



Innovating Education for Better Health

October 4, 2021

Virtual Talking Circle

Education Innovation in the Classroom Setting

# Talking Circle Background



## 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.



Talking Circles originated with First Nations leaders - the process was used to ensure that all leaders in the tribal council were heard, and that those who were speaking were not interrupted. Usually the Chief would initiate the conversation, with other members responding and sharing their perceptions and opinions of the topic under discussion. The process provides an excellent model for interaction within the learning environment as well. It is also very adaptive to any circle of people who need to discuss topics and make decisions together.



### Community

Giving Voice



### Practices

Visioning



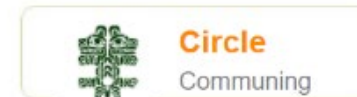
### Learning

Co-creating



### Sitemap

Navigating



### Circle

Communing



### Participate

Join Us!

Font size:   |  [Subscribe to this blog post](#) |  [Print](#)

# #MedEdPearls August 2021: Returning to Campus with Intention

 Monday, 16 August 2021  #MedEdPearls  754 Hits  0 Comments





As many of us are preparing to return to work, it is important to consider what that return looks like and how we will approach our work differently post pandemic. A recent article in the [Harvard Business Publishing](#) Education section prompts higher education institutions to consider a four-step framework for implementing best practices resulting from the COVID era.

1. **Identify which new practices should be sustained**--find out from colleagues which practices should be continued. If something did not work, find out why and explore opportunities for improvement.
2. **Reduce the influence of symbols connected to old practices**--just because something has been done in a particular way pre-pandemic, such as large in-person lectures, does not mean it is the best practice to resume. Language, use of space, rules, and work systems can trigger old habits. What symbols around your university facilitate reversion to old practices?
3. **Openly discuss and resolve disagreements and misconceptions about new practices**--provide opportunities for stakeholders to explore assumptions of new practices and ensure a common understanding as well as associated pros and cons.
4. **Turn new practices into habits**--how will you adhere to new practices and avoid falling into old routines? Frequent communication of the benefits of new practices can help sustain change.



# Innovation@MM – 2021: Seven Themes

1. Approaches in education are not learner-centered
2. Assessment and evaluation approaches remain traditional, and are challenged to evolve and iterate
3. Prominent fear of failure & risk-taking
4. Infrastructure does not fully support education innovation (e.g., classroom, instructional technology)
5. **Teams unaware of what others are doing**
6. Lack of diverse and inclusive perspectives in design and decisions
7. Misaligned incentives for bold experimentation

# Education Innovation In \_\_\_ Setting... Future VTCs





# **Education Innovator: Emily Abdoler**



# **Education Innovators: Glenn Fox & Kelli Sullivan**





As many of us are preparing to return to work, it is important to consider what that return looks like and how we will approach our work differently post pandemic. A recent article in the [Harvard Business Publishing](#) Education section prompts higher education institutions to consider a four-step framework for implementing best practices resulting from the COVID era.

1. **Identify which new practices should be sustained**--find out from colleagues which practices should be continued. If something did not work, find out why and explore opportunities for improvement.
2. **Reduce the influence of symbols connected to old practices**--just because something has been done in a particular way pre-pandemic, such as large in-person lectures, does not mean it is the best practice to resume. Language, use of space, rules, and work systems can trigger old habits. What symbols around your university facilitate reversion to old practices?
3. **Openly discuss and resolve disagreements and misconceptions about new practices**--provide opportunities for stakeholders to explore assumptions of new practices and ensure a common understanding as well as associated pros and cons.
4. **Turn new practices into habits**--how will you adhere to new practices and avoid falling into old routines? Frequent communication of the benefits of new practices can help sustain change.





**What is next for classroom innovations?**

# Next Virtual Talking Circle

**JOIN OUR  
VIRTUAL TALKING CIRCLE**



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

Monday, November 1, 2021  
12:00-1:00 pm

***Education Innovation in the  
Clinical Setting***

Featuring Education Innovators:

- Maya Hammoud
- Rishi Reddy



**What is the Classroom Setting?**

**What does it take to be innovative in the classroom setting?**

**What synergies still need to be generated for innovations in the classroom setting?**