



*Conference on Advancing
Teaching & Learning*

WORKBOOK

2025

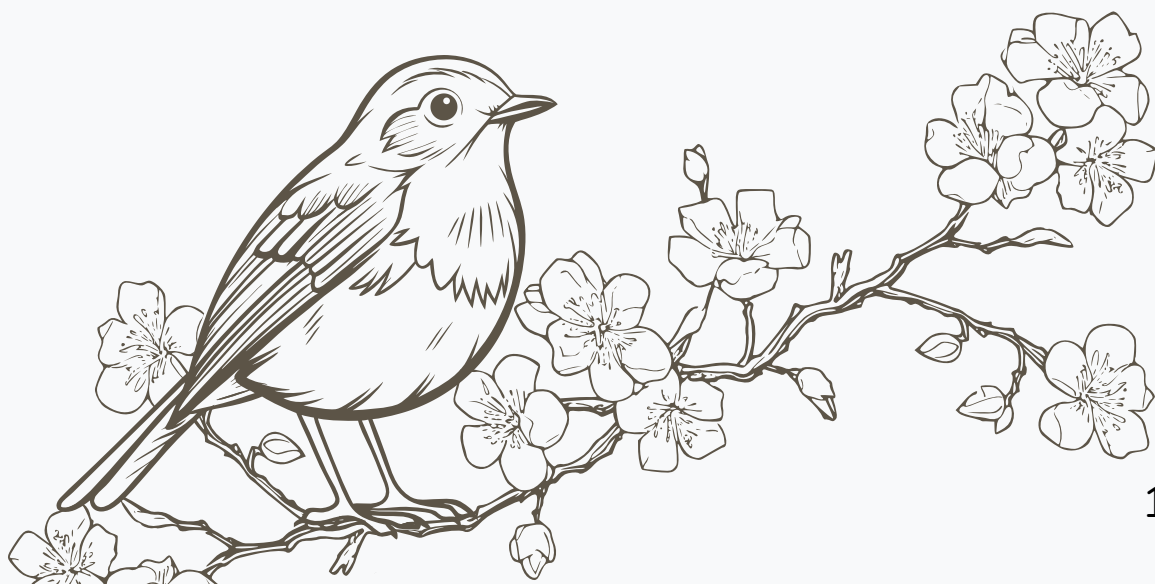


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Preface

Welcome to your ITLC-Lilly Traverse City 2025 Workbook!

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

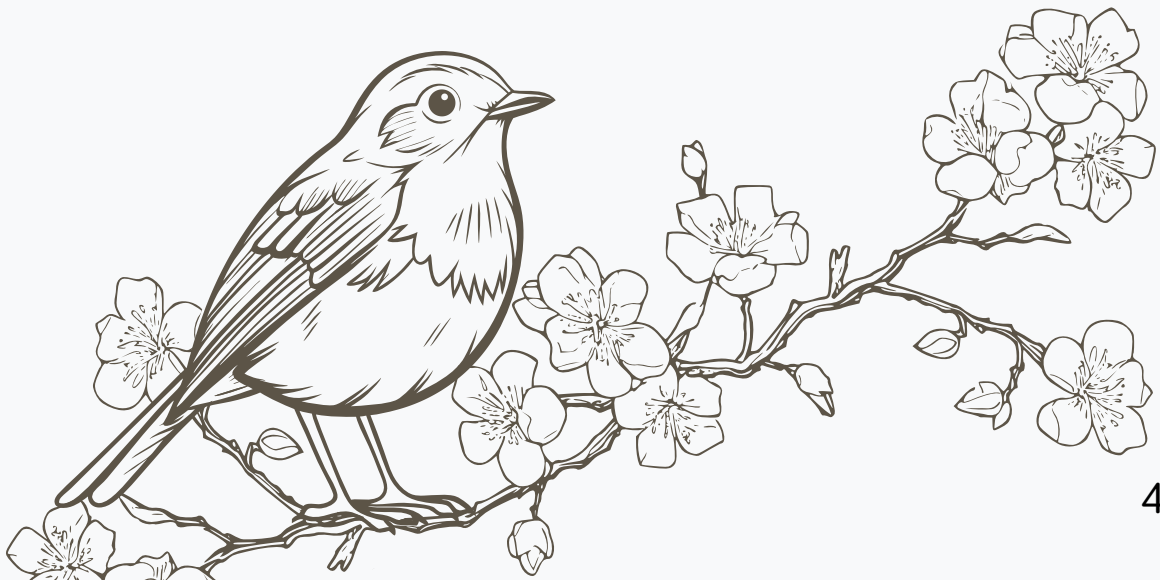
- (1) making the most of your time at the conference,
- (2) setting you up for success before stepping foot in a breakout room, and
- (3) supporting your growth and professional development long after you return home with new connections.

