

FACULTY DEVELOPMENT UPDATE

Lindenwood University
LEARNING ACADEMY



FACULTY SPOTLIGHT: BEN SCHOLLE

This month's faculty spotlight is Ben Scholle, Senior Professor of Cinema Arts in the College of Arts and Humanities. Ben began teaching in 2000 at American University, and he has been teaching at Lindenwood since 2002. He teaches a variety of courses in our Cinema Arts and Communications programs, including screenwriting, editing, video production, sound design, and film criticism, among others. Ben enjoys teaching in the core of these programs because he gets to see how our students progress from when they first start studying at Lindenwood to when they have developed their technical skills and creativity later on in their academic careers.

Ben says that one of his current favorite assignments in his courses is a documentary project that pairs students with a community organization: "In 2024, we produced videos with [Dream Builders 4 Equity](#); in 2023, we worked with [Faces Not Forgotten](#), and before that we partnered with the [Collective for Radical Death Studies](#). The films will always be a mixed bag, but each time we've achieved the goals of connecting students with someone in the surrounding community and producing content our partners can share."

One moment from Ben's teaching career that he is proud of is the moment he launched LUHE-TV (now Mane Media) in 2003. "The moment itself was kind of underwhelming, as the only thing we had to air was a looping title scroll introducing the channel and promising live programs soon. What I'm proud of is that we took on the challenge of programming a 24/7 television channel which eventually became the cornerstone of a strong academic program." Ben's early work on LUHE-TV have certainly paid off, as is evident in the impressive operation that is Mane Media today.

When asked about what teaching advice Ben would offer to faculty new to teaching, Ben suggested a balance between planned structure and spontaneity. "I'm a person who appreciates a good outline, but I have to remind myself to keep the material fresh. If I'm not on my toes and excited about what I'm teaching, I can't expect my students to be."

Thank you, Ben, for teaching LU students with ambition, spontaneity, and creativity!

Upcoming faculty development opportunities:

Teaching Squares: [Registration Form](#)

Book-based PLCs: [Registration Form](#)

Registration for both programs is due September 2!

One Small Change: Dual Coding

Allan Paivio proposed the “Dual Coding Theory” in 1971, arguing that our minds comprehend and recall information better when we process it in two different ways: verbally and visually. According to this theory, pairing verbal information with a visual element supports memory or recall. A simple example of dual coding would be to pair a word, like “location,” with an image that represents the idea expressed in the word:

Location =



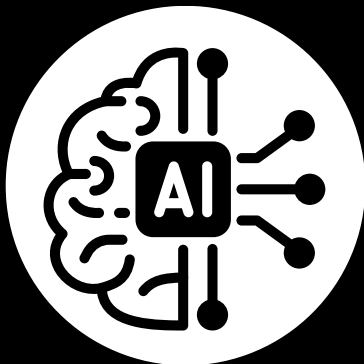
When these two elements are presented simultaneously, the verbal-visual combination promotes retention of the concept.

While many researchers have studied the implementation of Dual Coding Theory and found support for the theory, there have been some criticisms of the theory, which you can read about in [this overview](#). However, many studies do suggest that the verbal-visual combination supports memory.

One Small Change: Consider incorporating dual coding in your Fall classes by using visuals to support recall of important course concepts. Choose 5-7 of the most important recurring concepts in your course and pair them with images that will reinforce the concept and help students recall its meaning. Anytime you present on these concepts in class, pair the verbal concept with the visual representation. You might even work with students to choose or design the visual together, which will enhance your students’ connection to the concept and image.

Want to learn more about dual coding strategies? Visit this blog post from [The Learning Scientists](#).

The AI Corner



Recently, two of the leading AI companies, Google Gemini and ChatGPT have included a feature designed to enhance student learning. In Gemini, the feature is called Guided Learning (located by clicking on the filter control in the search box); and in ChatGPT it’s called Study and Learn (located by clicking on the + symbol in the search box).

The feature works like a teaching assistant that guides students step by step through difficult material. It breaks big ideas into smaller, easier parts, explains concepts in plain language, and uses a Socratic style by asking guiding questions that push students to think, not just memorize. This way, students practice reasoning their way to answers rather than being handed them directly. They can review, check their understanding, and track progress over time. For professors worried that AI might weaken critical thinking, these learning features are built to do the opposite: it encourages active questioning, deeper analysis, and stronger problem-solving skills.

Currently, Gemini is offering free mid-tier subscriptions to students who sign up with their .edu email. Students should use [this link](#) to subscribe. Use this link to learn more about the tool: [Gemini's Guided Learning](#).