Teaching Symposium

Improving Learning Environments in Health Professions: What do we know and how can we do it better?

Invited workshop Facilitators, Drs. David Irby and Sandrijn van Schaik

Sponsored by the AVMA Veterinary Educator Professional Development Grant, the WSU CVM Teaching Academy, Elson Floyd College of Medicine, College of Nursing, College of Pharmacy and Pharmaceutical Sciences, and Academic Outreach and Innovation

March 13-14, 2019
Learning Symposium: Improving Learning Environments

Invited Guest Speakers –

Dr. David Irby

David M. Irby, PhD, Professor Emeritus of Medicine and Senior Scholar in the Center for Faculty Educators, University of California San Francisco. Full Bio

Dr. Sandrijn van Schaik

Sandrijn M. van Schaik, MD, PhD, Baum Family Presidential Chair for Experiential Learning, Professor of Pediatrics and Director of Faculty Development for the Learning and Healthcare Ecosystem, University of California San Francisco. Full Bio

Symposium Abstract -

Educators, researchers, and accreditors have all highlighted the importance of the learning environments (LE) in health professions education; yet, there is little uniformity about definitions and measuring instruments. This presentation builds on the results of a 2018 national consensus conference convened by the Josiah Macy Jr. Foundation titled: Improving Learning Environments for the Health Professions. Dr. Irby chaired this conference and Dr. van Schaik co-authored a vision paper about exemplary learning environments. They will share a new framework for understanding learning environments, provide specific examples of interventions designed to create a positive environment for learning, offer suggestions for creating a diverse, equitable and inclusive learning environment, and engage participants in activities that help them apply these ideas to their own environment.
Improving Learning Environments

Schedule of Events

**Wednesday, March 13 –**

**12:10 pm – Plenary 1:** “Improving Learning Environments: How should we think about them? Where do we begin?”

Learning environment refers to the social interactions, organizational culture and structures, and physical and virtual spaces that surround and shape the learners’ experiences, perceptions and learning.

Participants were able to:
- Identify the key components of the learning environment
- Describe evidence-based strategies used to improve the learning environment
- Articulate future directions for scholarship and practice to improve learning environments in the health professions

**1:00 pm – Plenary 2:** “Exemplary Learning Environments: A Vision”

Learning environments in the health professions can be viewed as complex adaptive systems. Using the principles of complex adaptive systems we can identify characteristics of exemplary learning environments.

Participants were be able to:
- List characteristics of complex adaptive systems
- Describe learning environments through the lens of complex adaptive systems
- Articulate a vision for an optimal learning environment

**2:30 pm – Workshop 1:** “Optimizing Learning Environments: Creating Vision and Actionable Plans (individual and institutional)”

Participants will be able to:
- Articulate a vision for an optimal learning environment in your setting
- Select a strategy to enhance the learning for everyone in your setting
- Develop a plan to implement the strategy with timeline, resources and stakeholders
Learning Symposium: Improving Learning Environments

Schedule of Events (continued)

Thursday, March 14 –

9:00 pm – Plenary 3: “Exemplary learning environments: Integration of diverse perspectives to achieve success”

The organizational psychology literature proposes that the term diversity represents three distinct constructs:

- **Variety**: differences in information, knowledge or experience among members of an organization or group
- **Separation**: differences in position or opinion among members
- **Disparity**: differences in concentration of valued social assets or resources.

10:00 am – Workshop 2: “Did you really mean to say that? Debriefing after a professional lapse: Tips for teachers”

- Discuss the range of behaviors that constitute a lapse in professionalism
- Identify the potential causes of a professionalism lapse
- Demonstrate a six-step process to address professionalism lapses after the behavior occurred

1:00 pm – Workshop 3: “Is it hot in Here? Creating a positive learning climate in my teaching”

Participants will:

- Define learning climate
- Describe how teachers create a positive or negative learning climate
- Practice key strategies for creating a positive learning climate

3:30 pm: “Reflections and concluding remarks”