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 travelling to Traverse City; 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 and 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

OCTOBER 8, 2025



NOTES & REFLECTIONS

FROM THE KEYNOTE ADDRESS

Building Critical Literacy Using Generative AI



**Jennifer
Fisch-Ferguson**
Mott Community
College

IDEAS SPARKED FROM DAY ONE SESSIONS

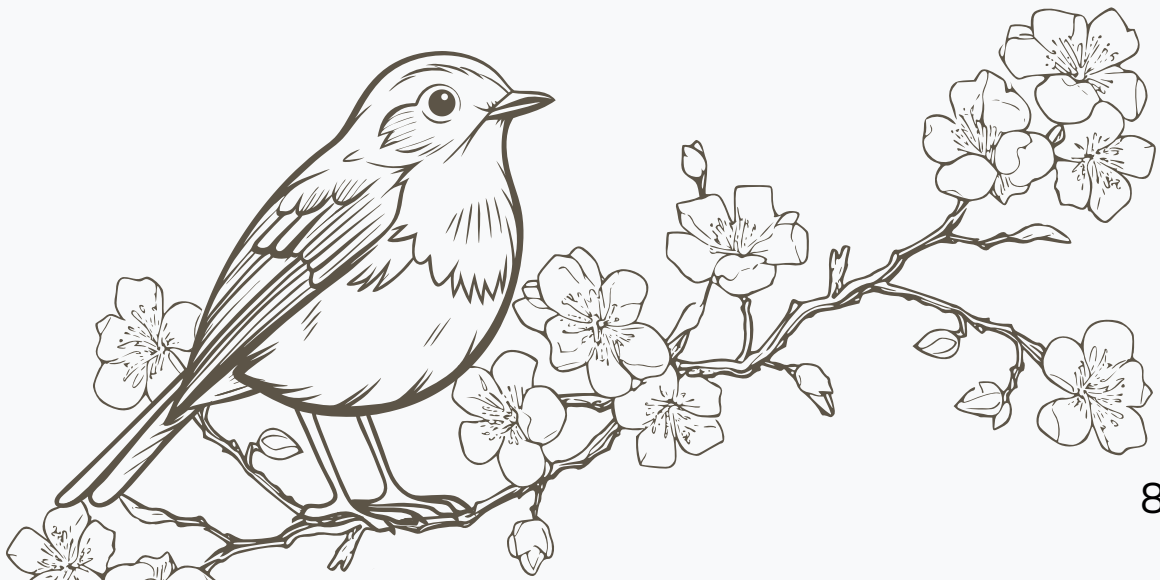


REFLECTIONS FROM DAY ONE



DAY 2

OCTOBER 9, 2025



NOTES & REFLECTIONS FROM THE KEYNOTE ADDRESS

*Advance Your Teaching by
Adding to Your Toolbox*



Todd Zakrajsek
UNC Chapel Hill

IDEAS SPARKED FROM DAY TWO SESSIONS



IDEAS SPARKED FROM DAY TWO SESSIONS (POSTERS)

