

**THIRD ANNUAL**

# EDUCATION DAY

**BUILDING COMMUNITY,  
PROMOTING EXCELLENCE**

 **TUESDAY,  
SEPTEMBER 22, 2026**

 **12:30-5:30 pm**

 **PAUL J. DIMARE  
CENTER, N1-1500  
UMASS CHAN  
MEDICAL SCHOOL**

UMASS CHAN MEDICAL SCHOOL

## Schedule of Events

**12:30-12:45 PM WELCOME REMARKS**

**12:45-1:45 PM PLENARY**

***The Sciences of Learning: State of the Art***

Presenter: **David Alan Hirsh, MD, FACP**

Associate Dean for Undergraduate

Medical Education

Professor of Medicine

Harvard Medical School

**1:55-4:00 PM WORKSHOPS**

**4:10-5:30 PM, COLLABORATIVE  
CONVERSATIONS AND RECEPTION**

**REGISTER TODAY**



## WORKSHOPS

**CAREER ADVANCEMENT**

**LEADERSHIP**

**TEACHING AND LEARNING**

**INNOVATING WITH AI**

**COLLABORATIVE  
CONVERSATIONS**

A SPACE FOR  
EDUCATORS TO PAUSE,  
CONNECT, AND  
CO-CREATE—BUILDING  
COMMUNITY AND  
SHARED PURPOSE  
THROUGH INTENTIONAL,  
HUMAN-CENTERED  
DIALOGUE.

**HEALTH EDUCATION ACADEMY FOR  
LEADERSHIP AND LEARNING (HEALL)**

## About Education Day

Guided by the theme Building Community, Promoting Excellence, Education Day explores how learning works and how this understanding can strengthen both educational practice and educational culture. Through engagement with evidence-based approaches to learning, collective reflection on these approaches in real time, and consideration of their applications across teaching contexts, Education Day highlights the role of inquiry, reflection, and support in advancing high-quality medical education. Excellence is presented not as an individual achievement, but as something that emerges through common language, shared practice, and an enduring commitment to learning together.



## Featured Plenary

### The Sciences of Learning: State of the Art

In this metacognitive romp, David Hirsh, MD, **will teach empirically-derived educational science** engaging the audience using that very educational science—it is **“a play within a play”** to generate learning and retention about learning and retention.

In more than a century since the Flexner report, the fields that comprise “the sciences of learning” (education, neurobiology of learning, social and cognitive psychology, among others) have advanced greatly. Despite this progress, medical education has been slow to translate these empirically-derived sciences to our educational models, structures, and practices.

In this session, **we will actively engage five empirically-derived sciences of learning** using these sciences of learning. My hope is that education leaders, classroom teachers, clinical educators, and learners will value and benefit from these approaches and be better able to serve our future learners, patients, and communities.



David A. Hirsh, MD, FACP  
Professor of Medicine  
Associate Dean, Undergraduate Medical Education  
Harvard Medical School / Cambridge Health Alliance

## Collaboratives and Conversations

- A space to connect, and co-create with fellow educators
- Hear updates from HEALL Collaborative leaders and emerging groups
- Discover ways to share your perspective and get involved (interest, ideas, time)
- Engage in reflection, dialogue, and shared inquiry

## Workshops

### **AI in Education at UMass Chan: An Intercampus, Hands-On Exploration**

Explore how generative AI is reshaping clinical, educational, and research environments. Using UMass Chan's longitudinal AI curriculum as a foundation, this session invites reflection, discussion, and collaborative exploration of how AI is emerging across disciplines and how best to prepare learners.

### **Beyond the Referral: Integrating Psychologists as Full Partners in Academic Healthcare**

This workshop examines how more intentional integration of psychologists can strengthen patient care, workforce stability, and education. Through case-based discussion and applied frameworks, participants will explore barriers, challenge assumptions, and identify strategies for meaningful interprofessional collaboration.

### **Building Community and Promoting Mentoring Excellence: Through Evidence-Based Mentorship Workshops**

Grounded in the Entering Mentoring curriculum, this workshop introduces practical, evidence-based approaches to strengthening mentoring relationships. Participants will engage in interactive activities focused on communication, mentee development, and addressing common challenges in mentoring practice.

### **Finding Lessons in Learning: Using Narratives to Build Community and Meaning in Teaching**

Storytelling and narrative writing offer powerful ways to reconnect with meaning in teaching and foster community. This session creates space for reflection, writing, and shared dialogue, helping participants apply narrative approaches to strengthen connection and learning.

### **Yes, And...Improvisation for Collaboration and Community in Health Education**

This highly interactive session uses improvisation techniques to strengthen communication, adaptability, and teamwork. Through experiential activities and reflection, participants will explore how improv can enhance teaching, leadership, and clinical interactions.

### **You Collected Qualitative Data – Now What? Introduction to Qualitative Analysis**

This hands-on workshop introduces a practical approach to qualitative analysis, guiding participants through coding, interpretation, and consensus-building. The session focuses on developing skills to translate qualitative data into meaningful insights for education and improvement.

## Collaboratives and Conversations

Collaboratives and Conversations, an outgrowth of the current HEALL Collaboratives, represent an invitation to pause, connect, and co-create with fellow educators who share a commitment to intentional, human-centered teaching and learning. Collaborative Conversations create space for reflection, dialogue, and shared inquiry—bringing together faculty, and educational leaders to learn with and from one another.

Organized by current HEALL Collaborative leaders, and prospective collaboratives, each group will engage in conversation, update you on their work, and let you know about opportunities to contribute—your opinions, your interest, or even your time!



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### **Serious Illness Communication Training**

How do we move serious illness conversations from specialty expertise to an educational norm? This collaborative conversation brings together faculty educators, mentors, and curriculum leaders who share a commitment to advancing how learners are prepared for these critical moments. Rooted in statewide collaboration across the Massachusetts medical schools, this gathering explores faculty development as a lever for sustainable curricular change—building community, aligning efforts, and shaping a longitudinal, developmentally grounded approach to serious illness communication in medical education.

### **Generative AI in Health Professions and Biomedical Education**

This Collaborative brings educators, learners, and leaders together to examine how generative AI is influencing teaching, learning, and professional practice. Grounded in HEALL's commitment to human-centered, values-driven education, it creates space for reflection, shared perspectives, and exploration of what becomes possible when AI is used with care and responsibility. Through ongoing dialogue and collective inquiry, participants contribute to a shared educational vision that encourages curiosity, ethical engagement, and learning across professions, roles, and stages of development.

### **HEALL Collaborative: Peer Teaching Feedback Network**

This HEALL Collaborative invites faculty and educators to help shape a shared, sustainable approach to peer teaching feedback at UMass Chan Medical School. Centered on reflection, growth, and community learning, this work aims to co-create a framework that makes peer feedback accessible, supported, and meaningful over time. Participants will engage in collaborative inquiry to explore how peer review can strengthen teaching practice, generate shared evidence of impact, and inform institutional learning. Join colleagues across roles and disciplines to help build a culture of intentional, supportive teaching development.

### **Engaged Teaching and Learning**

This collaborative is an interprofessional community dedicated to strengthening teaching and learning through shared reflection, innovation, and connection. Drawing educators from all three graduate schools, the Collaborative focuses on expanding effective engaged learning practices while enhancing the experience of faculty as educators. Through cross-school dialogue, student-informed insights, and dissemination of successful strategies, the group fosters collaboration, builds a shared repository of practices, and supports meaningful integration of engaged learning across curricula—advancing academic excellence and a strong, connected educational community.