

Lilly Conference

COLLEGE AND UNIVERSITY
TEACHING AND LEARNING



2018 WORKBOOK

TEACHING FOR ACTIVE AND ENGAGED LEARNING

Anaheim, CA | February 22-25, 2018

Introduction

A Guided Reflection for Your Conference Experience

I highly value and enjoy conferences with a focus on effective teaching. I look forward to the wide variety of sessions, facilitated by talented faculty members, who seem to have no end to their wisdom and experiences. I leave these conferences exhausted from extensive networking and learning, and at that same time energized, with a feeling of hope and renewal. That said, for all their value, and it is extensive, conferences do have a decided drawback. Time and again I have returned from conferences with many handouts, resources, web references, and business cards but rarely with a specific plan as to how to put what I have learned into practice.

This workbook proposes a scholarly teaching framework to implement content acquired during this conference to improve your classroom teaching. It is designed to help you organize information gained, articulate ideas to be further developed, and identify contacts for intentional networking. Just as we teach our students to have a growth mindset with respect to learning, we must have a growth mindset about teaching. Reflect on your teaching by setting aside time to progress through the workbook as part of your conference experience. As you complete the workbook, you will develop an individualized action plan for improving your teaching and student learning.

This conference is the ideal place to contemplate the practice of scholarly teaching and possibly to develop a teaching and learning research project as you are literally surrounded by talented people who share your interest and passion. As you fill out the following pages, discuss with others your thoughts and get their feedback and insight. You might even be developing what you will present at a future conference.

To begin your conference experience, if you have not already done so from the online version of this book, please find a quiet place and complete the One Minute Paper that is found on the next page.

Best,



Todd Zakrajsek, Ph.D.
Conference Director

Course Enrichment

Take a moment to think about courses you will teach in an 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.

c. To what extent are the contributing factors to the 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?

Thursday Plenary



Jim Sibley

University of British
Columbia

Jim Sibley is Director of the Centre for Instructional Support at the Faculty of Applied Science at University of British Columbia (UBC) in Vancouver, Canada. As a faculty developer, he has led a 14-year implementation of Team-Based Learning in Engineering and Nursing at UBC with a focus on large classroom facilitation. Jim has written the book *Getting Started with Team-Based Learning* published by Stylus. He is an international TBL consultant, having worked at schools in Australia, Canada, Korea, Lebanon, Pakistan, Uruguay, and the United States. He also curates one of the world's leading Team-Based Learning websites at learntbl.ca.

Workshop Presentation: What Makes Teamwork Work?

Why do some team activities soar and some team activities struggle? This talk will help you reconcile the diversity of advice on how to use teams effectively in your own classroom.

- How do we build teams most effectively?
- What accountability process can we use that fairly reward students for their efforts and motivates and inspires them to action?
- How do we ensure students get frequent and focused feedback on the quality of their thinking?

The talk will draw on elements of the flipped classroom, Problem-Based Learning, Collaborative Learning, and Team-Based Learning to give answers, ideas, and inspiration for your own classroom.

Learning Outcomes: After this session, participants will be able to:

- (1) Describe the options for team formation and the strengths and weaknesses of each.
- (2) Describe how accountability structures can affect student motivation and effort.
- (3) Describe how different classroom procedures can change to quality and amount of feedback students receive.

Applications and Inspirations

After the presentation by Jim Sibley, take a moment to consider the following prompts:

What surprised you?

What can you apply to your work?

When I get back to campus, I will tell _____ about this session.

Friday Plenary



Bridget Arend
University of Denver

Bridget Arend is the Executive Director of the Office of Teaching and Learning at the University of Denver where she has been consulting with faculty members about teaching and learning, facilitating and overseeing professional development events, and organizing teaching-related initiatives for 15 years. She teaches courses related to teaching, educational evaluation and curriculum development in the Morgridge College of Education. She received her PhD in Higher Education and Adult Learning and her research interests include teaching strategies in higher education, encouraging critical thinking in discussions and alternative ways to evaluate teaching. She is co-author of a comprehensive book about instructional practices in higher education, *Facilitating Seven Ways of Learning: A Resource for More Purposeful, Effective and Enjoyable College Teaching*.

Workshop Presentation: Seven Ways of Learning: Matching Your Learning Goals with the Most Effective Teaching Methods.

As higher education continues to challenge the lecture paradigm, we know we need to use active learning methods and engaging teaching strategies in our classrooms. Yet how do we sort through the multitude of options and thoughtfully choose the most best methods for our needs? In this session, we will explore a framework for organizing and choosing among seven ways of learning in higher education. We will go beyond discussing tips and techniques to explore the underlying purpose, rationale, and best use of each method. Participants will analyze their own courses to find the most effective teaching methods.