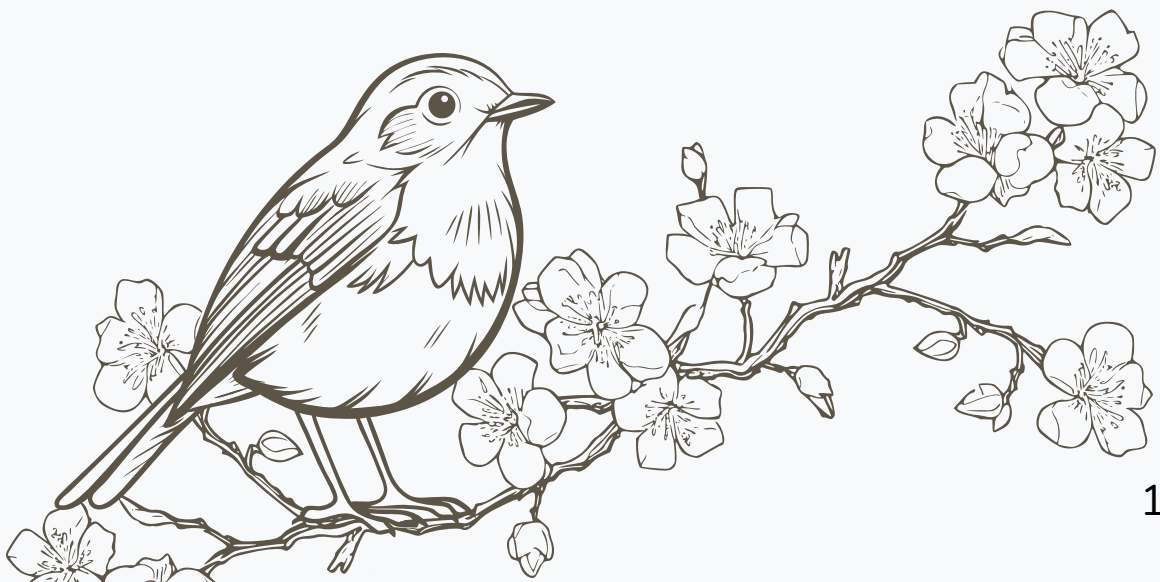


REFLECTIONS FROM DAY TWO



DAY 3

OCTOBER 10, 2025



NOTES & REFLECTIONS

FROM THE KEYNOTE ADDRESS

Storytelling - Leveraging Your Superpower



Lynn Meade

University of Arkansas

IDEAS SPARKED FROM DAY THREE SESSIONS (ROUNDTABLES)

