

The Learning Log

Issue 9 • September 2020

The Learning Academy is piloting Mailchimp for our emails to help track engagement with the log, so that we are able to better cater our content to your needs and interests. **Open the email in a web browser to check out all of the visuals!** We recommend [unblocking picture downloads](#) from this sender so that you are able to check out the images.



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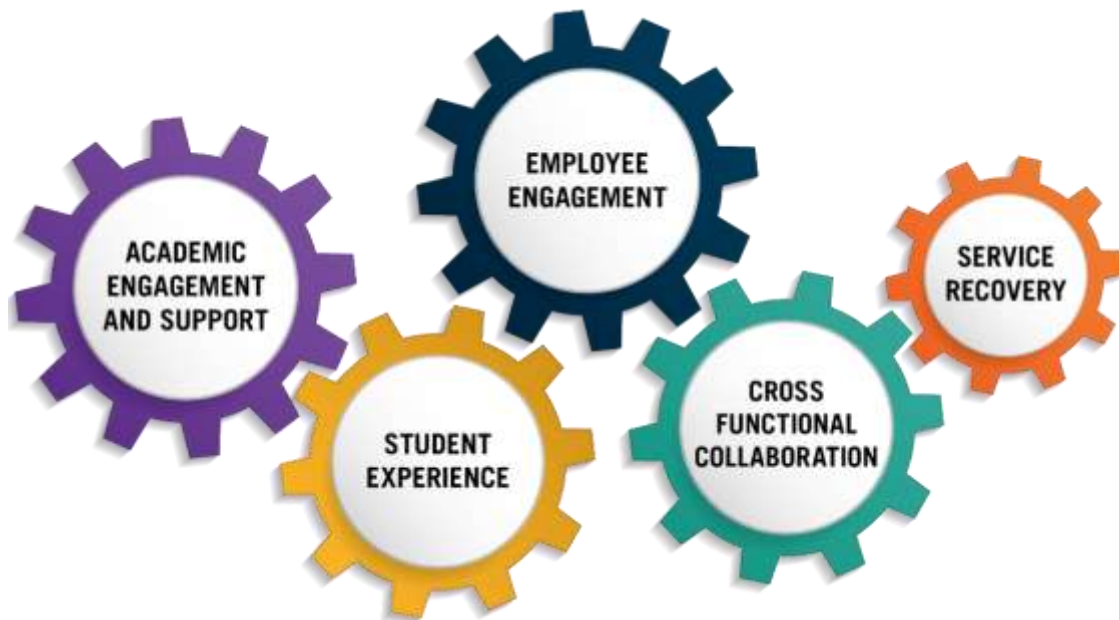
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Q2&YOU - Phase II

Introducing Q2&YOU

Q2 Phase I was about identifying and acting upon low-risk, high-yield opportunities to improve service across campus. **The next phase of Q2 focuses on 'YOU'** and the role all employees of the university play in attracting and retaining students. Q2&You will focus on more challenging issues related to service through **academic engagement and support, student experience, employee engagement, cross-functional collaboration, and service recovery** development opportunities. Q2&You will require a collaborative effort from all areas of the university. Read more about Q2 at Lindenwood and check out the Phase I and Phase II overview [here](#).



LinkedIn Learning Course

Having Difficult Conversations

Each month the Learning Academy will feature a course from LinkedIn Learning

Conflict is inevitable—in work and in life. Managers must address performance issues, and colleagues with competing priorities must figure out how to work together. These situations call for having difficult conversations. [In this course](#), Marlene Chism **explains how to have difficult conversations, build your communication skills, and improve your relationships, teamwork, and performance.** She explains how to identify underlying differences in work styles, goals, and power dynamics and ***change the way you view conflict.*** She provides a model to move the conversation in a positive direction and to determine next steps. Plus, learn how to check for resistance with a single useful phrase.

Learning objectives:

- Cite the circumstances that can make a conversation difficult.
 - Recall what you should know before having a difficult conversation.
 - Summarize how to control the direction of a conversation.
 - Describe how to use radical listening to stay present in a conversation.
 - Name the magic phrase to test for resistance.
 - Name healthy habits you can develop to make difficult conversations easier.
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HIGHLIGHT: 2019-2020 DEI Employee Development Fellow

Jen Spellazza

2019-2020 DEI Employee Development Fellow, was chosen to present at the [2020 Virtual Leadership Discovery Summit](#), hosted by the University of Missouri–St. Louis. Spellazza presented a breakout session: ***Allyship and You*** on September 26th.

After applying for the fellow program through the Lindenwood University Learning Academy, Spellazza created a very successful allyship development program. This model is now known to Lindenwood as ***LindenAlly***. In the breakout session presentation, Spellazza discussed how the LindenAlly program was built, the successes, the pitfalls, and how others can build their own allyship development program in their influential spaces. #LionsUnited

Check out Jen's [Fellowship Poster](#) to learn more about the LindenAlly Development Program.

Faculty Resource

Synchronous Small Group Discussions in Online Classes

[Click here](#) > *Designing Learning Activities for Online or Hybrid Courses* > *How to Best Use Online Discussion Boards to read the full article.*

Breaking students into small groups for discussion and problem-solving is a time-honored technique in the face-to-face classroom. It allows students to engage with each other and the instructor to take a step back from driving discussion to let the students lead. Small group discussions in the online classroom, though, can seem more difficult to execute—breaking students out is not quite as simple as numbering them off, and it can be difficult to monitor multiple discussions simultaneously.

When assigning small group discussions in your synchronous or hybrid class, consider the following tips for assuring an effective outcome:

- Make sure the **goal of the small-group discussion is clear** so that students don't waste time debating the assignment
- **Assign roles**, or ask students to assign roles for reporting out—team leader, note-taker, reporter, for example
- **Check in** with each group as they discuss. **Students in online classes crave interaction** with the instructor and small group discussions can provide that opportunity.

Further reading: [Faculty Focus](#) provides an excellent and detailed overview of things to consider when deploying small groups in the online environment.

Faculty Resource

How to Recover After a Bad Teaching Session

[Click here](#) > *Topics in Course Delivery* to read the full article.

Everybody has frustrating class sessions, or weeks that don't work in the online classroom. To get back to where you want to be as a teacher after a bad class, try these strategies:

1. **Practice mindfulness.**
 2. **Use empathy.**
 3. **Reframe the session or activity as a learning experience for yourself.**
 4. **Try again.**
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Faculty Consultants

Schedule an Individual Consultation

Faculty have access to consultations with various campus support departments.

The Learning Academy continues to offer individual consultations with our six Faculty Consultants for Online Teaching. [Read more about the program or schedule a consultation.](#)

Lindenwood Online is available for individual consultations, as well. If you need help thinking through designing or building your courses, learning to use Canvas functions, or identifying external technologies to enhance your course,

contact lindenwoodonline@lindenwood.edu.

Accessibility Services is available to consult on issues of accessibility in any course format.

The Lindenwood Library can support faculty designing and delivering online courses in a number of ways. Interested in finding Open Education Resources for your course? Need help with making your readings available to students? Looking to integrate research resources for your students in your course? [Contact a librarian](#).

The Writing Center offers faculty and students many resources to assist with the successful design and implementation of writing assignments.

Check out our webpage!

LARC 009

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