

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

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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



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...



Networking & New Contacts

Name & Institution	Email	Contact about...



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



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 rectangular area with a light pink background, containing 20 horizontal lines for writing. The lines are arranged in pairs, with a red line on top and a dark blue line on the bottom of each pair.



Notes & Reflections



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 rectangular area with a light pink background and a scalloped bottom edge. It contains 20 horizontal lines for writing, alternating between red and dark blue lines. The lines are arranged in pairs, with a red line on top and a dark blue line on the bottom of each pair.



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 rectangular area containing horizontal lines for writing. The lines are arranged in a repeating pattern of a red line, a dark blue line, and a light blue line, providing a guide for handwriting.

Mind Sweep!

To Do List

-
-
-
-
-
-
-
-

Books For Reading List/Library Acquisition Request

-
-
-
-
-
-
-

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:

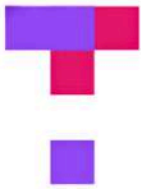
Subscribe To This:

Learn More About This:

OUR PARTNERS

Discover how these trusted resources can support your teaching efforts.
Be sure to mention you learned about them at ITLC Lilly!

TOP HAT



An online courseware platform targeting student engagement and measures of student learning.



Journal on Excellence in College Teaching

The Journal on Excellence in College Teaching is a peer-reviewed journal published at Miami University by and for faculty at universities and two- and four-year colleges to increase student learning through effective teaching, interest in and enthusiasm for the profession of teaching, and communication among faculty about their classroom experiences. The Journal provides a scholarly, written forum for discussion by faculty about all areas affecting teaching and learning, and gives faculty the opportunity to share proven, innovative pedagogies.



Designed by educators, our products outline how to intentionally connect mindful instruction, principles of learning, classroom assessment, and metacognition.

Our products are designed to:

- meet you where you are (regardless of how long you have been teaching),
- incorporate evidence-based strategies,
- guide learning checks, and promote transparency to gain student-buy in.



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OUR PARTNERS

Discover how these trusted resources can support your teaching efforts.
Be sure to mention you learned about them at ITLC Lilly!

Join the
Goosechase Experience
and enjoy
Lilly in a whole
new way!

Participate for the chance to win an annual Goosechase subscription for your department valued at \$7,500

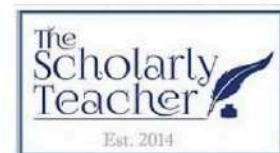
Download the free Goosechase app to join!



Join Code: **LILLYSD24** goosechase

Use this online platform to create interactive experiences to engage students with course content and create community.

This weekly podcast, blog posts and recommendations to help you be more effective at facilitating learning. Download an episode for the trip home!



A free resource! A collection of peer reviewed articles addressing contemporary issues on higher education. Discussion questions are included for individual use or group discussions.



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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