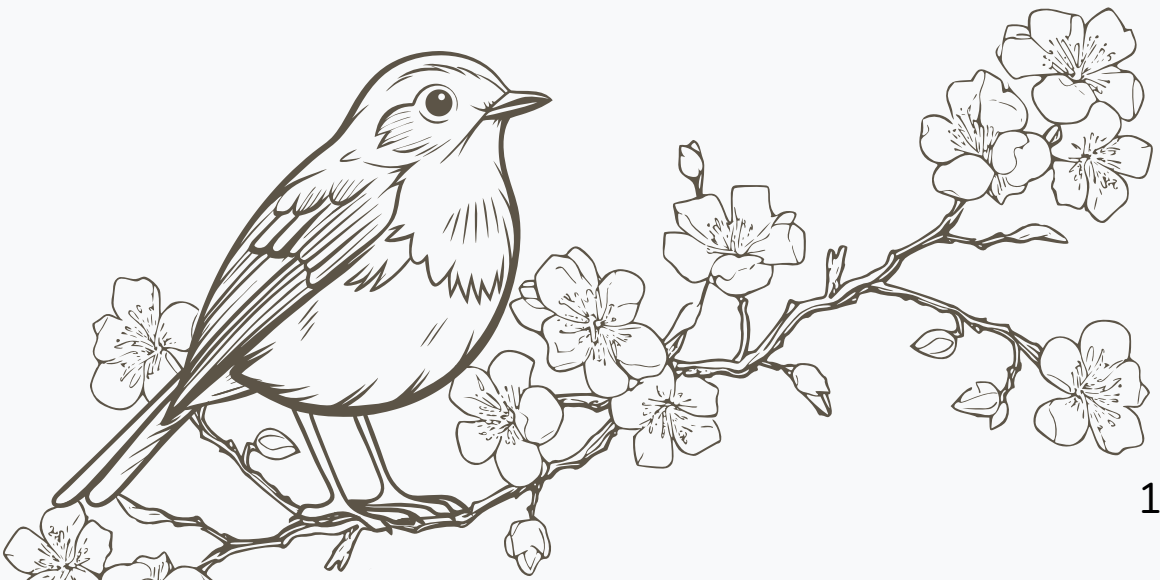


REFLECTIONS FROM DAY THREE



EXERCISE 1

THE ONE-MINUTE PAPER





THE ONE-MINUTE PAPER

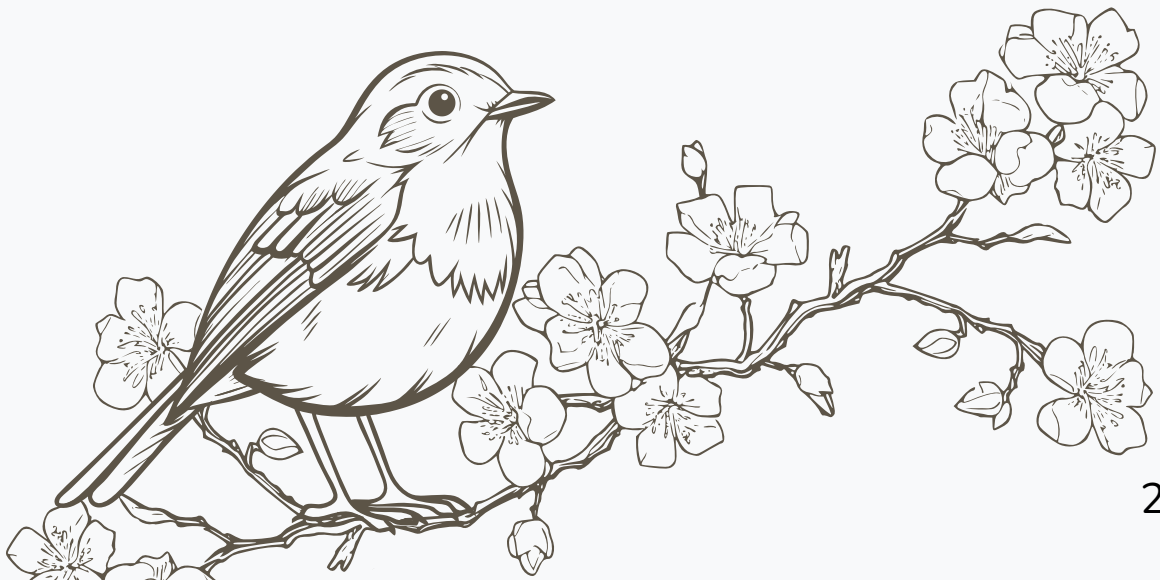
*Start the Timer and
Answer the Following*

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.