For more information, please see the website: [https://www.vetmed.wsu.edu/innovative-education/teaching-academy/events/faculty-development-workshops/symposium-improving-learning-environments/presentations](https://www.vetmed.wsu.edu/innovative-education/teaching-academy/events/faculty-development-workshops/symposium-improving-learning-environments/presentations)
## Attendance Summary –

The Symposium: Improving Learning Environments reached a wide variety of audiences, totaling **85** faculty, graduate, and staff members over **5** different WSU colleges, from at least **6** campuses (Pullman, Spokane, Logan, Walla Walla, Vancouver, Yakima). The audience also reached a total of **12** members from **3** different institutions within the **Regional Teaching Academy** (University of California, Davis, Colorado State University, and Western University of Health Sciences).

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<tr>
<th>Date</th>
<th>Session Title</th>
<th>Total Attendance</th>
<th>CVM</th>
<th>COM</th>
<th>Pharmacy</th>
<th>Nursing</th>
<th>AOI</th>
<th>RIA Institutions (YouTub)</th>
<th>YouTube Live Views (unknown sources)</th>
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<td>Wednesday, March 13th</td>
<td><strong>12 pm: Plenary 1: Improving Learning Environments: How should we think about them? Where do we begin?</strong></td>
<td>78</td>
<td>47&quot;</td>
<td>5&quot;</td>
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<td><strong>1 pm: Plenary 2: Improving Learning Environments: How should we think about them? Where do we begin?</strong></td>
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<td><strong>Workshop 1: Optimizing Learning Environments: Creating Vision and Actionable Plans</strong></td>
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<td>Thursday, March 14th</td>
<td><strong>9 am: Plenary 2: Exemplary learning environments: Integration of diverse perspectives to achieve success.</strong></td>
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<td>3&quot;</td>
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<td><strong>10 am: Workshop 2: Did you really mean to say that? Debriefing after a professionalism lapse: Tips for teachers</strong></td>
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<td><strong>1 pm: Workshop 3: Is it hot in Here? Creating a Positive Learning Climate in My Teaching</strong></td>
<td>40</td>
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<td>8</td>
<td>2</td>
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*Individuals from those colleges/institutions reported that they were watching from a distance and were accounted for in attendance.

**Note: Livestream video, were only able to track views that were reported, not able to determine how many people were watching on the other end.

## Survey Results –

Survey response rate was **49.4%** (N=42)

<table>
<thead>
<tr>
<th>Colleges</th>
<th>Attendance</th>
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<td>College Veterinary Medicine</td>
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<tr>
<td>College of Pharmacy</td>
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<tr>
<td>College of Medicine</td>
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<tr>
<td>College of Nursing</td>
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<td>Academic Outreach and Innovation</td>
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<td><strong>TOTAL</strong></td>
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<td>early career</td>
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<td>Graduate Student</td>
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<tr>
<td>Staff</td>
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</tr>
<tr>
<td>Other</td>
<td>1</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>33</strong></td>
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Overall, 81.1% of the survey participants found the Improving Learning Environment Symposium to be useful/valuable to very useful/valuable experience.
Overall Comments:

