

2019

# Teaching Sabbatical

*Ohio State University*



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## It began with an e-mail.....

In December 2018, a week before Christmas, I got the wonderful news that I had obtained the grants for the STINT's Program Teaching Sabbatical. I was very happy to read out that I should spend the 2019 fall semester at the Ohio State University (OSU), the Dental Hygiene Division, College of Dentistry in Columbus. Soon after, I got information from STINT about the different steps including before, during and after the program and, also names of contacts at OSU Dental Hygiene Division (DHD). My Teaching sabbatical journey could begin, and together with my husband, who had the opportunity to be off duty to join me.

### Description of the institution which I have visited

#### The Ohio State University and the Dental Hygiene Division/ College of Dentistry



*The Ohio State University and Campus*

The Ohio state University<sup>1</sup> (OSU) is an old and enriched university established by Legislature in 1870. The main campus is located in Columbus but also include four regional campuses outside the city. In total, OSU has 61, 170 (Columbus campus, 2019) students which 46, 820 are undergraduates and 11, 097 graduate students. By residency, most of the students are Ohioans (42, 058) and 6, 731 are foreign students. At OSU you can study almost all areas, there are 15 colleges, more than 200 undergraduate majors, 168 master's degree programs, 114 doctoral degree programs, 9 professional degree programs and the estimated number of courses is today 12,000. In total, there are nearly 39,000 employees (autumn 2018). Based on the enrolments, OSU is the third largest public US Universities. OSU is tied for No. 54 among National Universities in the 2020 Best Colleges rankings. OSU is known for its academic rigor as well as for its Ohio State Buckeyes, its sports program, which is a member of the Big Ten athletic conference. You can't miss the American football College team The Buckeyes!

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*Ohio State Buckeyes*

College of Dentistry<sup>2</sup> is the fourth largest public dental school in the US where Professor Patrick Lioyd is the Dean. It consists of nine academic divisions representing all major dental specialties; Bioscience, Dental Hygiene, Endodontics, Oral and Maxillofacial Pathology and Radiology, Oral Maxillofacial Surgery and Dental Anesthesiology, Orthodontics, Pediatric Dentistry, Periodontology and Restorative and Prosthetic Dentistry. The divisions offer both education and training, research and clinical care. The College of Dentistry offers electronic issues of their monthly newsletter “First Thursday” and their alumni magazine “The Ohio State Dental Journal”, which is a nice and easy way to get new information on a regular basis.

Their new campaign “*Building on Strong Foundations campaign*” is about the future. The *Postal Hall*, is the name of the building where the College of Dentistry has been placed for more than 125 years. Now, a new modern building will replace to expand the position as a national leader in dental education, research, and patient care. This will be ready in summer 2020.



*Postal Hall, College of Dentistry, old building.*



*College of Dentistry, the new building 2020.*

Division of Dental Hygiene<sup>3</sup> is the only dental school-based dental hygiene program in Ohio. The Division of Dental Hygiene (DHD) is one of the nine academic divisions at the College of Dentistry. It is a 2+2 year program and includes a baccalaureate degree. Each year there are 32 new dental hygienist students. The program will be presented and discussed below and in comparison, with the Swedish program.

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## Preparation and planning for the visit

In early January, I send my first e-mail to my academic and administrative contacts at the DHD. From start, I had a very good communication and support from them and later also from the Office of International Affairs (OIA) and the Human Recourses Generalist at the College of Dentistry, OSU. In February, I took part in the first STINT meeting in Stockholm, which was a very informative meeting where STINT's Fellows from 2018 and 2019 met. This was a good start, where we could listen to experiences from last year's Fellows and I also got the opportunity to meet the two Fellows who were at OSU in 2018. These contacts were very valuable for my preparation. After this meeting, I started to prepare for my planning trip, which were the first week in April. My contacts at OSU/DHD were very helpful and gave me recommendations of residents, both for the planning week and for the fall. I prepared myself by reading the OSU and the College of Dentistry web-site, where also the DHD is included. I also send some suggestions about things to do and my tasks I wanted to discuss when I arrived. During the planning week, we wanted to stay close to the OSU, as our plan was to also find a resident for the fall near campus. Thanks to different recommendations about areas around the campus, we walked a lot during the week to find a nice area, as one of our main purpose was to find a resident for the fall (which we did). The resident that we chose, was through Airbnb, but the host was recommended by one of the last year STINT Fellow. We also had the opportunity to meet the staff at the DHD, the Dean of the Dental faculty and a meeting at the Office of International Affairs. We found Columbus and OSU as a fantastic place to stay, and during the time for the planning trip, the Magnolia trees flourished everywhere. That was wonderful to experience.