EXERCISE 2

COURSE ENRICHMENT





***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.

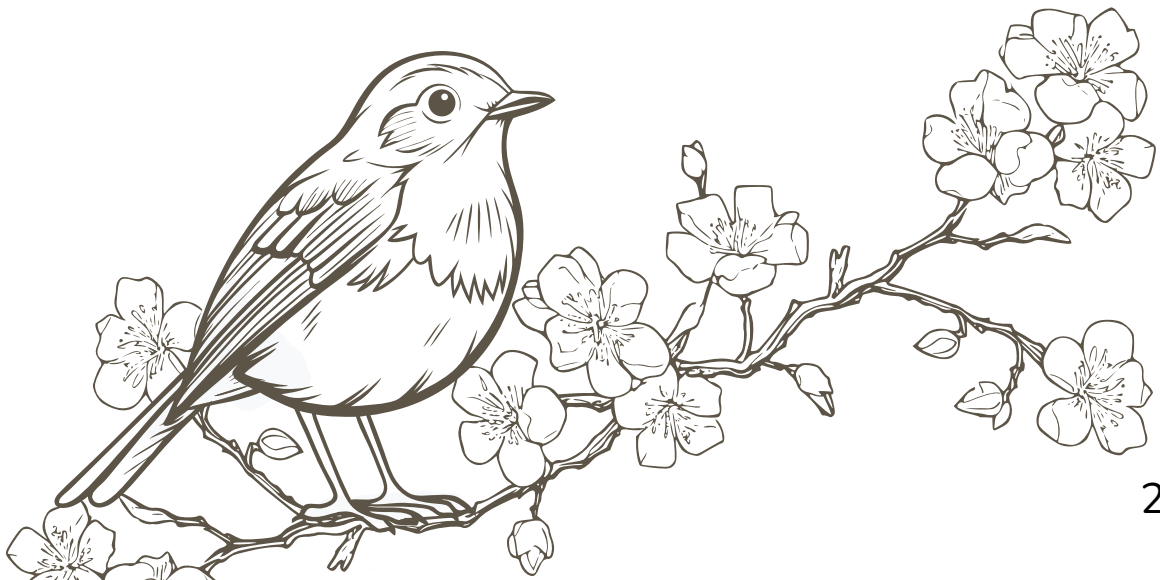


3. To what extent are the contributing factors to the identified challenge related to student behavior (or lack thereof) and to what extent are the contributing factors related to instructor behavior (or lack thereof)?

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

EXERCISE 3

REVISIT YOUR TEACHING PHILOSOPHY



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

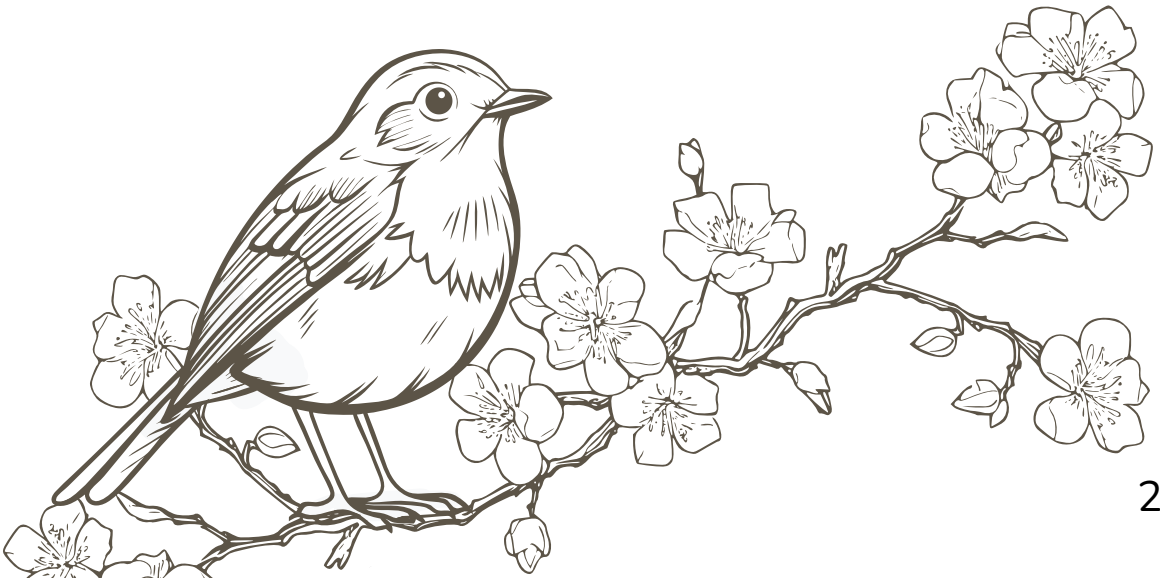


***As you keep your reflection going,
apply principles of metacognition to your
teaching philosophy. As you reflect on your
practice of evaluating student learning, use
questions like the following:***

