



Empowering Students to Learn

CONFERENCE WORKBOOK

EMPOWERING YOU TO LEARN

Eighth Annual Conference on Teaching and Learning

May 14-15, 2014

How to Use This Workbook

How many of us have attended meaningful conferences and vowed that we would implement some of the strategies or ideas we gained from the experience, only to leave the program and have notes pile up under a host of other work on our desks? This workbook is an antidote for that!

The activities listed here aim to assist us with planning for the next two days so that we can get as much out of this conference as possible, and be able to apply and use what we have learned once we return home. Equally as important, these strategies are models that we can use in our classes to help empower students to learn. This workbook will help empower our students to learn, while at the same time *empower us to learn*.

Enjoy your next two days. Learn from one another, network, engage and connect.

Respectfully,

Judy Ableser, Conference Co-chair

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Modified K-W-L for Empowering Students to Learn Conference

What I Already Know	What I Wonder or Want to Know	What I Have Learned (to be completed at end)	Action, Follow-Up

This organizational strategy (Ogle, 1986) is commonly used at all levels of education to help students take an active role in learning.

Goal Setting

List three goals that you hope to gain from this conference experience.
After each goal, list strategies that will help you meet that goal.

Goal:

Strategies:

Goal:

Strategies:

Goal:

Strategies:

Planning Your Conference Experience

Wednesday, May 14		
10:15-11:30 a.m.	Concurrent Sessions (Morning) South Foundation Hall	
	Location	Title
	Notes	
2:00-3:15 p.m.	Concurrent Sessions (Afternoon) South Foundation Hall	
	Location	Title
	Notes	
3:30-5:00 p.m.	Poster Session and Reception Banquet Rooms, Oakland Center	
	Title	Notes

See the next page to plan Thursday's sessions.

Planning Your Conference Experience

Thursday, May 15		
9:30-10:45 a.m.	Concurrent Sessions (Morning: Part 1) South Foundation Hall	
	Location	Title
	Notes	
11:00 a.m.-12:15 p.m.	Concurrent Sessions (Morning: Part 2) South Foundation Hall	
	Location	Title
	Notes	
2:30-3:45 p.m.	Concurrent Sessions (Afternoon) South Foundation Hall	
	Location	Title
	Notes	

Now you have a plan for which sessions you will attend! Use the Session Takeaways section to take notes during the sessions, and share your highlights, questions, and takeaways on Twitter.

Tweet the Conference

#tlconf14

Twitter allows us to share ideas, questions, and takeaways in real time. Give your handbook ideas staying power by archiving them in this digital medium along with your colleagues.

We may prompt you to tweet at specific times, but be sure to share the great moments in your corner of the conference.

Here are some ideas for what to tweet.



Empowering Students to Learn
Eighth Annual Teaching and Learning
Conference
@tlconf14



Share a Session Highlight @sessionstar
Help everyone get a peek into your great sessions. #tlconf14



Archive an Action Plan @action plan
This handbook offers space to write an action plan for implementing conference strategies. #tlconf14




Reflect and Respond @reflectrespond
Share what you take away from a session, whether it's an answer or a question. #tlconf14



Network with Colleagues @network
See what others are saying about the conference, and get a look into others' interests and work. #tlconf14

Metacognitive Note-Taking

Topic:		Date:	
Reflections/Thoughts		Notes	
Summary and Takeaways			
			

This note-taking structure is derived from Carroll and Ganus (2012). See a descriptive version for students in the Appendix (p. 21).

Concurrent Session Takeaways

Concurrent Session Title:
Notes
Summary and Highlights
How will I apply this into my practice?
How can this be applied at my institution?
Concurrent Session Title:
Notes
Summary and Highlights

How will I apply this into my practice?

How can this be applied at my institution?

Concurrent Session Title:

Notes

Summary and Highlights

How will I apply this into my practice?

How can this be applied at my institution?

Keynote Session Takeaways

Keynote Session Title:
Notes
Summary and Highlights
How will I apply this into my practice?
How can this be applied at my institution?
Keynote Session Title:
Notes
Summary and Highlights
How will I apply this into my practice?
How can this be applied at my institution?

Poster Session Takeaways

Poster Title:
Notes
Summary and Highlights
How will I apply this into my practice?
How can this be applied at my institution?
Poster Title:
Notes
Summary and Highlights
How will I apply this into my practice?
How can this be applied at my institution?

Networking

1. Colleague's Name	
Contact Info	
Institution/Role	
Contact Regarding	
Comments	
2. Colleague's Name	
Contact Info	
Institution/Role	
Contact Regarding?	
Comments	
3. Colleague's Name	
Contact Info	
Institution/Role	
Contact Regarding	
Comments	

4. Colleague's Name	
Contact Info	
Institution/Role	
Contact Regarding	
Comments	
5. Colleague's Name	
Contact Info	
Institution/Role	
Contact Regarding	
Comments	
6. Colleague's Name	
Contact Info	
Institution/Role	
Contact Regarding	
Comments	

Follow-Up and Follow-Through

Reviewing Your KWL and Goals

Refer back to your workbook pages from the beginning of the conference and complete your KWL and Goals. Reflect here.

Immediate Action Plan

List what you will implement or follow-up on when you get back to your home institution.

- 1.
- 2.
- 3.
- 4.
- 5.



Future Action Plans

List some action plans that you would like to implement in the long term.

- 1.
- 2.
- 3.
- 4.
- 5.

Accountability Coach

Reflections on the Conference

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Appendix: Carroll and Ganus' (2012) Note-Taking Strategy

MetaCognitive Note-Taking for better retention

To Begin: This approach to note-taking can make your time taking notes more closely connected with how well you learn. Whenever you start a new section of notes, write the Date, Course & Topics on the top of the page, then draw a line down the middle of the page, 1/4 or 1/3 the way from the left edge.

Date:	Course/Event:	Topics:
<p><i>Putting this information at the top of the page primes your brain with what you already know about these topics, making it easier for you to make new connections. It also makes it much easier to keep your notes organized.</i></p>		
Reflections/Comments	Notes	
<p>Reflections: <i>Use this space for noting your reflections on what is being presented and your reactions to it. Write or draw, include your feelings, questions, emerging ideas and other comments.</i></p> <p><i>When you come back to review, your associations with how you experienced what was presented will make it easier to remember. What you put in this column acts as a key and an index, aiding recall.</i></p>	<p>Notes: <i>Use this space for taking traditional notes on what is being presented, in whatever way you already like using.</i></p>	
Summary:		
<p>Here's where brain-based research really kicks in: <i>As you finish taking the notes, draw a line below your notes to write a summary. As soon as possible, take 3-5 minutes—and no more than 4-5 sentences—to write a summary of what you want to remember from these notes. Be sure to do this before you sleep. This will help solidify the new neural connections you want to keep. Review your summary after sleeping, within 24 hours of class, to move what you learned from short term to long term memory. When you review your notes, in most cases all you'll need to review is your summaries.</i></p>		

Additional Notes

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