

Dr. Leigh Graves Wolf: The College of Veterinary Medicine is embarking on a process to reimagine the doctor of Veterinary Medicine curriculum. The goal outlined, by Dean Baker, is to create a learner center curriculum that prepares career ready high value graduates and is attentive to the cost of both students and the college. The hub has been engaged as a partner in this project to help add process to the reinvention and additionally we are providing guidance on the instructional design elements of the competency based curriculum framework.

Dr. Laura Nelson: I think we went from having a very amorphous idea of what this would look like to having actual structures of course that. There's been a tremendous amount of progress in the kind of discussions we're having around education. The kinds of discussions we're having now are just light years ahead of where we were a year ago. You know we're not terribly progressive as a profession in how we educate. The way veterinary education has traditionally been, you know it's pretty similar to how it's always been so I think it helps a lot to have people that are able to say how about perspective thinking about this, or this sounds like this. Thinking about how, you know, how do you approach your own teaching but how can you get other people to think differently about their teaching. The faculty development part was really instructive for that because you had to go beyond just your opinions, you know, it's like OK what what broader ,what would work for everybody what we get everybody to a point not to where I am but to where they should be.

Simply seeing how the Hub organizes it's work, how they work together, how is the office organized, how people work in this space. The way that all of the projects are laid up on the board. So I have appreciated that perspective seeing a different way of accomplishing project work than what I've experienced, and so I think it's really nice on a number of levels to come here and use this space rather than do everything in our own house. It's a huge resource for units that are trying to take on a big change.

The manpower and expertise that they brought to this initiative has been invaluable. We have worked faster, the foundation our work is stronger and the product is so much bolder and more exciting than it would have been if we had been thinking about it ourselves. I am excited to see what comes of it you know as as it grows and works with more units on campus I think is going to drive things forward, in a way that we have not seen before.

Dave Goodrich: You just heard here from Dr Lee Graves Wolfe and Dr Laura Nelson, who gave a glimpse into some of the work at the College of Veterinary Medicine has been doing in partnership with the Hub, in the first phases of the major curricular reinvention project. This project is now transitioning into its second phase where some of the visioning that place is now beginning to take shape in the form of curricular mapping and subsequent course development efforts happening this year prior to the launch of the new curriculum. I'm Dave Goodrich and I help educators design engaging and meaningful learning experiences in my work at the Hub. In this episode we speak with Dr Steven Thomas and Dr Eric Skosberg who have been brought into this effort to assist the college in putting flesh and bones to the original visioning efforts faculty contributed to last year. In the interview I get a chance to ask Eric at Stephen about how things are going and where things are, at the early stages of the second phase of this work which began here in the fall semester of two thousand seven-teen.

Stephen Thomas: My name is Stephen Thomas and I am a digital curriculum coordinator for the College of Natural Science, and an instructor at the Center for Integrative studies. Mostly I'm just trying to move forward their production of their teaching materials.

Dr. Erik Skogsberg: I'm Erik Skogsberg, I'm the educator development specialist here at the Hub and my focus in this project is the educator development work connected to this big reinvention and redesign of a curriculum. So, I'm paying specific attention to what faculty will need in pedagogically in shifting around this curriculum and what we can do to best support that work now and anticipating the rollout and then as the rollouts happening what they're going to need to construct the best learning experiences for for students.

Dave Goodrich: and this curriculum reinvention has been in the plans for a while, we just shifted from what we're calling phase one into phase two, could you describe the transition from phase one to phase two?

Dr. Erik Skogsberg: So a lot of the Phase one work was specifically with faculty and stakeholders and getting a sense of what they hope this competency based curriculum would be identifying competencies and connected learning objectives and getting a sense of where these might fit in this new approach and that as we're shifting to phase two we're taking a lot of that work, and now developing the model, specific models, of this curriculum out of which we can move closer and closer to the launch in fall of eighteen. A lot of work recently too in moving to this phase two as new stakeholders have come on board has been a lot of just getting a sense of what has been done, what we can do to realize the outcomes of the project. One of the big shifts in this competency based approach is engaging in more active learning experiences and so we've tried to, as best as possible, take that approach with the curriculum design itself in doing some flipped work that allow us to move very rapidly and have the faculty we're working with to engage in material and questions outside of our direct focused time.

Dave Goodrich: How would you describe what success will look like for C.V.M. going forward?

Dr. Stephen Thomas: For me success in this case is really about two components. Well I guess the first is actually creating a system where they can evaluate what's effective and change it. The second component I think is that would be successful is this incorporation of multiple techniques that are evidence based. So, they have laid out a long series of changes and even I think going down that road even the first step. So, being like I am going to try more active elements in my classroom, I'm going to try to imagine what this knowledge base that I normally teach what it looks like for practicing vet and reframing it that way. I think that's going to be very powerful in their experience and their students experience, and so for me those two things would indicate success. One having a system in place that allows them to iterate towards more improved instruction and learning going on, and two just this commitment to reframing knowledge transfer into something more applicable to the day one competencies for their students.

Dave Goodrich: What are some of the biggest challenges you anticipate in our partnership with C.V.M. in the next year?

