WORKBOOK

2027



Teaching for Active & Engaged Learning in the Age of AI

Table of Contents

Preface 3

Day 1: January 7, 2027
Notes & Reflections From Conference Welcome 5
Notes & Reflections From
Ashley Evans, Keynote Address I 6
Ideas Sparked From Day One Sessions 7
Reflections From Day One 8

Day 2: January 8, 2027
Notes & Reflections From
Lew Ludwig, Keynote Address II 10
Ideas Sparked From Day Two Sessions 11
Reflections From Day Two 12

Day 3: January 9, 2027
Notes & Reflections From
Todd Zakrajsek, Closing Keynote 14
Ideas Sparked From Day Three Sessions.....15
Reflections From Day Three 16

Exercise 1:
The One-Minute Paper 18

Exercise 2:
Course Enrichment 21

Exercise 3:
Revisit Your Teaching Philosophy 24

Exercise 4:
Take Home Exam 27

Networking & Contacts 30

Additional Resources 33

Proposal Lifecycle.....36

Upcoming ITLC-Lilly Events 37

Preface

Welcome to your ITLC-Lilly San Diego 2027 Workbook!

This ***Workbook*** is a collection of exercises and space for reflection. This tool promotes:

- (1) making the most of your time at the conference,
- (2) setting you up for success before stepping foot in a breakout room, and
- (3) supporting your growth and professional development long after you return home with new connections.

This Workbook begins with pages for each day. Track your ***Ideas Sparked*** from the keynotes presented and from concurrent sessions and networking opportunities. The book continues with ***Guided Exercises*** that you can complete as you anticipate traveling to San Diego; fill out in mindful moments during the conference; pick up once you are home and reflecting on your experiences; or share with colleagues as you tell them about what you learned. Or maybe all of the above! The Workbook concludes with ***Resources*** and ***Suggestions*** on how to prepare a proposal for an upcoming conference – and where those conferences will be!

We welcome any thoughts you'd like to share about how this Workbook facilitated your experience. We can't wait to host you at the ITLC-Lilly Conference Series!



DAY 1

JANUARY 7, 2027

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Todd Zakrajsek
University of North Carolina at Chapel Hill

NOTES & REFLECTIONS
FROM THE CONFERENCE WELCOME



Ashley Evans
Valencia College

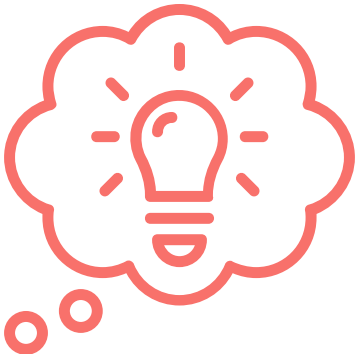
NOTES & REFLECTIONS
FROM THE KEYNOTE ADDRESS

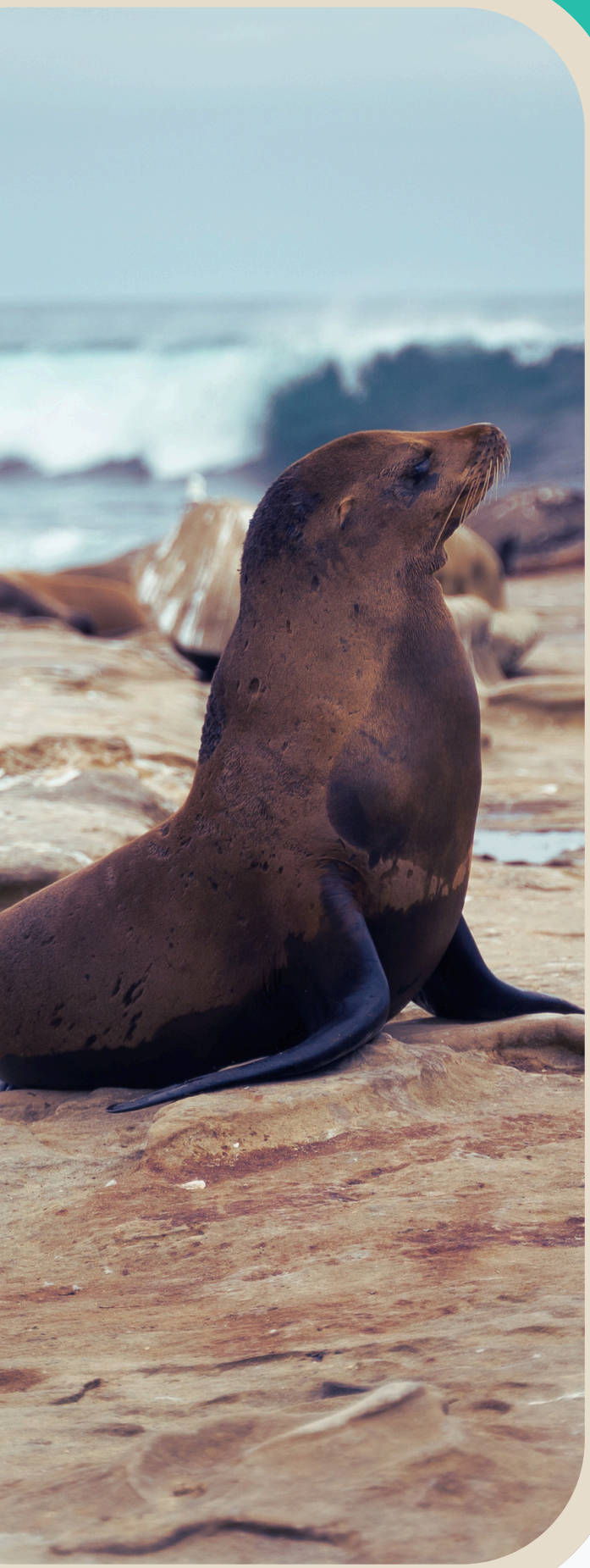
The Room Where It Happens: AI-Smart Pedagogy for Learning You Can See