*Magnolia tree on Campus*

After the planning trip, all the practical things with VISA and J1/J2 applications started, which was a lot. However, the International Scholar Immigration coordinator at the Office of International Affairs and the Human Recourses at OSU/ College of Dentistry was very supportive during this process. Later, I also got information about preparations for insurance and health care. According to the College of Dentistry Protocol I needed obtain/provide proof of Immunizations. To prepare my tasks for the fall, I also asked for the fall 2019 syllabus, which was sent to me my by e-mail. That gave me a good overview of the different subjects where I could co-teaching and observe. In the beginning of August, we left Sweden and after some days, I started my fall semester at the Dental Hygiene Division at OSU.

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## **Tasks and responsibilities**

During the first week, I scheduled a Check-in and Orientation Session at the Office of International Affairs, which is mandatory for international scholars. The first weeks was time to get settled with all new things at the department and with colleagues. At this time, Ms Alexandra Mobley who is the Dental hygiene office administrative associate, helped me to settle down in different ways. I got a fully equipped office, which I shared with a colleague. This was very nice and valuable, as it has giving me the opportunity for asking questions and have daily talks. I also went through an introduction including an on-line training about security, ethics etc., mandatory for all new staff.

After a few weeks, I had a meeting with the chair of the Dental Hygiene, Ms Rachel Kearney, to discuss my tasks and my goals for my stay at OSU. Based on my competence areas, we decided that I should suggest courses that I could be involved in.

I was enrolled as a Dental Hygiene Faculty, which meant that I was supposed to take part of the regular faculty activities including meetings (division, clinical), be involved in course activities such as planning for lectures (online and in class), learning activities and clinical practice. As the web-based platform was new for me, we decided that I shouldn't have any own responsibility for a course. It was also in line with my wish, i.e. to be a co-teacher in different courses, both planning the contents and having lectures. However, the web-based platform Canvas/Carmen was very valuable and educational, since this will be the new platform for me in Sweden as well. One of my goals was to learn more about online teaching and be inspired by pedagogical tools, learning activities and examinations using Canvas/Carmen. Thus, one task was to take part of workshops and training focusing on this area. A recommendation was given to me to look for training courses at the OSU Institution for teaching and learning and Distance education and eLearning (ODEE).

I started to look through the schedule of the fall semester courses to see what classes I could join in different ways. In some of them I took the opportunity to be an observer to get influenced of pedagogical tools, ways to perform as a teacher and the interactions between teachers and the students. In some of the courses, which was in line with my own teaching area, I suggested and performed lectures and learning activities.

## **Activities during the Teaching Sabbatical**

### Courses:

I didn't have any own course that I was responsible of, but was involved in different courses during my stay. My choice of courses was based on both my own areas of expertise, general interest but also from a pedagogical perspective. Mainly, it was for undergraduates' students but also for complete degree students. These was the courses that I took part in, but in different ways:

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Co-teaching (more or less):

The profession of Dental Hygiene

Oral Health behavior change management

Oral health, pre-clinic

Oral health disease prevention

Research application and analysis

Observed:

Oral Anatomy, Tooth morphology and Occlusion (this course was for both dental hygienist and dental students)

Periodontology

Radiology course

### Pedagogical:



*Learning activity - Jigsaw*

By taking part of different courses with different teachers, I got a valuable experience of different kind of pedagogical tools, both in class and online courses. I also took part in several ODEE events:

Using Carmen/Canvas Effectively to Improve the Student Experience

Keys to Successful Online Teaching

Engaging Students through Online Collaboration

iOS Apps for Teaching and Learning

Peer Review in Carmen/Canvas

Technology-Enhanced Active Learning DIY Video Creation for Teaching.

These events were very educational and inspiring and parts of the pedagogical tools were used in some of the courses by me or by colleagues, which gave me opportunity to apply these.

### Meetings:

I took part of the regular meetings at the Dental hygiene Division, both faculty and clinical meetings.

Roundtable meetings included both faculty and clinical staff. These meetings were very informative and valuable since it involved discussions about the most of teaching activities and faculty work. For example, the “Division of Dental Hygiene Curriculum Management Plan”, were explained.

