

Asheville

North Carolina



LILLY CONFERENCES
EVIDENCE-BASED TEACHING & LEARNING

ITLC | INTERNATIONAL TEACHING
LEARNING COOPERATIVE, LLC

AUGUST
5th - 7th

2024

Conference On
INNOVATIVE STRATEGIES
TO ADVANCE
STUDENT LEARNING

Workbook

CREATE AN INDIVIDUALIZED
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.

Exercise 1:

The One-Minute Paper

Preliminary Steps:

- Find a quiet place, free of distraction.
- Make yourself comfortable.
- Plan to write with paper/pen or create a retrievable document on your mobile device.
- Open the clock/timer app on your watch, phone, other mobile device.

Prepare to Write a Response:

Set a timer for one minute. For this assignment you will use that minute to write a response to the prompt on the following page. Your answer may be constructed as a concept map, created list, or explanatory narrative - what ever method you prefer, just so long as the answer will make sense to you for future reference.

Turn the page.



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

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One-Minute Paper Continued

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One-Minute Paper Continued

End writing when timer sounds

STOP



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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 your behavior (or lack thereof)?

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



Networking & New Contacts

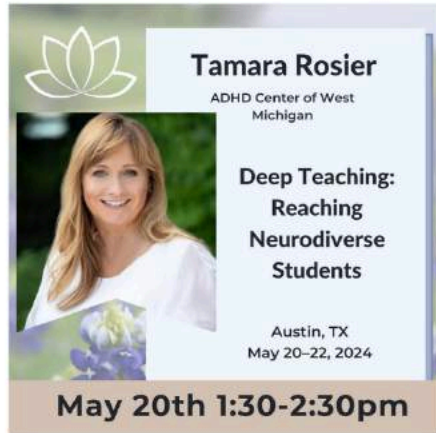
Name & Institution	Email	Contact about...



Networking & New Contacts Continued

Name & Institution	Email	Contact About...

Ideas Generated from the Plenary Session



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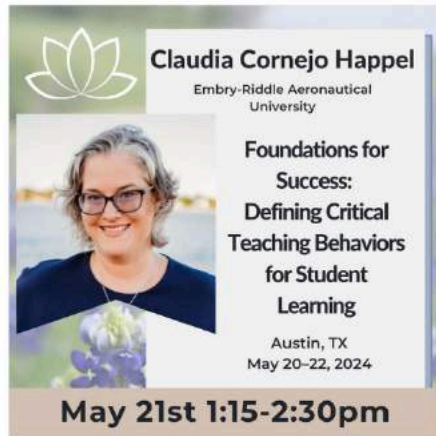
Day 1: Notes and Reflections



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 series of horizontal lines for writing, alternating between red and dark blue lines. The lines are spaced evenly down the page, providing a structured area for notes and reflections.

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 series of horizontal lines for writing, alternating between red and dark blue lines. The lines are spaced evenly down the page, providing a structured area for notes and reflections.

Ideas Generated from the Plenary Session



Todd Zakrajsek
University of North Carolina -
Chapel Hill



**Foundational
Concepts in Social
Psychology
Applied to
Teaching and
Learning**

Austin, TX
May 20-22, 2024

May 22nd 8:45-10:00am

Day 3: Notes and Reflections



A yellow notepad with horizontal lines. The lines are alternating between red and dark blue. There are 10 red lines and 10 dark blue lines, for a total of 20 lines. The notepad is slightly torn at the bottom edge.

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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



Create a Word Cloud

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

Exercise 3:

Teaching Philosophy

Step 1:

Reread your teaching philosophy.

Step 2:

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

Step 3:

In relation to your teaching philosophy, 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?

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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. With whom did you speak and wish to have a follow-up conversation at a later time? Try for 10 new contacts at this conference.

Resources to Remember



Read This:

Subscribe To This:

Learn More About This:

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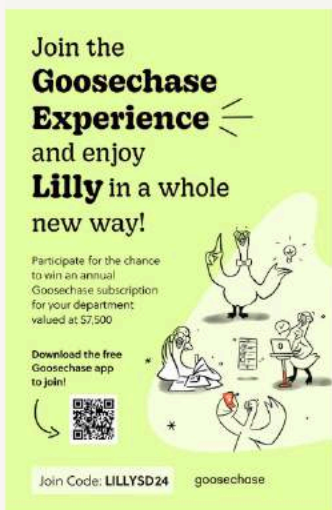
Discover how these trusted resources can support your teaching efforts.
Be sure to mention you learned about them at ITLC Lilly!

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

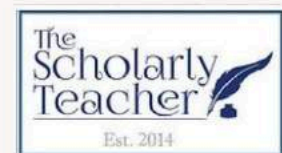
Download the free
Goosechase app
to join!

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.



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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