

# LINDENWOOD UNIVERSITY

LEARNING ACADEMY

ISSUE 7 • JULY 2020



## *The Learning Log*

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## THE APPROACH OF AUGUST

As faculty continue to prepare to teach online and hybrid courses, the Lindenwood community continues to offer support in the form of learning opportunities and resources.

### PLANNING YOUR COURSE ONE MODULE / WEEK AT A TIME

It can be daunting to plan multiple courses at once, and even more so if you're new to designing for an online or hybrid format. Consider using (and adjusting as needed) this [design template](#) to help you get organized and stay sane.

### HOW TO PLAN FOR MULTIPLE AUDIENCES, SYNCHRONOUS AND ASYNCHRONOUS

One of the most pressing pedagogical challenges faculty face is how to design learning activities that will engage students who are joining a class session on-ground, joining the session synchronously online, and viewing the recording of a class session asynchronously. This [Google doc from LSU](#) contains several active learning strategies and outlines approaches for using them with these three audiences. Also, see the tips for engaging multiple audiences on the [Learning Academy website](#) (scroll down to Strategies for Including Students Joining Your On-ground Session Virtually).

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[Check out our webpage!](#)

## SOLUTIONS TO ONLINE DISCUSSION PROBLEMS

Read this essay from The Teaching Professor for some ideas on [how to set up discussion board assignments](#) in online courses. Don't forget, LU has a group subscription.

To register and log in to access the group subscription:

- [Click here](#)
- Enter information in the required fields > Submit. NOTE: if you get an error that your password does not match, skip down to the EXISTING USERS section below
- Once successfully registered, you will see a screen "Thank you for completing your registration"
- [Click here](#)
- On the right side of the page, in the "Username or email address" box, enter the email address that you submitted in Step 1
- Enter your password > Login
- On the My Account page > Join Team
- On the My Online Access page click the appropriate orange "Go to..." box for access

Find more ideas for creating more successful online discussions on the [Learning Academy website](#) (scroll down to How to Best Use Online Discussion Boards).

## TEACHING WITH OWL / BIG BLUE BUTTON

There are many opportunities available for faculty to become familiar with the technology that will allow for interfacing with students in person and virtually at the same time from the classroom, as well as to record class sessions for students who will view them asynchronously.

- Lindenwood Online will provide virtual and on-ground training sessions on OWL and Big Blue Button/Canvas Conferences.
- IT will provide dates and times when faculty can come to campus to get hands-on experience with the technology in a classroom.

Full-time and part-time faculty are encouraged to take advantage of these learning opportunities. **There will also be training sessions on OWL and Big Blue Button (but not hands-on classroom hours) during the Adjunct Conference for part-time faculty.**

### Trainings

Virtual and on-campus trainings are available now and continue through the week of August 17th. Registration is currently open for the first several trainings. Please visit the [Learning Events Calendar](#) to register. Dates, times, and registration for subsequent trainings will be available on the calendar soon.

If you know in advance that you won't be able to attend a session for which you've registered, please notify Brittany Gutermuth so that your registration can be cancelled and the spot can be released to another faculty member.

### Hands-on Experience

LARC 124 is open to faculty at specified times, on specified dates to allow for hands-on experience using the OWL. Check the [Learning Academy Events Calendar](#) to register for a time slot.

### Safety

Before coming to campus for on-ground trainings or hands-on experience sessions, all employees will need to:

- Complete the [Return to Campus Safety video](#) within SafeColleges.
- Read and review the Safety Protocols provided in Workday.
- Check the box acknowledging receipt, understanding, and ability to comply with established safety protocols in Workday and follow safety protocols when on campus.

# CHOOSING COURAGE OVER COMFORT PART 2

## RECAP: LIVING INTO YOUR VALUES

**Choosing courage over comfort** starts with knowing who we are and what we value. In [issue 6 of the Learning Log](#), we walked you through an exercise to help define your top three values and determine the behaviors that align with and diverge from those. In Part 2, we will explore how values can strengthen our ability to give and receive feedback.

Congratulations to our Part 1 winner **Mariah Gove** for completing her personal values log!

## ENGAGED FEEDBACK

**Feedback helps strengthen relationships, teams, work processes, and so much more!** Consider the administrator feedback survey that you complete annually or providing feedback to a colleague on a collaborative project. Keep in mind that feedback can highlight both the positive and negative aspects of a situation.

Follow along with Brittany Brown as we explore how our values can help when giving feedback and having challenging conversations. To access the video, [click here](#), go to "Choosing Courage Over Comfort" in the Development Toolkit, and scroll down to Part 2.

DARING GREATLY

### Engaged Feedback Checklist

- 01 I'm ready to sit next to you rather than across from you.
- 02 I'm willing to put the problem in front of us rather than between us (or sliding it toward you).
- 03 I'm ready to listen, ask questions, and accept that I may not fully understand the issue.
- 04 I want to acknowledge what you do well instead of picking apart your mistakes.
- 05 I recognize your strengths and how you can use them to address your challenges.
- 06 I can hold you accountable without shaming or blaming you.
- 07 I'm willing to own my part.
- 08 I can genuinely thank you for your efforts rather than criticize you for your failings.
- 09 I can talk about how resolving these challenges will lead to your growth and opportunity.
- 10 I can model the vulnerability and openness that I expect to see from you.

Brené Brown gives us a checklist to determine if we are in the right head-space to give feedback. Until you can answer "yes" to all ten points on the list, hold off on giving feedback. Let's focus on numbers three and five, which can be the most challenging.

#### 03 I'm ready to listen, ask questions, and accept that I may not fully understand the issue.

When you're preparing to give feedback, consider whether you are ready to listen to the person, ask them questions, and accept that you may not fully understand the situation. If you're unable to do this, consider postponing the conversation. The goal is to empower the individual, not put them down.

Brené encourages us to think of giving feedback as a time when we are facilitating a conversation; **we're fact finding, not lecturing**. Further, we need to shift our mindset around feedback from "one and done conversations" to an **ongoing component of a relationship**. By getting yourself in the head-space, you set yourself up for positive results.

#### 05 I recognize your strengths and how you can use them to address your challenges.

In strengths-based feedback, we **highlight the strengths** of the person to whom we are providing feedback and help them to see how they can use those strengths to address the present issue. If you are struggling to find a strength about the individual, then you are not in the right head-space for a productive conversation.

In addition to the ten-point checklist, it's important to think about how we're going to **live into our values** when we give and receive feedback. **Consider how you want to show up** in the conversation. Remember to avoid behaviors that diverge you from your values and use only those that align with your values. **Facilitating challenging conversations is a great opportunity to self-empower, empower others, and practice living into your values.**

# 2019-2020 LINDENWOOD LEARNING ACADEMY EMPLOYEE FELLOWS VIRTUAL POSTER SESSION

Over the course of the 2019-2020 academic year, five Lindenwood employees served as the Learning Academy's Employee Fellows. They created learning opportunities for others, conducted research, and built their own knowledge and skills. You will find a complete overview of each of their fellowships along with results from their research in our first ever [Employee Fellows' Virtual Poster Session](#).



JEN SPELLAZZA

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Employee Fellow for Diversity, Equity, & Inclusion

[LindenAlly Challenge](#)

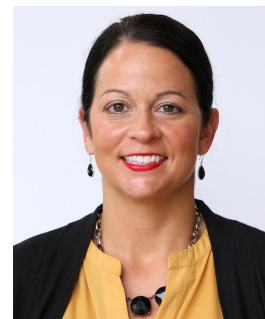
Click here to check out each poster!



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