I also had informal but very interested and informative meetings with the Dental hygiene office administrative associate (Ms Alex Mobley) about the DH program and Ms Patricia Gardner, Assist Director, academic

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studies about the student program and transition between the different programs that the DH division have. Also, individual meetings with colleagues about different pedagogical issues such as interprofessional cooperation's within the education, integrating research into the education, tools for online courses and many other topics.

### Research activities

The teachers at the Dental hygiene Division, are a young academic team but with a high interest in research progression. During my time at the College of Dentistry, I have had individual meetings both with dental hygiene teachers and dental researchers to discuss possible projects and ways of cooperation's. Also, my PhD students from Sweden, had an online lecture about their research area (sleep apnea) in one course. This



*Research exposition, OSU*

lecture will also be a part of an intervention study performed by two of the teachers at the DH division. Several lunch research presentations in different areas have been performed by the Research Science Colloquium, which have been a good opportunity for me to join.

I participated with a poster presentation at the 14<sup>th</sup> Annual International Scholar Research Exposition performed by the OSU International Affairs office of Academic Affairs and the Research office of Research, which was a nice experience. My mentor, Ms Rachel Kearney, was also a part of this event which also “placed the OSU Dental Hygiene Division on the international map”.

### Other activities:

Accept the above, I have tried to take the opportunity to join different activities that have been advocated by webmail, OSU web site or suggested by colleagues at OSU such as:



- Outreach activities of the OSU College of Dentistry. The H.O.M.E. (Health Outreach Mobile Experience) Coach is a pediatric mobile dental clinic that travels to Columbus City Schools providing great dental care. It is an OHIO Project clinical site, which enables faculty-supervised dental students to provide basic dental treatment to approximately 2,900 children annually at Columbus City Schools and surrounding areas during regular

*The Health Outreach Mobile Experience*

classroom hours. <https://dentistry.osu.edu/about-us/community-outreach-education/dental-health-outreach-mobile-experience-home-coach>

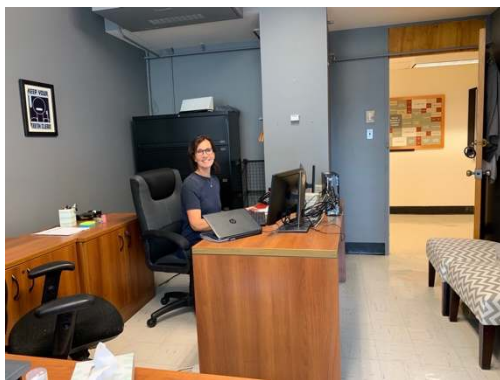
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- College of Public Health Advocacy Workshop
- Training course in REACH Suicide Prevention Training.
- Lunch presentation at the Mirrow Lake (at campus): “Lime stone and Fossils”.
- “Feed the Funnel”. Voluntary work for Charity. Packing Food boxes to American veterans. OSU is one of the main sponsors for this organization.
- The annual Donation Memorial event, to honor the relatives to those who have donate their organs for education and research at OSU.

## Important lessons

One of the first thing that I experienced was regarding how the students titillated the teachers, it must be Mr, Mrs, Ms, Dr or Professor before the last name. Good or not, I’m not sure. I think respect can be fruitful, if it’s mutual, which I believe works very well between students and teachers at OSU.

As a teacher, you are expected to develop your pedagogical skills, but it is your own responsibility to do this. The teachers are very good in using different tools, focusing on learning activities, both in class “face to face” and for online courses. Even if there are both midterm and final exams, there are weekly graded learning activities. By continuing grading, this gives both creds to the student’s efforts, but also support them in the learning process. This make demands on the teachers’ pedagogical skills. However, to be able to reach these demands, the OSU Institution for teaching and learning and Distance education and eLearning (ODEE) are very good resources available for all staff, but also for students. This is something I’m very impressed about. If you want to improve your teaching skills, there are several of opportunities. A challenge though, is the limit of time (as for all of us).



A feeling of loneliness was also something that I could feel as a teacher. Each teacher has his/her own course, plan and perform it, in special for theoretical courses. The daily routines limited cooperation’s and daily discussions between the teachers in that way I’m used to. However, the regular meetings and in special the new “Roundtable” was a good way to encourage and support each other both from a teaching and research perspective. Sitting in a room alone, without no break as “fika”,

*My office, shared with a colleague, was of great value.*

or having lunch sitting in your room at the computer, was the common way. I missed my “fika” and common lunch breaks with colleagues. However, this is another culture, and also something that I have experienced in other countries.