IDEAS SPARKED FROM DAY ONE SESSIONS



REFLECTIONS FROM DAY ONE





DAY 2

JANUARY 8, 2027

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Lew Ludwig
Denison University

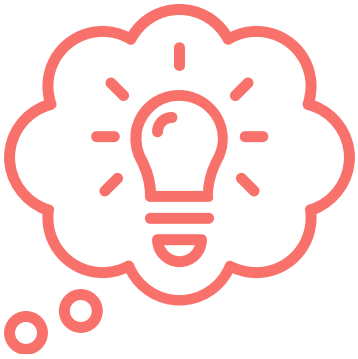
NOTES & REFLECTIONS
FROM THE KEYNOTE ADDRESS

Lead with Learning:
Rethinking AI in Higher Ed

IDEAS SPARKED FROM DAY TWO SESSIONS



REFLECTIONS FROM DAY TWO





DAY 3

JANUARY 9, 2027

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Todd Zakrajsek
University of North Carolina at Chapel Hill

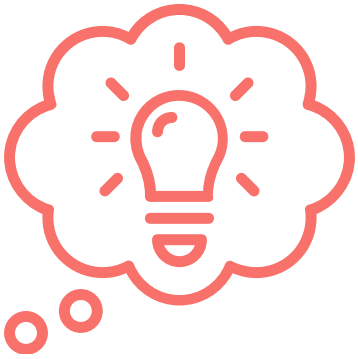
NOTES & REFLECTIONS
FROM THE KEYNOTE ADDRESS

What Great Teachers Do When Everything Changes

IDEAS SPARKED FROM DAY THREE SESSIONS



REFLECTIONS FROM DAY THREE





EXERCISE 1

THE ONE-MINUTE PAPER

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THE ONE-MINUTE PAPER

Start the Timer and
Answer the Following

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

ONE-MINUTE PAPER CONTINUES


1
min



EXERCISE 2

COURSE ENRICHMENT

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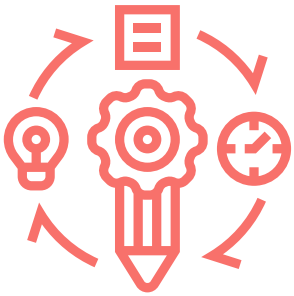
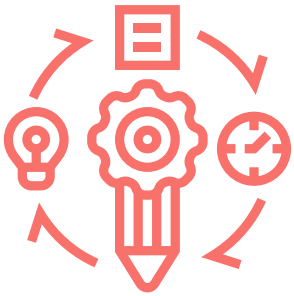


Take a few moments to think about the courses you will teach in the upcoming semester.

1. Identify one concern or challenge you are anticipating in one or more of these courses.

2. Describe the ideal outcome for the challenge identified.



3. 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 instructor behavior (or lack thereof)?

4. What strategies might be implemented to assist in moving toward the desired state?



EXERCISE 3

REVISIT YOUR TEACHING PHILOSOPHY

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Step 1:

Write your teaching philosophy. (Ideally, do this before you attend the ITLC-Lilly conference, or pull from an older document.)

Step 2:

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

Step 3:

Look again at your teaching philosophy. How have the past three days impacted your previous understandings and assumptions? Consider your philosophy in light of questions like the following:

- **What new pedagogical research ideas or implications were shared?**
- **What are you curious about?**
- **How has this information impacted your stance/assumptions about student learning?**
- **What instructional activities did you see modeled or described that you would like to incorporate in your teaching practice, based on your new or reframed understandings?**

There is no right or wrong amount of change you might feel compelled to make. However you choose to make updates, we encourage you to periodically review your philosophy based on new information, such as additional ITLC-Lilly Conferences, or simply the passage of time



As you keep your reflection going, apply principles of metacognition to your teaching philosophy. As you reflect on your practice of evaluating student learning, use questions like the following:

- What method of teaching is your “go-to” strategy? How is it working?
- What is your understanding of your teaching behaviors/classroom culture as they facilitate or impede students’ learning?
- How and when 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-stakes opportunities do you include to assess learning and promote risk-taking in the classroom?