Learning Outcomes: After this session, participants will be able to:

- (1) Distinguish among seven different ways of learning in higher education.
- (2) Explore the intended best use of at least four common ways of learning.
- (3) Connect your own learning outcomes for a particular course with the most effective teaching methods.

Applications and Inspirations

After the presentation by Bridget Arend, take a moment to consider the following prompts:

What surprised you?

What can you apply to your work?

When I get back to campus, I will tell _____ about this session.

Saturday Plenary



Todd Zakrajsek

University of North Carolina,
Chapel Hill

Todd Zakrajsek is an Associate Professor and Associate Director of the Faculty Development Fellowship in the UNC School of Medicine. Dr. Zakrajsek founded or reconfigured, and then directed, centers for teaching and learning at UNC-Chapel Hill, Central Michigan University, and Southern Oregon University (where he also taught as a tenured Associate Professor of Psychology). His current publications and board positions are in the area of faculty development, effective instructional strategies, and student learning. He has been a visiting professor and delivered keynote addresses at approximately 300 campuses and teaching conferences. (For additional information about Todd, visit www.itlcnetwork.org)

Plenary Presentation: Strategies for Effective Teaching and Enhanced Student Learning: Principles of Brain-Based Learning Applied to Every Classroom

Abstract: Lecture, engaged learning, flipped classrooms, and service-learning are just a few concepts commonly used when talking about teaching and learning in higher education. There has been a lot of talk about teaching in higher education and it is important to not forget about learning. In this session, we will look at common characteristics of effective and efficient learning for all individuals. Using cognitive load as a framework for better understanding how, as faculty members, we can create better learning opportunities for our students, we will look at the foundations of brain-based learning and evidence-based teaching.

Learning Outcomes: After this session, participants will be able to:

- (1) Describe cognitive load and how this concept is a foundation for all learning.
- (2) Implement at least one strategy to decrease extraneous or germane load.
- (3) Explain the foundational requirements for brain-based learning and long-term retention of information.

Applications and Inspirations

After the presentation by Todd Zakrajsek, take a moment to consider the following prompts:

What surprised you?

What can you apply to your work?

When I get back to campus, I will tell _____ about this session.

Action Items

Consider specific things will you do within 2 weeks of the conclusion of the conference. These may include individuals to contact, resources to order, or materials to develop.

To Do List

1. _____

2. _____

3. _____

4. _____

5. _____

Take-Home Exam

To be completed 2-3 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 will you implement to move toward the desired state? Be specific and behaviorally based.

2. Consider campus resources and information/contacts from the conference when developing your strategies.

3. How will you know that your implemented strategies had a positive impact on the challenge or issue noted?

Thank You Note

We encourage you to send a quick note of thanks to the individual(s) responsible for your attendance.

You are welcome to stop by the Conference Registration desk at any time during the conference and select a blank Thank You card and envelope. It is particularly helpful to include one or two very specific changes that will be made in the upcoming semester, any anticipated benefit to students, and mention your willingness to offer a workshop on your campus sharing what you learned from this conference. A quick example follows:

Thank you for the support you provided that allowed me to attend the Lilly Conference on Teaching for Active and Engaged Learning in Anaheim. I was able to network with colleagues from (list one or two peer or aspiration institutions here). Among many things learned at the conference, I discovered (insert achieved personal conference objective; the following sentence is included as an example) a unique method to assign peer projects that I firmly believe will increase the quality of student work in my senior seminar course and have students to produce more work without greatly increasing the time needed on my part to grade the extra material. Thank you again.

