

*Traverse City*  
**Michigan**



LILLY CONFERENCES  
EVIDENCE-BASED TEACHING & LEARNING

**ITLC** | INTERNATIONAL TEACHING  
LEARNING COOPERATIVE, LLC

October 9th-11th

2024

**Conference On**

**ADVANCING  
TEACHING  
AND  
LEARNING**

*Workbook*

&

**PROFESSIONAL DEVELOPMENT  
ACTION PLAN**

[lillyconferences-mi.com](http://lillyconferences-mi.com)

# Table of Contents

|  |                |
|--|----------------|
| Table of Contents.....   | 1              |
| Preface.....   | 2              |
| Exercise 1:<br>One-Minute Paper.....   | 3              |
| Exercise 2:<br>Course Enrichment.....  | 7              |
| Networking & New Contacts.....   | 10             |
| Day 1:<br>Notes & Reflections for Opening Remarks.....<br>Ideas From Sheri Stover Plenary Session Day 1.....<br>Notes & Reflections for Day 1..... | 14<br>15<br>16 |
| Day 2:<br>Ideas From Joe Packowski, Plenary Session Day 2.....<br>Notes & Reflections for Day 2.....   | 19<br>20       |
| Day 3:<br>Ideas From Todd Zakrajsek, Plenary Session Day 3.....<br>Notes & Reflections for Day 3.....  | 21<br>22       |
| Exercise 3:<br>Revisiting Your Teaching Philosophy.....  | 26             |
| Exercise 4:<br>Take Home Exam.....   | 28             |
| Resources to Remember.....   | 30             |
| Preparing a Proposal for Consideration.....  | 31             |

## Preface

Dear Conference Colleague,

For over 40 years, ITLC Lilly Conferences have provided opportunities for the presentation of the scholarship of teaching and learning. Conference participants are made up of faculty and administrators at various stages in their academic careers from across the United States, representing nearly every discipline found in higher education. Our mission is to provide a forum to share and model a scholarly approach to teaching and learning that reports quality student learning outcomes while promoting professional development of faculty and to also encourage and foster individual pedagogical advancement.

Community is a cornerstone of improved student learning. We design each conference with this in mind. Conference attendees are participants and are lifelong learners. Everyone responsible for teaching has the ability and can cultivate the desire to learn to be a better teacher. To that point, scholarly, evidenced-based teaching is necessary to improve student learning.

This workbook is a starting point to maximize the impact of the conference experience. Work through the guide before, during, and after the conference. Before the conference starts, make time to read through the program, create a personalized schedule of which presentations to attend, list the presenters with whom you would like to talk about specific topics, references, or resources. Dedicate a few minutes each day of the conference for completing written reflections. In completing this workbook you will be creating an individualized professional development plan. The brief exercises within this booklet will guide how you will apply what you learn during the conference to your teaching practice.

ITLC Lilly Conferences are committed to creating events that build community among participants. Scholarly activity in the absence of a shared vision and community support cannot be successful in building the highest level of effective learning for our students. Effective faculty development does not occur in a vacuum. It requires a community of scholars sharing, discussing, critiquing and reflecting on what constitutes good teaching and learning and identifying how each of us can improve our craft. At ITLC Lilly Conferences, every individual is valued for their perspective, with the belief that all faculty members are lifelong learners who benefit from interacting with one another, our students, and our mentors. Each conference is designed to create a community where we share scholarly work, network, and promote collaborations that extend the professional interactions forged at conferences into lifelong collegial friendships.

# *The One-Minute Paper*





## *The Prompt*

### **Start the Timer Answer the following:**

What do you most enjoy about teaching? Write about what brings you energy and happiness or the reason(s) you wanted to become an educator.

**(End writing when timer sounds.)  
Start your Response Now.**

# One-Minute Paper Continued

Continue on next page



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## One-Minute Paper Continued

End writing when timer sounds

STOP





# *Course Enrichment*



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Exercise 2:

## Course Enrichment

**Take a few moments to think about the courses you will teach in the upcoming semester. Identify one concern or challenge you have, or anticipate having, in one of those courses.**

**A) Describe the issue or challenge that you have identified.**

**B) Describe the ideal situation or exit behavior for the challenge identified.**

## Course Enrichment Continued

**C)** To what extent are the contributing factors to this identified challenge related to student behavior (or lack thereof) and to what extent are the contributing factors related to instructor behavior (or lack thereof)?

**D)** What strategies might be implemented to assist in moving toward the desired state?



# *Networking Contacts*



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## Networking & New Contacts Continued

| Name & Institution | Email | Contact About... |
|--------------------|-------|------------------|
|                    |       |                  |
|                    |       |                  |
|                    |       |                  |
|                    |       |                  |
|                    |       |                  |
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## Networking & New Contacts

| Name & Institution | Email | Contact about... |
|--------------------|-------|------------------|
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|                    |       |                  |
|                    |       |                  |
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# Notes & Reflections



Day 1 Notes & Reflections

## Ideas Generated from the Opening Remarks

Wifi Password for meeting space: \_\_\_\_\_

Password for Sched: \_\_\_\_\_

Oct. 9th  
4:00 - 5:00 pm



## THE SCIENCE OF HOW STUDENTS LEARN

A stylized logo of a flower or leaf with five petals, rendered in a light orange color.  
**SHERI STOVER**  
WRIGHT STATE UNIVERSITY

Ideas Generated from the Plenary Session

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# Day 1: Notes and Reflections



Use this space to list any new ideas formed, concepts considered, musings, or anything else that might prove helpful to you in the future. Consider: What surprised you? What can you apply to your work?