EXERCISE 4

TAKE HOME EXAM

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Instructions: Complete this reflection exercise 2-3 weeks after the event. In light of what you learned at the conference, consider the following questions.

1. Recall the challenges you anticipated in your Course Enrichment exercise. 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. Check back in and write your results in a different (encouraging!) color.

4. Check your networking page. Have you reached out to any new contacts? If yes, reflect on the fruits of those conversations and your next steps. If not, choose one or two contacts, and drop them a note. Write your results here!



NETWORKING & CONTACTS

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NEW CONTACTS

NAME & INSTITUTION	EMAIL/CONTACT	ABOUT

NEW CONTACTS

NAME & INSTITUTION	EMAIL/CONTACT	ABOUT



ADDITIONAL RESOURCES

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MIND SWEEP!

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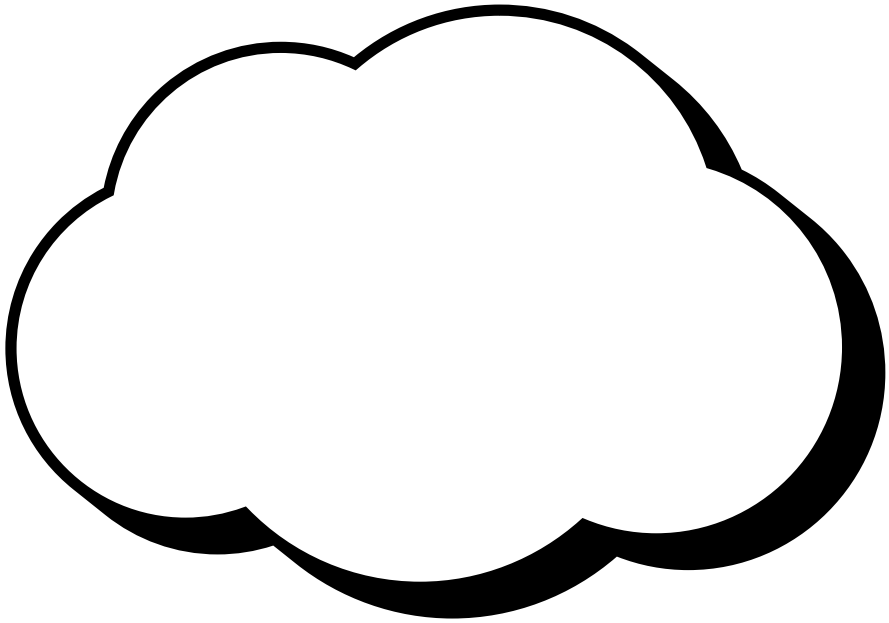
BOOKS TO READ / LIBRARY ACQUISITION REQUESTS



CREATE A WORD CLOUD





DOODLES, SCRIBBLES, ZENTANGLES, TESSELLATIONS

RESOURCES TO REMEMBER

Read This:

Subscribe To This:

Learn More About This:

PROPOSAL LIFECYCLE

1 CALL FOR PROPOSALS

Early Deadline
Regular Decision Deadline

WHAT WE'RE DOING:

- Proposals are open, and we're collecting scholarly submissions
- Weekly blinding of submissions and preparing them for review

WHAT YOU'RE DOING:

- Preparing and submitting scholarly work for consideration

2 PROCESSING PROPOSALS AS RECEIVED

- Materials blinded
- Materials sent to reviewers

3 PROPOSALS UNDER REVIEW

- Collecting reviewer feedback
- Sending Early Decision letters

4 PROGRAMMING DECISIONS

- Developing program based on reviewer feedback
- Drafting tentative program schedule

5 BUILDING PROGRAM MATERIALS

- Editing/typesetting session listings
- Loading conference program/Sched
- Creating Poster Gallery

6 PREPARING FOR PRESENTATIONS

- Loading slide decks/handouts
- Implenting session activities
- Loading Poster Gallery

7 ATTEND CONFERENCE

- Complete conference workbook
- Present/participate in sessions
- Enjoy, learn, and grow with peers!

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UPCOMING EVENTS

AI and the Future of Evidence-Based Teaching in Higher Education

Austin, Texas

May 17–19, 2027

Innovative Strategies to Advance Student Learning

Asheville, North Carolina

August 2–4, 2027

Motivation and Meaning in Higher Education

Traverse City, Michigan

October 2027