- Overall, the symposium was great and I liked the speakers and the interaction with the other attendees. It would have been great to have some smaller breakout rooms to complete the interactive sessions.
- "I loved it. I really liked the subject matter. ...but beyond that, actually using the YouTube live stream worked great. I could hear clearly and see clearly and it was great that it bounced back from looking at the speaker to the actual PPT screen! Great job guys!"
- I thought both the speakers were great and I enjoyed learning about what they have been working on in the medical field. It was clear that they struggle with some of the same institutional issues and deep rooted cultural issues that we do in vet med. The more directly applicable workshops that can be offered, the better. Any easy to apply strategies that I can utilize are best just given the limited time I have available to work on improving my teaching.
- I really appreciated the enthusiasm and engaging nature of both speakers. I thought it translated well to veterinary medicine and teaching and learning climates in general.
- An outstanding symposium with world class speakers that addressed a critical issue in our profession. I am very grateful that Drs. Irby and van Schaik were willing to come to WSU and share their expertise and talent!
- Make sure conversations are miked for video audience; Camera shows the PowerPoint as well as speaker
- In general, I thought this was excellent, with both speakers being (or at least appearing to be) experts, experienced, and yet also humans who are still interested in learning and improving their practice. I wish I would have thought a little more carefully about attending in-person to be able to fully participate in the workshops. I could have made that happen if I had known in advance that it would be best to be in the classroom. Toward the end of the symposium, Dr. van Schaik spoke briefly about working with others (typically other faculty) who are not so interested in creating a positive environment and there were a few comments and jokes about curmudgeons etc. This is a very real problem that may be a workshop in and of itself...How to navigate through and not become discouraged. Dr. van Schaik seemed to be doing this very well and I found her presentation and 'stage presence' to be inspiring. Thank you!
- Wonderful program that was well designed and delivered. I look forward to participating in more symposium's in the future.
- 'Spring break was blessing and curse. Many could not get away in a regular week or had already scheduled travel. I was free to attend and focus, but pulled away to use break for rest and catch-up.
- I was encouraged that Spokane Biomedical programs traveled to Pullman to participate. It was great to interact with Pharmacy, Nursing, Medicine and others. The connection online was less effective, but still was glad others could stream and send in questions. These collaborations really help break down the barriers we create and help us build relationships with diverse medical education colleagues within the WSU system. Thank you! "
• Having a formal wrap up session as part of the program so it does not seem like we are scheduling something extra.
• I enjoyed the symposium. Not being a faculty member I was afraid the information wouldn't be relevant but I was wrong and really appreciated the information provided is translatable across positions and interactions with students.
• Great job! Keep the opportunities for professional development coming :)
• Faculty and administrators need required training on unconscious bias given by a PhD with appropriate background and training. Dr. Georgina Dodge, Bucknell University, would do an excellent job with this task.
• I really appreciated the opportunity to come to this symposium. The topic was interesting and I believe it will be something I work to incorporate into my teaching.
• I like both of them. The remote access was very useful.
• The food was terrific and the whole symposium was very well organized and orchestrated!

12:10 pm - Plenary 1: "Improving Learning Environments: How should we think about them? Where do we begin?"

Objectives:

• Identify the key components of the learning environment
• Describe evidence-based strategies used to improve the learning environment
• Articulate future directions for scholarship and practice to improve learning environments in the health professions

79.1% of the survey participants felt the Plenary 1 was valuable/useful to very valuable/useful for meeting the set objectives.

Most Valuable aspect of the plenary:

• I really liked the overview of the learning environment as a whole. I am not terribly familiar with the research available so it was nice to get an overview and also see the cross comparison with teaching human medical students.
• It made me remember that the "environment" changes based on the perspective of the situation. And that the environment wasn't just about the actual environment of the classroom itself, but the atmosphere of the class and also how each of the individuals interact. In addition, there is the overall learning environment of the institution that has an effect on student success. Furthermore, that the learning environment can be positively (or negatively) impacted by not only the students and instructors, but by administration and staff as well.
• I liked the 4 quadrants Personal, Social, Organizational, and Space when you talked about learning environments.
The references provided so that I could go find useful information for myself.
The most useful part was describing what the presenters had changed at their teaching hospitals.
Looking at learning environment from a holistic perspective.
This was a most useful introduction. We’ve heard many of these concepts before, but this was helpful perspective in a unified manner
How the material was presented and what was presented.
The relevancy of the information
Highlighting cultural issues and awareness
I really appreciated the break down of learning environments and the explanations for each aspect. Gave me a firm understanding of everything in the learning environment.
It is very much important now and understand with is your audience

What might be improved:

