



VIRTUAL TALKING CIRCLES

**A space for community
dialogue on creative
ideas, novel experiments
and best practices in
health sciences education**

Big Data and its Applications

January 30 | 12-1 p.m.

Welcome



Talking Circles

Talking Circles or Circle Talks are a foundational approach to First Nations pedagogy-in-action since they provide a model for an educational activity that encourages dialogue, respect, the co-creation of learning content, and social discourse. The nuance of subtle energy created from using this respectful approach to talking with others provides a sense of communion and interconnectedness that is not often present in the common methods of communicating in the classroom. When everyone has their turn to speak, when all voices are heard in a respectful and attentive way, the learning atmosphere becomes a rich source of information, identity, and interaction.



The “Domains of Focus” Series

Domains of Focus Series

1. High-Quality Feedback and Assessment
2. **“Big Data” and its Applications**
 - *Learning Analytics, Educational Platforms, and the Advancement of Personalized Education*
3. Digital and Information Tools and Education Platforms
4. Diversity, Equity, and Inclusion (DEI)
5. Organizational Change and Quality Improvement
6. Relevant and Adaptable Educator Training
7. Teamwork and Collaboration, including Community Partnerships

“Big Data” and its Applications*

*HSEI Task Force Definition

Education innovations in this area encompass both ***tools that capture learning analytics*** and ***educational data platforms***, towards the advancement of personalized education. Initiatives may include:

1. Developing and using **learning data sets** to evaluate educational initiatives and inform educational practices.
2. Applying health data to **stimulate education and performance improvement**, and address how biases and systems constraints in healthcare and science can be mitigated.
3. Building novel systems that **forecast future needs** for educator training.

1. How important is it that Michigan Medicine develops new ideas for “Big Data” and its applications?

- 1- Not important
- 2- Important
- 3- Extremely Important
- 4- Unsure/Unable to Assess

2. Which of the following is the MOST SIGNIFICANT barrier to developing new ideas in “Big Data” and its applications here at Michigan Medicine? (Check one)

- Experimentation is not incentivized
- Not enough expertise in this area
- Insufficient resources (e.g., funding, technology, personnel)
- Lack of time, competing priorities
- Lack of awareness of opportunities to work in this area

Framing the Discussion



Questions to Help Us Dream and Think Big About “Big Data”

Why does this innovation matter?

How can we better support this innovation?

What innovations should we be launching and/or scaling?

Today's Thought Leaders and Innovators



Brian George, MD, MAEd

Associate Professor of Surgery and Learning Health Sciences
Associate Program Director, Department of Surgery
Director, Center for Surgical Training and Research (CSTAR)
Director of Educational Research, Center for Health Outcomes and
Policy



Andrew Krumm, PhD

Assistant Professor of Learning Health Sciences and
RISE Fellow - Cohort 2: 2021-2022

A low-angle, upward-looking photograph of a forest. The image shows the dark trunks of several trees extending from the bottom towards the top, where they branch out into a dense canopy of bright green leaves. The sky is visible through the gaps in the foliage, appearing as a clear, light blue. In the center of the image, the words "DREAM THINK BIG" are written in a bold, white, sans-serif font. "DREAM" and "THINK" are stacked vertically on the left, while "BIG" is a single, larger word on the right.

**DREAM
THINK BIG**



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Link: https://umich.qualtrics.com/jfe/form/SV_2faSEY1kBE9omZ8

Upcoming Virtual Talking Circle



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Next up:

**Innovations in
Machine Learning and
Artificial Intelligence
for Application in
Education**

February 22 | 12-1 p.m.



MICHIGAN MEDICINE

UNIVERSITY OF MICHIGAN



RISE will work with the community to construct a cohesive direction for education innovation at our institution

Graduate Education
Biomedical Sciences



Undergraduate
Medical Education



Graduate
Medical Education



Continuing
Medical Education

