



Developing a Framework for Integrating and Supporting Innovation

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Aim

"The ADEA CCI members are charged with serving as change agents within their home institutions and for the larger dental education community has been critical to the dissemination of ADEA CCI curricular reforms". - CCI

One of the biggest challenges identified by CCI members at the 2015 conference was disseminating information learned at the conference, finding support and resources for the ideas generated back on campus.

The aim was to introduce a developing framework with creative, systematic means to initiate positive momentum and ultimately changing the culture. Moreover, it is intended the framework could be replicated at other universities.

Framework



Step 1: Reporting Back to Leadership

Curriculum Committee

Presentation at monthly meeting (July)- Highlighting the theme and key messages taken from the conference.

Dean

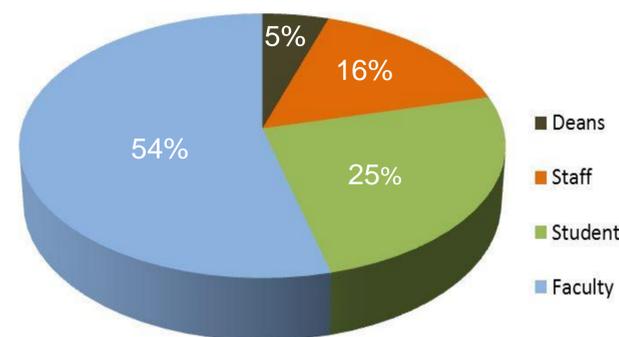
CCI Report (July), CCI Relevancy Report and Looking Ahead: Future Trends Report- What did we learn? Why is CCI relevant? How do we see these initiatives being implemented at TUSDM.

Step 2: Disseminating Contents on Campus

Curriculum Retreat

The CCI members delivered both an oral presentation, highlighting the theme and key messages taken, and a workshop that was modeled after the one they participated in during the CCI summer session. The retreat was comprised of 38 Tufts University School of Dental Medicine (TUSDM) members, representing 16 different departments and/or disciplines on TUSDM campus.

Tufts Curriculum Retreat Attendee's



Curriculum Workshop

Groups were assigned an Accreditation Standard and had to choose the assessment tool (OSCE or an ePortfolio) that would be most appropriate for assessing the Accreditation Standard. They had to use materials from homework assignments, teaching experience and information found on the internet to support their reasoning. The data generated from the workshop will be used for future faculty development workshops.

Step 3: Changing Culture

Teaching and Learning in an Environment of New Technology (TALENT) Committee

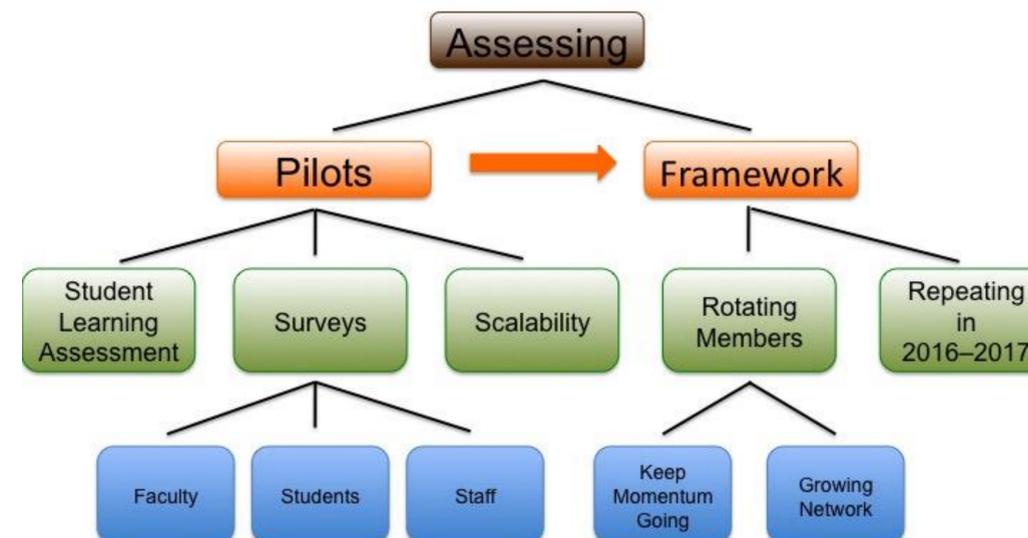
The committee is composed of representatives from multiple academic units identified as the changing agent. Its mission is to advocate and encourage innovative teaching and learning as well as supporting educational research in the Tufts University School of Dental Medicine (TUSDM) community.

Pilots

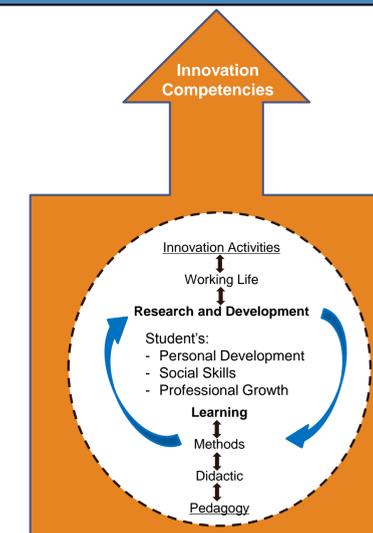
- ePortfolio in D1 Microbiology and Oral Health Promotion course and the ADEA Academic Dental Careers Fellowship Program (ADCFP) research component.
- OSCE in the IS1 Introduction to the Dental Patient (IDP-I), and D3 IDP-III Courses.

"Innovative Pedagogy as a science and practice has a responsibility to prepare citizens of the knowledge society who are able to be creative, face changes, manage and analyze information, and work with knowledge."

Step 4: Reporting Back to Conference



Challenges



- Building innovative culture
- Keep momentum going
- Faculty finding time to do these innovations
- Identifying innovators and partners
- Communication throughout the school

Next Steps

- Building a community of innovators
- Developing the committee
- Assessing strategies

References

- Educause (2015) Building a Culture of Innovation in Higher Education: Design and Practice for Leaders. Retrieved from: <https://library.educause.edu/resources/2015/4/building-a-culture-of-innovation-in-higher-education-design-practice-for-leaders>
- Lehto, A., Karisto-Meritanen, L. & Penttila, T. (2011) Towards innovation pedagogy: A new approach to teaching and learning for universities of applied sciences. Turku University of Applied Sciences. Retrieved 3.1.2016 from: <http://julkaisut.turkuamk.fi/isbn9789522161697.pdf>

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