• The speaker posted a list of "best practices" that "emerged" from their literature review. These are all best practices that we have been hearing about repeatedly through CVM TA events (and our own reading).
• None. I liked that the speakers took note of the time and always managed to discuss the material within the time given. This really helped my planning since I watched everything from a distance.
• ALSO! Kudos to the A/V team. Watching on the live YouTube link was awesome!"
• I thought the background was interesting but I would like to have had more concept examples and strategies potentially to improve the learning environments.
• Actually, attempt to achieve the learning outcomes.
• Slow start
• I felt like a lot of time was spent on the background of the conference or group that lead to the development of these recommendations and the group. background information can be helpful but in this case I really wanted to cut to the point – i.e. we have a limited amount of time so jump in on the ways that we can improve etc.
• Less time spent on the research the presenters did to reach these conclusions. We take their word for it that they did a lot of research on it. So they could say something like "We did exhaustive research". That's really all I think we need to hear which can increase the amount of time for other discussions/workshops.
• If anything, perhaps more opportunities to be involved or move around, talk, etc.
• "if we could get some suggested readings before the talk. We will have a better idea before the talk. I tired to find a copy of the book the presenter was referring to, but could not. If there was a link sent out afterward with information and links covered in the Plenary that would be awesome.
• For me this a completely new part of knowledge... I have been doing clinical work I just started my contact with students
1:00 pm – Plenary 2: "Exemplary Learning Environments: A Vision”

Objectives:

- List characteristics of complex adaptive systems
- Describe learning environments through the lens of complex adaptive systems
- Articulate a vision for an optimal learning environment

83.8% of the survey participants felt the Plenary 2 was valuable/useful to very valuable/useful for meeting the set objectives.

Most Valuable aspect of the plenary:

- It was seamless with the discussion from the first hour. It made me more aware of how everyone has a role to plan in establishing a positive learning environment.
- I liked the 2nd rule of creating adaptive system, learning is work and work is learning. That is something that as a faculty we could model to show our students what that means.
- I learned how a flock of birds defines a complex adaptive system
- I thought that developing an action plan was helpful.
- It was helpful to think about our personal teaching goals using this vision and high point
- The vision articulation piece was nice.
- how these concepts can also be applied in veterinary medicine teaching
- Thinking of an overt structure of a learning environment.
- Open mind in every interaction and teaching opportunities

What might be improved:

- Like Plenary 1, I left without any real concrete action to put into play. I wasn't expecting anything big (that’s what the workshops were presumably for), but I didn't leave with anything new.
- None, really it was all new so I guess if I knew more prior I could make suggestions.
- Deliver some useful information or activity. Focus on medical education may have been the purpose, but then we shouldn't have been hounded to attend if we're involved in undergraduate and graduate education.
- It would have been more helpful if the people with the power (i.e. dept chairs, dean, hospital director) had been here as well so that they could provide their input, hear our concerns and we could start building bridges and break down the "us vs. them" mentality
- I need more classes
2:30 pm – Workshop 1: "Optimizing Learning Environment: Creating vision and actionable plans (individual and institutional)"

Objectives:

- Articulate a vision for an optimal learning environment in your setting
- Select a strategy to enhance the learning for everyone in your setting
- Develop a plan to implement the strategy with timeline, resources and stakeholders

88.9% of the survey participants felt the Workshop 1 was valuable/useful to very valuable/useful for meeting the set objectives.

Most Valuable aspect of the workshop:

- The shared discussion was most valuable to me. Although there were only 2 of us, the questions posed helped crystallize my thinking around this topic.
- It was fun to collaborate and think about how this could actually be implemented in the Vet School.
- It is good to develop a plan to put into action.
- I worked with a teaching colleague and we hope to hold each other accountable.
- The vision group work.
- opportunity to interact with other members of the audience
- brainstorming strategies for optimal learning environments that might work here
- Changes begin for small steps, we have to build trust in the audience

What might be improved:

- I think that maybe even more time on parts of this exercise would have been helpful.
- This portion was good to setup a plan, but most of the planning created and questions were a bit vague. More specific goals (examples) would be useful.
- We got off track - more checking on progress might have kept us on target
- Since I wasn't physically onsite, I didn't participate in the groups which I thin would have been useful.
- More time
9:00 am – Plenary 3: "Exemplary learning environments: Integration of diverse perspectives to achieve success”

The organizational psychology literature proposes that the term diversity represents three distinct constructs:

- Variety: differences in information, knowledge or experience among members of an organization or group
- Separation: differences in position or opinion among members
- Disparity: differences in concentration of valued social assets or resources.

90.3% of the survey participants felt the Plenary 3 was valuable/useful to very valuable/useful for meeting the set objectives.