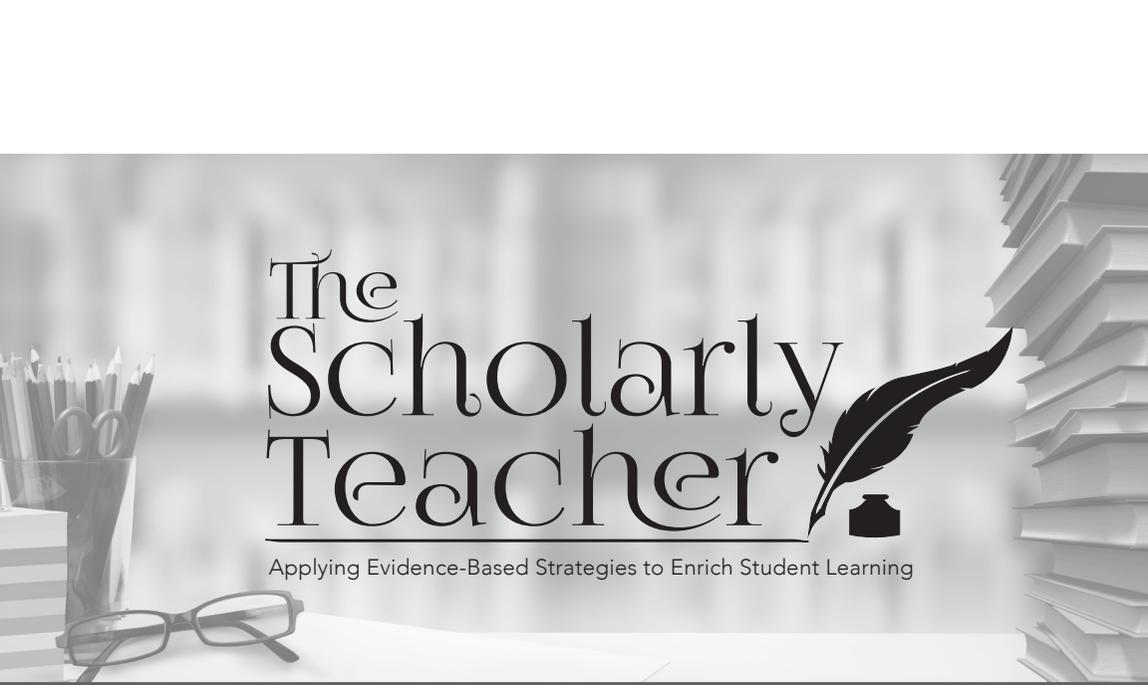
Networking

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

Conference Tip: When you acquire a business card with the intent of contacting that individual, jot a quick note on the back of the card pertaining to the issue addressed.

Name	Institution/Email	Notes/Reason for Follow-up
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
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_____	_____	_____





The Scholarly Teacher



Applying Evidence-Based Strategies to Enrich Student Learning

The Scholarly Teacher blog is intended to encourage readers to purposefully pause, think critically, reflect on their teaching and their students' learning. Posts address contemporary issues and offer practical implications for our classrooms.

The blog emphasizes the importance of taking an informed and practiced approach to enhancing student learning by systematic improvement of effective teaching.

We invite comments to postings to further and deepen the conversation in positive ways. We also invite you to submit your ideas for future blog posts so that we can continue to learn from each other.

Read, enjoy, learn, share, and contribute!

WWW.SCHOLARLYTEACHER.COM

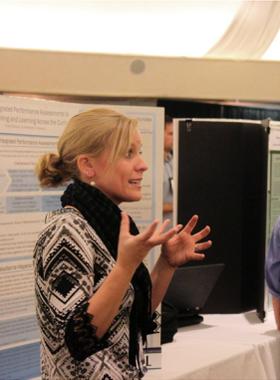
Thank You to Our Co-Sponsors



Please visit our website for information on co-sponsorship opportunities for 2019.

Lilly Conference

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CALL FOR PROPOSALS

Lilly Conferences provide a forum for sharing and modeling scholarly teaching, reporting quality student-learning outcomes, and promoting professional development of higher education faculty. We invite graduate students, faculty, and administrators at all career stages, from all disciplines in higher education to submit a proposal to share your scholarly work.

2018 DEADLINES

Anaheim, CA

lillyconferences-ca.com/proposals
2019 Dates TBD

Bethesda, MD

lillyconferences-md.com/proposals
Call for proposals closes Feb. 15

Asheville, NC

lillyconferences-nc.com/proposals
Call for proposals closes Mar. 5

Traverse City, MI

lillyconferences-mi.com/proposals
Call for proposals closes Jun. 1

Oxford, OH

<http://celt.miamioh.edu/lillycon/>
Call for proposals closes Jun. 22

Austin, TX

lillyconferences-tx.com/proposals
Call for proposals closes Aug. 17

Lilly National Conferences

FEBRUARY 22-25, 2018
ANAHEIM, CA

MAY 31 - JUNE 3, 2018
BETHESDA, MD

AUGUST 6-8, 2018
ASHEVILLE, NC

OCTOBER 18-20, 2018
TRAVERSE CITY, MI

NOVEMBER 16-18, 2018
OXFORD, OH

JANUARY 10-12, 2019
AUSTIN, TX

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Lilly Institutes

FACULTY LEARNING COMMUNITIES
JUNE 18-20, 2018
TRAVERSE CITY, MI

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