peer-reviewed research III. The solution--engage students as experts in locating and evaluating online information about the pandemic. This section will include a narrative overview of the development of the assignment, including learning outcomes developed for the assignment as part of the Information Literacy Microgrant program IV. The outcome--evidence of student learning, including excerpts in students' own words V. Lessons learned--students rise to the occasion

Two-sentence ""hook"" to be printed in the symposium program.
A story of hope in a post-truth, anti-science era