Most Valuable aspect of the workshop:

- I found Dr. van Schaik's definition of diversity to be most helpful. By broadening our definition, we broaden our capacity to build environments that lend themselves to adaptability and understanding.
- I liked the way that diversity was categorized into the three sections, and that it can be helpful or unhelpful in a learning environment. The key is to recognize it in all three forms.
- The key language to use when talking about the overarching approach and the 4-quadrant framework were most helpful
- This was the best, most informative, session of all... for me.

What might be improved:

- None, I very much liked all of the discussion that happened the second day!
- The faculty and administrators need required training concerning unconscious bias

10:00 am – Workshop 2: "Did you really mean to say that? Debriefing after a professionalism lapse: Tips for teachers”

Objectives:

- Discuss the range of behaviors that constitute a lapse in professionalism
- Identify the potential causes of a professionalism lapse
- Demonstrate a six-step process to address professionalism lapses after the behavior occurred

87.5% of the survey participants felt the Workshop 2 was valuable/useful to very valuable/useful for meeting the set objectives.
Most Valuable aspect of the workshop:

- The role play was great, and the follow-up questions even better. Here in Spokane, we had a lively discussion about how to handle professionalism lapses at all levels (student, faculty, staff). This conversation led us to some ideas for faculty development that we will soon implement.
- It solidified in my mind how much someone who really doesn't have the communication skills or isn't very self-aware can adversely effect the learning environment. There were many good examples of the way learning environments can be effected by so many different types of lapses in professionalism. I loved all the examples!
- I liked the role playing part of this.
- I thought that there were some good nuggets in here in helping us work us work with house officers and staff.
- I am a didactic teacher, so some parts were less relevant, but I found ways and language to emphasize professionalism that align with where students are going clinically.
- Identifying a structure to process to address a professional lapse.
- Analyses myself after a difficult interactions.

What might be improved:

- This was probably the most useful talk for me. I only wish that those who actually needed to hear this were actually attending it. Sadly I'm not sure that was the case at least from my institution. But there's nothing that can be done or suggested to make those who really need to hear this information actually listen. ;)
- Maybe more concrete examples of how to recognize and learn from our own professional lapses as much as those of students or residents.
- The title lead myself (and I believe others) to think that there would be time spent on what to do when you are the one who unintentionally committed a brief in professionalism and how to recover and regain the group – and I think that would have been valuable as well.
- A broader focus to include didactic sessions would have been helpful to me, a didactic instructor (in contrast to clinical focus).

1:00 pm – Workshop 3: "Is it hot in here? Creating a positive learning climate in my teaching”

Objectives:

- Define learning climate
- Describe how teachers create a positive or negative learning climate
- Practice key strategies for creating a positive learning climate

90.9% of the survey participants felt the Workshop 3 was valuable/useful to very valuable/useful for meeting the set objectives.
Most Valuable aspect of the workshop:

- I came in on the tail-end of this workshop, so can only speak to the portion I saw/heard. What I found useful was the concept of goal-setting for creating a positive learning environment. In hindsight, this is such a simple concept, yet one that I have all-too-often overlooked.
- I only popped in and out of this talk as I was having to multitask. But of the times I was able to listen in I loved all the great examples. I also realize this was a workshop, so not a lot you can do when there is interactive things and you are watching from a distance.
- I thought this was a nice wrap up. It tied the themes that were discuss over the entire workshop. I really appreciated that it gave me time for self assessment on how to create positive learning climates, but also maybe how to create similar environments in my work setting (learning is work, work is learning :) I also felt good that there are already a bunch of things that I do presently to create and positive climate. 
- I liked the tip-sharing part of this workshop
- Helpful ways to assess the nature of the learner's relationship to the learning environment. Good reminders for concepts I knew, but haven't revisited.