A large yellow rectangular area with a torn bottom edge, containing 20 horizontal lines for writing. The lines are arranged in pairs, with a red line at the top of each pair and a dark blue line below it.



# Notes & Reflections

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Day 2 Notes & Reflections

Oct. 10th  
1:00 - 2:15pm



**PEDAGOGY OF EMPOWERMENT:  
5 PRINCIPLES TO ACCELERATE  
MUTUALLY BENEFICIAL LEARNING**



**JOE PACKOWSKI**  
*INDIANA UNIVERSITY BLOOMINGTON*

Ideas Generated from the Plenary Session

# Day 2: Notes and Reflections



Use this space to list any new ideas formed, concepts considered, musings, or anything else that might prove helpful to you in the future. Consider: What surprised you? What can you apply to your work?

A large yellow rectangular area containing 20 horizontal lines for writing. The lines are arranged in pairs, with a red line at the top of each pair and a dark blue line below it. The pairs are separated by larger gaps, creating a structured space for notes and reflections.



# Notes & Reflections



Day 3 Notes & Reflections

Oct. 11th  
9:20 - 11:00 am



*USING GENERATIVE AI  
TO ENGAGE STUDENTS AND  
PROMOTE DEEP LEARNING*

**TODD ZAKRAJSEK**  
UNC CHAPEL HILL

Ideas Generated from the Plenary Session

## Day 3: Notes and Reflections



A large yellow notepad with a torn bottom edge, featuring horizontal lines for writing. The lines are organized into sections by red lines, with two red lines defining each section. There are 10 such sections on the page.

# Mind Sweep!

## To Do List

- 
- 
- 
- 
- 
- 
- 
- 

## Books For Reading List/Library Acquisition Request

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- 
- 
- 
- 
- 
- 

## Journal Articles to Read

- 
- 
- 
- 
- 
- 



Write a note of Thanks to the person who sponsored your travel request



## Campus Resources /Contact Number/Email

|  |  |
|--|--|
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

People/Centers to Follow



## **DOODLES. SCRIBBLES. ZENTANGLES, TESSALATIONS**

Increase your “Noodle Capacity” with Doodles, Zentangles, or Scribbles - this is your blank space! Let yourself zone out or allow your mind to wander while fidgeting on paper. Free space to space out!

Doodles. Scribbles. Zentangles. Tessalations

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# *Teaching Philosophy*



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## Exercise 3:

# Teaching Reflection

### Step 1:

Spend some time reviewing notes, doodles, and reflections written during the conference.

### Step 2:

In relation to your philosophy of teaching, consider how the conference experience may influence the following dimensions:

What new pedagogical research ideas or implications were shared?

What are you curious to learn more about?

How has this information impacted your stance/assumptions about student learning?

What method of teaching is your “go-to strategy”? What instructional activities did you see modeled or described that you would like to incorporate in your teaching practice?

What new/reframed understanding do you have about student learning that alters your previous practice? How will your teaching approach be modified?

What new/revised understanding do you have about your teaching behaviors/classroom culture as it facilitates or impedes students learning?

Apply principles of metacognition to your practice of evaluating student learning. In what instances do you intentionally design strong connections between teaching activities/assignments for the purpose of student learning? In what instances are specific group activities or assignments not as successful as planned? How do you address the affective domain to assist students in finding the value of knowledge gained in the course? How do you make clear the implications for what is being taught as related to the student beyond the program of study.

How do you measure student learning? How do you verify that your goals for student learning are being met? How do you account for student defined learning goals? What low stakes and high stake opportunities do you include to assess learning and promote risk-taking in the classroom?



# *Take Home Exam*



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## Exercise 4:

# Take Home Exam

### Take-Home Exam Instructions:

Two to three weeks after the conference, review the issue or challenge you noted on the Course Enrichment page. In light of what you learned at the conference:

1. What strategies have you implemented? Have they been successful? If not, what adjustments can be made?

2. Did you contact any new campus resources upon your return from the conference? If so, how have they helped? If not, who might you contact?

3. Review your notes from the conference and select one new concept or idea to try in the coming two weeks. Describe here briefly what you will attempt.

4. Have you connected with anyone from the conference? If not, look at the list of new contacts you created as part of this workbook. Send one of them an email, just to establish a post-conference contact.

## Resources to Remember



Read This:

Subscribe To This:

Learn More About This:

# Prepare a Proposal for a Future ITLC Conference

## ITLC LILLY Conferences

### How to Prepare a Proposal

#### Develop

Title (10 words)  
Key Statement (25 words)  
Keywords (3 words)  
Abstract (175 words)  
3 Outcomes  
Session Timeline  
References

#### Submit Online

#### Review Process

Proposals are blinded  
Packets are batched weekly  
Reviewers have 2 weeks to  
complete evaluations  
Programming decisions  
emailed by Director

1

2



## Programming Decisions

- Double-blind peer review
- Rolling basis
- Using criterion-based evaluation
- Limit 2 proposal submissions per lead presenter
- *Call remains as long as space is available on the program.*



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