- 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



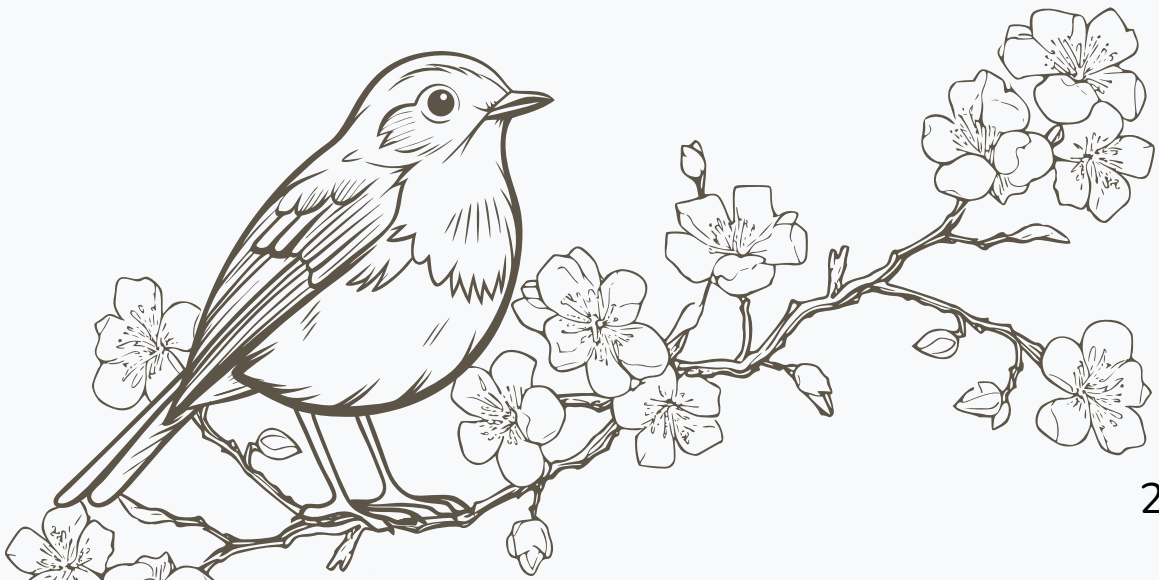
Instructions: Complete this reflection exercise 2-3 weeks after the event. In light of what you learned at the conference, consider the following questions.

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!