What might be improved:

- I would have liked to spend a little more time on parts of this exercise maybe in the 1st day and then follow it up the 2nd day. Which I am not sure if that would work.
- I do not think that the speaker meant this in the way it came across, but I want to bring it up in case she goes to another veterinary school. At one point she said "I'm used to giving talks to people who practice medicine. I had to do some reading before I could come talk to veterinarians." We practice medicine too – for my residency we actually went to the human hospital for NICU rounds and the NICU residents came to our hospital when we had foal-NICU rounds and perhaps one of the most striking things (said by all parties) was that we were shocked that although our parent/client conversations were different the actual medicine was almost exactly the same. If you talk to us like people who practice medicine we will hear you and understand you – you don't have to treat us like we are that different.
- Always value practical examples for each and every point

Plenaries -

Most Valuable aspect of the Plenaries overall

- The active learning components really helped to drive home the message and keep me engaged.
- They offered another way of thinking about the learning environment that I had not been previously exposed to.
- "The scholarly approach was much appreciated. The speakers were outstanding. They interacted very effectively with the audience and with each other. Their comfort in the space and as a team had a very unifying effect. It made us more and more comfortable and fostered thoughtful discussion."
I learned a lot about a variety of perspectives. I think the most useful part of it were the activities where we applied the concepts to our unique practice settings and were able to make a game plan to actually implement these concepts into our learning environments.

Didn't get much out of the first one. Second and third were much better. Sandrijn was an excellent speaker and engaging. The concepts made sense and specific examples were helpful.

Great presentations, very helpful conceptual frameworks presented in a manner that was understandable to people who aren't experts in the field of educational psych, etc. The discussion of the three constructs for diversity was especially helpful.

Both speakers were clear, knowledgeable, and "comfortable" with their presentation material—so that they could very easily interact and communicate with the participants—and did not have to view notes or stay behind the podium. Both speakers were professional with light, appropriate humor and just the right amount of personal experiences shared.

I appreciated having access to external and internal faculty to discuss these topics and share ideas. To me, the discussions and sharing of ideas were the most valuable aspects.

The discussions are always the best part and being able to communicate with faculty.

Listening to different perspectives on what others are doing in their environments including what has worked and has not. And the snacks/lunches were good. (Free food is always good)

Knowledge presented and the expertise of the presenters. The information was presented in a way that was easily digestible and, I could relate the information to my work.

I found these plenaries to be really interesting and helped level set my knowledge while still expanding upon the possibilities I could implement.

I can improve my teaching abilities

I appreciated the theoretical basis for the recommendations and, even though the role-playing scenarios are slightly painful, they were really helpful and I am glad I did them.

It was all very new to me so I found all of it useful

What might be improved:

More variety in speakers to get a more diverse opinion on learning environments.

The first two hours were a bit challenging. Some more activity, especially in the first session, would be very helpful. I think many were feeling a bit overwhelmed.

I wish there were more suggestions that have worked in large classrooms. Whether this is evidence based or anecdotal, it would be helpful in creating our plan.

The more specifics the better—things we can actually put into practice.

I viewed the sessions from a distant site and my only issue was not being able to choose if I wanted to look at the slides or look at the speaker. Often as I was jotting a thing or two I wanted to remember from a slide, the camera would switch back to the speaker—who would then change the slide. Maybe the slides were available online to print out (?)—but I did not have them.

Encourage more cross pollination between faculty in different colleges. The more we get to know each other, the better off we will all be.

Information on background of the content is good to know but should not be the embodiment of the presentations. More brevity in the "how we got here and who was involved" and more information on what the outcomes were as well as solid take home information would be great.
• Maybe more breaks and emailing the slides ahead of time. If this was done, I did not receive them.
• I really believe, that in order to take advantage of the diversity as a tool to enrichment, at least for my side I need as a junior faculty mentoring...
• Continue the discussion