Dr. Erik Skogsberg: You know, we're moving fast, and in moving fast there are always challenges that are that are presented in terms of just understanding where we are where we want to go and what we need to do as we're we're moving for the outcomes that we're, we're hoping for, making sure everybody's on the same page as that's happening. Another challenge that we've been talking about is what it means to shift cultures of teaching and learning to best support the solution over the long term. That, you know, we can do a lot to change what a curriculum looks like, but that ultimately succeeds based on the cultures that support that curriculum and value those approaches to teaching and learning, and so, you know, echoing some of what Stephen said there that making sure that in this rapid approach we're balancing both of those pieces and imagining something that is not only a delivered curriculum but a delivered and sustainable shift in cultures

of teaching and learning that will live on long after we're involved directly in this project.

Dave Goodrich: How about things we're learning in our consultative work with Vet Med?

Stephen Thomas: It's actually a little overwhelming to distill that, and it's also probably not very comforting, because I think in general or the person that you want guiding you is all knowing. But, in this case it's actually been really, there's been lots of learning experiences and what's been interesting is seeing how many of these things filter through the C.V.lens, and so there are things that we've been modeling or at least looking at how human medicine has been doing it and there have been many times when we've come to a realization that C.V. M.is distinct and it has its own flavor of how these things look, and it's been interesting because it helps you to kind of think of the theory that you're trying to apply more distinctly, right? Instead of being a knee jerk reaction, oh we need to do it this way, it draws you back and makes you kind of rethink Well what is the actual purpose of this? One example of that was looking at how C.H.M. (College of Human Medicine) has been structured in order to help their students to succeed and to understand their boards better, and their progress towards achieving their boards, and what's been interesting is that in Vet Med that's actually not been an issue with their students. Instead, they are more focused on day one ready competency in the clinic, and that actually has a different flavor. So, instead of assessing students continually towards the boards it points more that you would assess them more in a clinic relevant manner, and so even that one shift cascades through how we develop the teaching instruction and how the assessments look and so it's just been really interesting how, it's been a learning experience across the board, about how do these theories actually play out in Vet Med.

Dave Goodrich: How do you anticipate this project informing other efforts, or similar efforts around campus?

Dr. Erik Skogsberg: That's a great question, connected to what we're learning here, I'm learning a lot about what it means to support a project of this scope and at this pace and that these challenges question shifts are not just unique to C. V.M. That, in other conversations where folks are wanting to make some similar shifts, maybe not of the same scope, but I'm learning further what it means to do that and develop processes through which we can realize success in doing that. So in a lot of current work on educator development across campus and in fact I'm piloting a lot of pieces of a framework that we put in developing, that is going to be an entree into an aligned approach across campus to how we support educators whether they be faculty or T.A.'s, in their work, and that engaging in this project, I'm seeing how pieces of that play out in college at this scale and through that be able to learn what we need to do to further support other colleges or specific courses in similar redesign and connected faculty development there. So, that, this very much is informing process that will use moving forward, in doing similar work in aligned ways, to realize collective commitments toward improving learning across campus and supporting educators in that work.

Dave Goodrich: So there are other departments across campus who are going to be looking at doing similar curricular reinvention projects, do you have any advice for them from your work with C.V.M and so far?

Stephen Thomas: I think a couple of the things we've really relied upon is the buy-in of faculty. So I don't think that can be stressed enough, that the more buy-in you have, the more conversations you get around what these endeavors should look like, and honestly like it helps to root your approach and everything based on the experts that are going to be teaching the courses. So, I think that that helps too to make sure that everyone's on board with what's going on and it would make it it makes the effort definitely smoother and I think what we are trying to figure out is how

to appropriately reward those efforts.

So, in an ideal world, everyone just would like to spend all of their time doing this kind of work and what the reality actually ends up being is that people have a lots of pulls on their time and we should value and reward the work that people doing this do for this these types of approaches and endeavors, and so we're still trying to work on what that looks like, but planning for that in addition to how do you get buy-in from your faculty, I would say, I think that will take you a very long way, because one you'll have people participating in the project and invested in the project and I think anything that you get out of that will then be worthwhile. So, I think those are the two things that I would recommend in that.

Erik Skogsberg: I mean connected to that, just in the approach that we've taken, that from the very beginning we've been thinking about not only the redesign of the curriculum but what will be needed to support the full implementation and practicing and continued improvement of that curriculum, which those pieces are not always there and these projects oftentimes, in fact, those are done separately or as afterthoughts. A point, I'm thinking about the development side of things, that a lot of focus is put into the curricular redesign, but at the point that it actually is implemented there's less support ongoing there for what that means or or what it means to continue to grow in teaching over time. Which gets back to that shifting cultures piece. So that's one thing that you know I would offer up in terms of folks who are wanting to do similar things is, are you thinking about both of those pieces because that actually gets to the cultural shifts that are made to sustain ongoing success in learning in our work.

Dave Goodrich: Alright, a HUGE thank you and shout out to both Eric and Stephen for taking the time to sit down with me to give us a glimpse into this work. If you want to learn more about the current status of these efforts updates are being added continually to cvm.msu.edu on their curricular reinvention page. You can find their visioning documents reports, videos ,calendar events and steering committee information along with progress posts for each month.

We are excited about the things the college is embarking upon, ultimately on behalf of students success. We're confident really that their experiences in these efforts will prove valuable for other colleges and departments undergoing similar efforts going forward, so do stay tuned. In the meantime I'm Dave Goodrich here in the hub wishing you a great fall semester here at Michigan State University, thanks for listening to the MSU Hubcast. We welcome you to subscribe if you haven't already and to share with your colleagues who might be interested in tuning in and join in the conversations so that we can continue our work of connecting people designing opportunities and facilitating innovation. Make it a great one, and as always go green.