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NETWORKING & CONTACTS





NEW CONTACTS

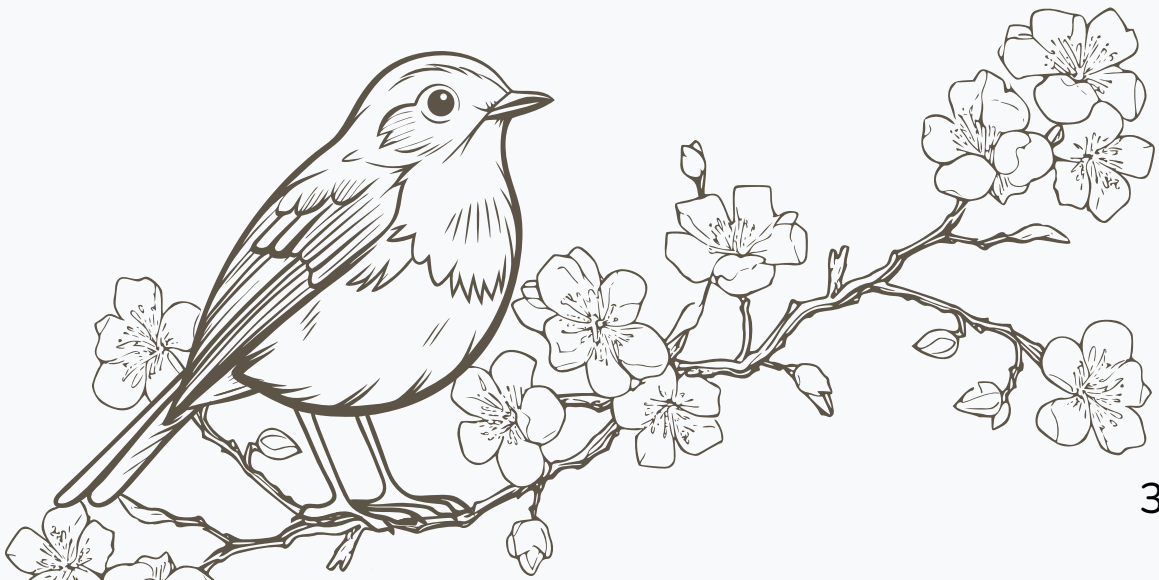
NAME & INSTITUTION	EMAIL/CONTACT	ABOUT



NEW CONTACTS

NAME & INSTITUTION	EMAIL/CONTACT	ABOUT

ADDITIONAL RESOURCES



MIND SWEEP!

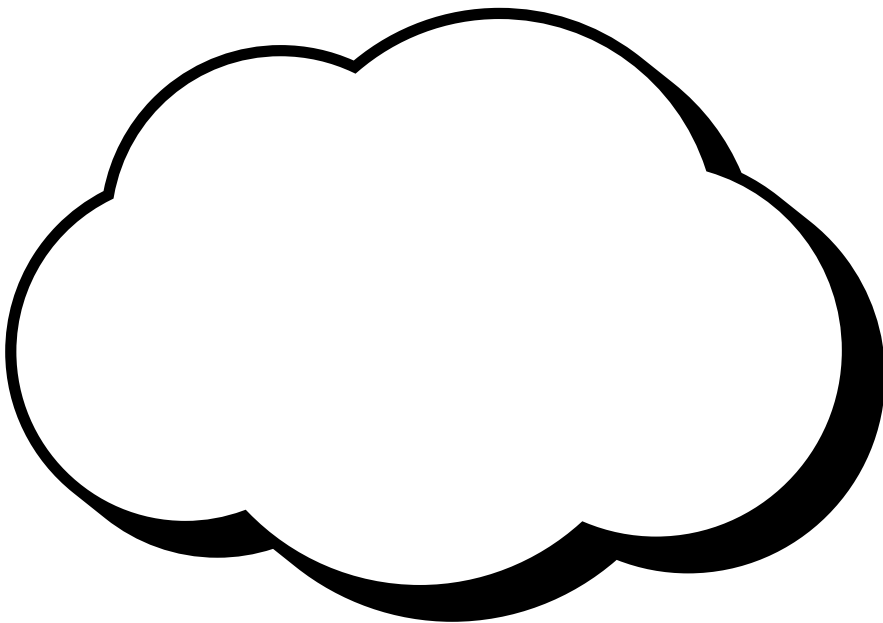


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RESOURCES TO REMEMBER



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ITLC LILLY *Conferences*

How to Prepare a Proposal

Develop

Title (10 words)
Key Statement (25 words)
Keywords (3 words)
Abstract (100 words)
Outcomes (3)
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 open as space is available on the program.*



lillyconferences.com



UPCOMING ITLC LILLY EVENTS

2026

**Conference on Teaching for Active and Engaged
Learning in the Age of AI**

San Diego, California

January

**Conference on AI and the Future of Evidence-Based
Teaching and Learning**

Austin, Texas

May

**Conference on Innovative Strategies to Advance
Student Learning**

Asheville, North Carolina

August

Conference on Advancing Teaching & Learning

Traverse City, Michigan

October