Workshops -

Most Valuable aspect of the Workshop overall

• I found the second workshop most helpful as it offered ways to discuss difficult topics with others. The communication aspects of it were valuable for me. I enjoyed hearing how others thought about the learning environment and tricks they used.
• Each workshop seemed a bit better than the one before. The speakers seemed to be finding their stride and the group coming together, even as we began to get tired. I thought the professional lapses was one of the best sessions, perhaps because the scenarios were good to work through. The timing was a bit challenging on this, but I think that varied across groups. I was getting tired at the end, but the last session on what we could do in our own teaching was the session I was most interested in. I was just running out of gas was the problem.
• All were a good mix of delivery of information and opportunities to discuss in our own context(s).
• I enjoyed all the workshops, but especially #2 and #3. The most valuable aspects were examples and ideas offered by both the speakers–and then the in-person workshop participant. The role play in workshop #2 was very good and very applicable to my work. Workshop #3 was simply inspiring...to remember that a positive learning climate is beneficial for everyone–faculty, staff, AND students! I think it's so easy to forget this when we do our work year after year after year–but we have to remember that our students are only getting this one-time college experience. There is SO much we can do in this arena to make it more positive.
• I loved the framework and cases used for the difficult conversations.
• They were basic for any level of knowledge.
• I really enjoyed the professionalism lapse workshop and being able to role play with other colleagues. It was extremely useful to experience all the roles.
• I found all of these workshops to be useful but I particularly liked workshop 1 and 2. I felt they were the most interactive and easiest for me to wrap my head around.
• I am not alone... we are confronting the same problems
• I like going through specific tricky examples and seeing how different clinicians might handle them. I also enjoyed hearing from other participants about what they might do, especially across disciplines.
• Again, all new info, so all good
What might be improved:

- "A bit more structure on the Professional Lapses workshop would be useful - as some of the groups got bogged down in getting started. More clarity that 2 was the goal might have been helpful. All in all, the workshop might have been a bit too long. As great as the speakers were and despite the high quality, it's just hard to give up so much time and maintain "learning energy" over 1.5 days."
- "Struggled a bit with the first workshop - the task was fairly abstract. Wonder if another approach might be to have a short block of time for initial development of the vision, then revisit later in the symposium after participants had had a chance to acquire some new perspectives. Possibly a little more structure to the session with the three cases."
- None, really...Again, I was participating from a distance, so could not fully participate in the group activities—but I really enjoyed hearing others report their group work back to all of us.
- More active learning.
- No suggestions. Everything was great.
- I think the workshop was excellent

When Asked - “Will you change or experiment the way you teach as a result of attending this symposium?”

<table>
<thead>
<tr>
<th>Response</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes, I have already started</td>
<td>13.5%</td>
</tr>
<tr>
<td>Yes, certainly/without question</td>
<td>35.1%</td>
</tr>
<tr>
<td>Yes, likely</td>
<td>27.0%</td>
</tr>
</tbody>
</table>

What are you planning or likely changes to your teaching?

- I need to look into it more but I know the learning environment can make a huge difference. I need to look into how to effectively do that with distance learning as my course is taught almost exclusively from a distance.
- Think about diversity components and diversity in general more during teaching
- I plan to "start with the end in mind" by setting a goal for myself prior to each class/workshop of having a safe, diverse, enjoyable interaction.
- I will work hard to ensure that the learning environment is accepting and warm for all students.
- There is always room for improvement. I learned a few strategies that I will remember from here on out. Ways to interact with colleagues and students that can facilitate positive discussion rather than creating conflict.
- I am going to start trying to make one small change each time I go on rotation. I plan to start a small notebook documenting ideas and changes that I make. I will also plan to use the guidelines for discussion of professional lapses when meeting with my house officers especially.
- I have tried to think about being more explicit and to come up better ways to engage and encourage the learners, especially regarding asking questions.
- I am most focused on what I can do in my own teaching. I've got ideas related to diversity/variety and how I might work with colleagues with "professional lapses" in the future. The feedback piece is always challenging and I came away with some new thoughts on how to better communicate with colleagues.
"Diversity and trying to engage students to share their perspective Creating an environment where they can do this"

How I pursue morning rounds with students. Still a work in progress.

In general need to improve engagement - less content; fewer traditional lectures. Need to do better with learning student names.

Plan to be more explicit about the type of learning environment I'm trying to establish in my course by including a short discussion at the beginning of the course of what it is and how it affects the learning process.