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## Comparison between the host and the home institutions (in Sweden)



*Lake Mirrow on Campus, OSU.*

There are a lot of similarities but also differences between The Dental hygiene program at OSU and my home institution in Sweden. However, the Dental hygienist program at OSU in Ohio state, also differ from other states in US, which is an important fact to observe. There are no national guidelines, but each state has their own Dental practice Act, performed by the State Dental board. Thus, there are differences also within US regarding the contents within the education and rules for practice. For Sweden, Dental care and the dental

professionals are guided by the National board of Health and Welfare. It is also one agency, the Swedish higher education authority (Universitetskanslerämbetet, UKÄ), who evaluates the quality of the higher education. Thus, from a dental/dental hygiene professional and educational perspective, it is more relevant to compare Sweden and Ohio State, not with US as a country.

Both universities have the same goal, to educate students to be able to work as dental hygienists. The vision at the Dental hygiene division at OSU are “to inspire students to become future-ready oral healthcare professionals through unparalleled educational experiences, dedicated patient care, and extensive research opportunities”. The Division Mission is “to promote oral health, professional ideals, lifelong learning and leadership in dental hygiene through education, research and service.” This is also in line with the Dental hygiene education in Sweden.

However, there are some differences in which way we do this, both related to the program curriculum and approach, syllabus, examinations etc. Below are some examples of differences and similarities and possibilities for changes in Sweden (and abroad) in relation to different aspects:

- *Pedagogy and its importance.* My impression is that the pedagogical part is very important and of great interest at the College of Dentistry at OSU as it is in Sweden. At the DH division, they have a mix of pedagogical ways and tools, both face-to-face in class and online courses. The webbased platform Carmen (Canvas), is the main tool, and provides a set of integrated web course tools that can be used to supplement a class taught mostly face-to-face or can be used to teach an online course. In Sweden, Canvas is also used at some universities, even if it was new for me. In class, I have experienced different ways of teaching where the students are more active compared to “my Swedish students”. This is also related to the learning activities presented in Carmen before the lectures that is a very common and effective way to encourage the student to be active. The learning activities is often graded, which also “force” the student to be active. However, this can also be seen as giving the

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student credits for their efforts, i.e. preparation by reading, listening to movies etc. Examples of learning activities are Quiz, which is very common (online, face-to-face or by paper in class), Jeopardy (in class), Jigsaw (group activities in class) and flipped classroom (easy to change tables and chairs for group work).

In Sweden, we are still very traditional, even if we have knowledge of other ways to teach. However, there are more ways than just recording a lecture and make it online. At OSU, there are a big support from ODEE, where monthly e-Learning presentations to bridge the gap between ODEE and the faculty is performed. My experience from the ODEE workshops, is that the digital world must take a larger step into the class room, we need to follow the new generation. However, there are barriers to overcome, which is the same both at OSU and my home university. Time for the teachers, a supportive classroom environment and active support from e-experts are important factors to consider.

- *Curriculum and courses offered:* According to the OSU Dental Hygiene curriculum, the dental hygiene graduate is a licensed oral health professional who provides educational, preventive, and therapeutic services in the support of optimal oral health. The dental hygienist applies foundational knowledge in the areas of general education, biomedical, dental, and dental hygiene sciences. They serve a range of populations including the medically compromised, mentally and physically challenged, underserved, and culturally diverse. This is also in line with the Swedish curriculum. However, our education differs in some parts. The college offers a baccalaureate degree in Dental Hygiene. It is a four year program (2+2 curriculum), starting with the Entry level program, including pre-dental hygiene coursework “Dental Hygiene General Education” (GE) and “Program prerequisite List” during the two first years. Specific courses prerequisite are anatomy, biology, chemistry, English, maths, psychology, physiology, human nutrition, microbiology and sociology. GE courses are second writing course, historical study, literature, visual and performing arts, culture/historical/social science, global studies and open option. These courses must be completed by the end of summer semester prior to matriculation in the Dental Hygiene major, which is the last two years. The program (last two years) has four semesters and one summer term. In Sweden, The Dental hygienist is a three-year program, however, the GE courses are not included.

During the major, it is possible to select an area of specialization as a part of the dental program.

