Bringing the Lilly Conference to Otterbein...Virtually!

Have you wanted to attend the Lilly Conference on College Teaching but not had the time or money? Have you attended the Lilly Conference in the past and wished you could do so again? Unfortunately, travel to the conference can be difficult for some. And this year, the conference has once again sold out. But that doesn’t mean you can’t be part of the conference.

The International Lilly Conference on College Teaching is one of the nation’s most renowned conferences presenting the scholarship of teaching and learning. For over thirty years, teacher-scholars from across the U.S. and internationally have gathered annually the weekend before Thanksgiving to share innovative pedagogies and discuss questions, challenges, and insights about teaching and learning.

The Center for Teaching and Learning (CTL) has purchased a license for live-streaming and recorded versions of selected sessions and plenaries that will be available for a limited time. Through this license, we will be able to host groups to watch the sessions together and join in conversations about teaching and learning.

The plenary sessions, which will be available as recordings from Nov. 24-Jan. 24 and feature some world-class experts on topics important at Otterbein (see descriptions on next page).

A number of concurrent sessions will also be available. You can find a complete listing of available sessions and descriptions at this link: http://www.mevinsconsulting.com/lilly-conferences/

We will live-stream the Friday concurrent sessions on November 22, in Library 013 (the new computer lab in the basement).

Following the conference, we will schedule viewing of plenaries and individual concurrent sessions.

If you, your department, or a group you are part of is interested in a particular session, please let us know at CTL@otterbein.edu. We will work with you to schedule a time. Otherwise, watch for further announcements or check the Faculty Staff Professional Development Events (available in your Google calendar) for listings of days and times.
Description of Plenary Sessions

Using SoTL to Make Student Learning Visible: What Is Most Important?
Cathy Bishop-Clark, Computer and Information Technology, Miami University
Beth Dietz-Uhler, Psychology, Miami University
Until we make student learning visible to our students, ourselves, our colleagues, higher education, and those outside of higher education, we have underutilized the power of SoTL. We will provide personal illustrations of SoTL projects and share how they have helped make learning visible. We will also debate whether it is more important to make SoTL visible to the student or to those outside the university.

Christian and Muslim Teachers and Students' Views of the Theory of Evolution: Implications for Science and Higher Education
Saouma Boulajoude, Center for Teaching and Learning, American University of Beirut
Teaching evolution continues to be controversial, primarily because of its perceived conflict with personal beliefs and apparent challenge to religious accounts of creation in Christianity and Islam. Egypt and Lebanon are two countries with a majority of Muslims and sizeable Christian communities, and, thus, they present opportunities for investigating the interaction between science and religion. The purpose of this presentation is to highlight findings from a series of studies that investigated college and high school teachers' and students' views about evolution in Egypt and Lebanon. Implications for education in general and science education more specifically are highlighted.

Starting Students' Engines: Motivating and Retaining Students at Risk
Susan (Sue) Renes, Community Counseling, University of Alaska Fairbanks
Engaging students in a face-to-face or online classroom is challenging. Most instructors work to engage the students for whom more "emotional labor" is required in order to attend class. Students of color, low-income students, first generation students, and students with disabilities are some of the groups we struggle to retain. Dr. Renes will describe six elements of course instruction shown to increase engagement and retention: decreasing teacher power in the classroom and increasing student voice, student reflection, dialogue, critical analysis, and active learning.

Microaggressions in Higher Education: Manifestations, Dynamics, and Impact
Derald Wing Sue, Teachers College, Columbia University
New research on the manifestation, dynamics, and harmful impact of microaggressions on socially devalued groups has become of high importance in the field of education. Microaggressions are the everyday verbal, nonverbal, and environmental slights, snubs or insults, whether intentional or unintentional, which communicate hostile, derogatory or negative messages to target persons based solely upon their marginalized group membership. In many cases these hidden messages may invalidate the group identities or experiential reality of target persons, demean them on a personal or group level, communicate that they are lesser human beings, suggest they do not belong with the
majority group, or relegate them to inferior status and treatment. While microaggressions are generally discussed from the perspective of race and racism, any marginalized group in our society may become targets: people of color, women, LGBT persons, those with disabilities, religious minorities, and so on. In higher education, for example, racial microaggressions are often delivered by well-intentioned White administrators, faculty, staff, and students toward their counterparts of color. These microaggressions have a detrimental impact upon recipients by promoting and fostering inequities in higher education. This keynote is aimed at presenting cutting-edge research and perspectives on the manifestation, psychological dynamics, and impact of microaggressions on the well-being of marginalized groups in higher education.

The New Science of Learning: Advances in Brain-Based Research

Todd Zakrajsek, Family Medicine, University of North Carolina at Chapel Hill
Terry Doyle, coauthor, The New Science of Learning: How to Learn in Harmony With Your Brain; Reading, Ferris State University

Recent advances in research on brain-based learning indicate that most students’ learning strategies are highly inefficient, ineffective, or just plain wrong. While all learning requires effort, better learning does not require more effort, but rather effectively aligning how the brain naturally learns. Drawing on information from a variety of sources (including the special issue of the Journal on Excellence in College Teaching on this topic), Terry and Todd will share what is involved in learning new material, how the human brain processes new information, and what it takes for that information to stick with students even after the test.