I will be paying more attention to the 4 pillars of the learning environment and focus on the areas of each pillar that I can...hmmm...I won't say "control"...but how about alter, or adjust to be more positive and welcoming. I need more practice in discussing difficult topics with peers or from a leadership role (from the "Did you just say that?" workshop)...but the role play was a very good start.

Changing the words that I use to focus on the positive and what I have control over. Words are powerful and I need to pay close attention to the power in the words that I use.

"Work to be more inclusive in language = welcoming and open Work to explicitly state shared goals as a reminder"

I am always looking for ways to incorporate diversity in the curriculum

I feel I already teach a lot of what they discussed but I will also be more aware of my students' backgrounds and also recognizing what we say about other's in our worked environment is not necessarily beneficial for anyone.

I am going to change the way I start conversations with students regarding professionalism lapses. I will also do better at asking them to reflect and offer ways they can change instead of me always talking at them.

Level of optimism

The easiest thing for me to change at this point is the welcoming nature of my classes. It was interesting to learn about all the factors that go into the learning environment, and it was even more impactful that a lot of it I could work to change on the small scale.

"We should try to make the teaching environment a more collaborative environment rather than a competition. I will try to get rid of the ranking system.

Being more confident about how I approach diversity was a big take away for me. I also plan to use some of the vocabulary and language the presenters use.

Suggestions for Future topics, activities, etc.

"Distance learning and how to maximize that experience, Also providing feedback to preceptors/lay veterinarians about teaching, giving feedback, etc"

I'm hearing a great deal of buzz from my faculty about student professionalism.
Dr. Irby mentioned a workshop on Professional Identity, which sounds fascinating. Dr. Jennifer Robinson from the College of Pharmacy also raised the issue of "The power of subjectivity in the assessment of medical trainees" which sounds very interesting and potentially game changing.

"Student motivation--intrinsically motivated students vs. extrinsically motivated students--How to promote the former. Engaging students in large classrooms. What is the right amount of "content" in our content heavy program? Technology in the classroom--What to do about all our darn smartphones? Developing a tutoring program--What makes a good tutor and how to get students who need one to utilize them. Team teaching in a large classroom: Shaping a great clinical experience for nursing students--working with community partners. Reading, reading, reading--How to get students to prepare for class

How to effectively choose and use a textbook--(or get rid of it)"

"Developing the affective domain, or soft skills, with students. Wellness for students, faculty and staff."

More interactive ways of teaching, case based teaching, teaching using technology like simulation or mannequins, laboratory design.

exam questions

I have been impressed with the creativity and broad range of topics offered. I don't have a specific suggestion I can think of at this time.

Audio/Visual portion:

<table>
<thead>
<tr>
<th>View the symposium</th>
<th>Visual Aspects</th>
<th>Audio Aspects</th>
<th>Overall</th>
</tr>
</thead>
<tbody>
<tr>
<td>In the Classroom</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Exclusively on YouTube</td>
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<td>5</td>
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</tr>
<tr>
<td>Both</td>
<td>2</td>
<td>0</td>
<td>2</td>
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</table>

Feedback on YouTube quality:

From a distance learner perspective it was difficult to see the PowerPoint presentation except for the rare occasion where it was zoomed in on so maybe having a copy of the PowerPoint before hand or have two cameras available. The majority of the talk I viewed was focused on the speaker but I could not see the PowerPoint. The audio quality was great when the microphone was used. Definitely an issue when questions were asked because the speaker did not repeat the questions so we couldn't hear them.

The YouTube feed was great. Not a single problem. Audio and video were clear.

I appreciate that these were made available.

I loved the ability to chat or ask questions. I get that there is a 10 second lag. But still it was great to have that ability to "real time" ask questions from a distance. I loved that the speakers kept in mind that we were out there listening! Thank you!

Improvements for the on YouTube:
• Copies of the PowerPoint before hand or a split screen with the PowerPoint included. Have presenters repeat the questions or use the microphone for people with questions.
• I wish there were a way to have the camera zoom in on the speaker. As someone who is hard-of-hearing and relies on lip reading and facial expression to accurately comprehend what is being said, zooming in would have been helpful.
• Let participants know if the slides are available online before the program begins so we can either pull them up or print them out.
• maybe a handout