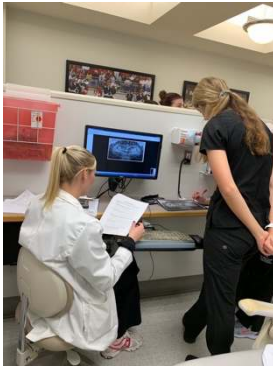
However, this may not be completed prior to the admission of the major. The areas are: Expanded Functions, which provides basic theory, procedures and clinical applications of expanded functions duties, Dental Hygiene Education, which introduces students to the career option of education as a profession and, the Individualized Program which encourage students to design an area of specialization of their own choosing, where business, public health and research are recommended. A

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specialization, is something that is of high interest for the Swedish dental hygiene professions, and is an ongoing work. However, this is meant to be at a Master degree level.

Both universities offer a Master of Dental Hygiene program. At OSU the program focuses on individualized educational and field experiences, combined with a substantive core curriculum that gives dental hygienists the knowledge and experience to teach in a dental hygiene program - in an all online format, and can be ongoing over several years. Focusing on educational skills is their way to recruit faculty, which is a very good idea. The specialization for dental hygienist in Sweden is planned to have more of a professional perspective (a career path) than an academic. At OSU, there are no specific research school, but an individual PhD program can be performed, which is a difference from my home institution.

- *How teaching is conducted:* Teaching is conducted similar to Sweden, where the two big part is theory and clinical practice. As in Sweden, the theory is performed by lectures in classroom, self-reading and group activities. Recorded lectures are also common. Teaching is also about making learning activities for the students. These activities could be both prior, during and after a lecture to make the students more active. The lecture is more seen as complement to these activities. This is something that I will bring home.



The clinical training is performed in the clinical lab and at the student dental clinic, which is similar to the Swedish DH programs. The clinic is shared with the dental students. The equipment's are old but will be "the best" in 2020, when the new building is ready. The clinical practice is a very central part at DHD/OSU and is introduced early in the education, first as pre-clinic at the lab (no patients) at the first semester and from the second semester, at the student dental clinic (with patients). There is a big focus on clinical skills training where the theory is complementary parallel to the training. Integrating theory with practice is important but also a challenging pedagogical issue. I was somehow impressed about how the teachers used the theory into practical learning activities. For example, when they learned about "how" to use the oral clinical instruments, they also focused on the "why" at the same time, using the theoretical part in a parallel course. At the DHD/OSU they had several parallel courses (first year), where we (my home institution) have one or two parallel courses at the same time. The course procedure, the topic of parallel courses and how to integrate the courses is of importance for the student but also a pedagogical issue, that have increased my awareness. However, progression in an area (from basic knowledge to more analytic), seems to be something that are more important for the Swedish higher education in comparison.

In Sweden, the dental hygienists have the authority to diagnose and treat caries and periodontal

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disease as well as sign everything within the dental hygienist profession. In US, the dental hygienist does not have this authority, and is depended on the dentist. This make a difference how teaching can be conducting in patient clinical practice in different ways.

- *Forms of examination:* As previously mentioned, above the midterm and final exams, there are several activities during the courses that also are graded. In Sweden (my experience), we still focus mostly on final exams at the end of a course, even if it has been a change to have different part of minor exams also. The awareness of several different examinations as a way of learning activities is an interesting experience to bring home. The forms of examinations are different, and the grading system is A to F adding + and -, which makes a 13-grading system. Usually the students need a C to pass and an A and B is often expected. The theoretical mid and final exams are often multiple choice (Quiz) but mixed with patient cases and written reports which is similar to ours. However, there are other ways such poster presentations and infographics that I will bring home. The big different is the clinical exams, which is more detailed at OSU. Again, a bigger focus on clinical skills.
  
- *The relationship and/ or status of pedagogical merits compared to research merits:* At OSU pedagogical skills was encouraged and there are a lot of supports and opportunity to take courses from ODEE as described above. As a teacher, you are expected to update and take part of these courses. Research merits are also encouraged if you are faculty staff and should be discussed and planed together with the chair annually. Integrate research into clinical practice and theoretical courses is a part that is very important in all academic education, where the teacher have an important role. To encourage an academic progress, College of dentistry have two development tracks, called “Promotion Tenure”. As a teacher you can choose a Clinical or Research (just for faculty) track. You can reach both associate professor and full professor in both tracks, but with different focus and strategies. This is a good example of strategy to promote teachers to develop academic skills and by that also increase the integration between research and higher education.

## Recommendations

To future visiting scholar in the programme I would like to say, grab the opportunities and don't wait for them to come to you. Be curious and proactive and finally, and maybe the most important, enjoy the moment! This is a unique opportunity, but it also demands some efforts of yourself, starting with the planning before the visit. Plan your visit in good time and read about the host university. What do they offer and what could be useful for you as a teacher/researcher and your institution? Make a wish list to discuss with your contacts during the planning trip. Good relations with your contacts (administrative, department chair, international affairs) at the host university is very important both before and during the visit. Moreover,

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support from earlier scholars both those who had been at OSU before but also from Jönköping University, was of great value. The sabbatical is not only about the university and teaching, it is also important to getting to know the social context and culture in a new country. This part takes time but necessary as it is important to get the “whole picture” working and live for a longer time in a new nation. I suggest to take part of the information about OSU internationalisation at the Office of international affairs web site; <https://oia.osu.edu/> and in specific about the J-1 scholar information; <https://oia.osu.edu/int-scholars/j-1-visiting-scholars.html> Another important contact is the department of human resources at the host institution. Regarding housing, there are several ways depending on where you want to stay (living alone, a couple or with children). If you like me have brought your partner, I suggest to stay in a neighborhood near the University, for example Short North, Harrison West, Victoria village (walking distance, German village. If you bring children, other areas are recommended depending on the quality of schools (see other reports). Your host institution may be helpful here.

### **Action plan: Topics to address and, if possible, introduce in Sweden**

Certainly, there are things that I will utilize in Sweden based on my experience from OSU.

I will apply different pedagogical tools that have inspired me, both for in class and on-line courses. Tools that increase the students active learning, where colleagues and the ODEE events at OSU have encourage me to be more openminded about the digital world and options as described above. From a teaching perspective, I have also realised the importance of a supportive environment such as ODEE.

At my new home institution (Karlstad University), we have a new Dental hygiene program. Influences of learning outcomes and forms of examinations inspired from OSU have already been discussed with colleagues and adapted in several syllabus.

If possible, I will strive to implement a bi-lateral internationalization program on home turf by online lectures and student activities in courses operated by digital techniques that I have experienced.

I will have a continued relationship with the host institution as an adjunct Ass. Professor. The goal is to cooperate in online lectures, but I will also support some research projects at the institution in the field of dental public health, elderly care and sleep apnea. I have also discussed the possibility for colleagues (PhD) at the division of dental hygiene to apply for STINT grants to visit my home institution in Sweden.

### **Acknowledgements**

I wouldn't have had this this wonderful experience without different supports.

First, I would like to express my gratitude to the STINT foundation who made it possible for me and my husband to spend the semester in Columbus, Ohio state, US.

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To the Dean and Professor Patrick M. Lloyd at the College of Dentistry and Associate Professor Rachel C. Kearney, Chair at the Division of Dental Hygiene, who welcomed me as a visiting scholar, I'm very grateful for giving me this opportunity and experience at OSU.

I also want to thank Ms Alexandra Mobley, who was very dedicated, supportive and always helped me, always with a smile. Thank you, Alex,! To all the faculty staff at the Dental Hygiene Division; my dear roommate Mrs Rebecca P. Henderson for daily conversations, co-teaching and always answering my thousand questions, Mrs Elizabeth A. Chartier and Mrs Denise A. Kissell for interesting discussion about dental public health and projects, Mrs Denise M. Messina for our conversations about the importance of studying elderly care in research, Mrs Bridget Wright for our cooperation in the sleep apnea field, Mr Brian B. Partido for our interesting exchanges about research and the importance of integrating research in the education, and Professor Joen M. Iannucci, I will never forget "Jeopardy" as learning activity. Also, thanks to all the clinical instructors, no one mentioned and no forgotten. Thank you for letting me take part of your lectures, clinical training and giving me the opportunity to co-teaching and as an examiner. I have learned so much from you!

I also want to thank Professor John D. Walters at the Division of Periodontology and Associate Professor Allen R. Firestone at the Division of Orthodontics for interesting conversations about research and the dentistry field.

Furthermore, I want to thank the staff at the Office of International Affairs, OSU, and Ms Stephany Gluck at the Human Resources, College of Dentistry. You have all been very supportive in the whole process before and during my visit at OSU.

Finally, thanks to all students! You have been wonderful and very nice to me.

*/Ulrika*

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