

LINDENWOOD

UNIVERSITY

LEARNING ACADEMY

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The Learning Log



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Faculty Fellow: Gillian Parish

Cultivating Reflective Learners: 7 Ways to Facilitate Motivation, Metacognition, and Learning Community

A recent survey about teaching and learning at Lindenwood highlighted a few key themes we might keep in mind: boosting student motivation, providing chances for metacognition (to cultivate self-directed learning), and uniting these: meaning. A frequent remark on the survey showed that students have been struggling in their motivation to fulfill their course obligations. A related frequent remark was that students felt that their courses had too much “busywork.” Students also shared that they felt that they were “teaching themselves” and “not fully absorbing the material.” We have an opportunity there to do what we should always do in our teaching—refashion anything resembling busywork into more compelling forms, ensure our assignments are purposeful and that our course materials are meaningful, and provide opportunities for students to cultivate awareness and skill as learners. After all, pandemic year or not, it is always our job to articulate why our students are being asked to read this or that, or to perform this or that learning activity. It is always our job to communicate, compellingly and truthfully, why our disciplines matter—and that also means evolving how we teach and what we teach in light of how our disciplines connect to the needs of the world now. It is always our job to generate interest. Motivation, like assessment, like learning, like anything alive, is an ongoing process. In this resource called [Cultivating Reflective Learners](#), I suggest seven ways to facilitate motivation, metacognition, and learning community. Specifically, I provide some brief yet potent areas of focus, and clusters of questions to make your own. The questions offered here are very general; consider the nitty gritty of students' lives—their pressures, problems, and plans—when you design questions. The two-five minutes of class-time/homework time that these activities take makes a real difference in the quality of student engagement and learning.



Employee Fellows: Leah Rosenmiller and Lisa Young

D.E.I. Reading Challenge: Read. Learn. Grow. Connect.

As avid readers and co-workers for years, Leah and I (Lisa) have often discussed the books we are reading, what we are learning, and how we connect it with our lives. After several impactful deaths of black individuals at the hands of police in the Spring of 2020, and the growing support of the Black Lives Matter movement, we had teacher friends reaching out to us for book recommendations to share with their students. Inspired by our community's growing interest in reading books to help create a more just and inclusive world, we started the [DEI Reading Challenge](#).

To participate in the DEI Reading Challenge, you [sign up](#) as a participant and fill out a pre-evaluation form. Then, you read one book a month from each of our monthly themes. This is a self-paced challenge so you can always read from our Fall themes or in any order you would like! We provide [booklists](#), but you can select any book that fits with each month's category. After you finish each book, you fill out a [short reflection form](#). We hold [monthly virtual discussions](#) where we reflect on what we are learning, our experience of reading, how our lives are being enriched by reading diverse books and how our service at Lindenwood is being impacted. We keep track of [points and award](#)

[prizes](#) (swag bag and a Barnes and Noble gift card) for participants. We just ask that you submit your titles to us by April 30th to be awarded prizes.

[Click here](#) to read more about Leah and Lisa's fellowship.



Dr. Jeanie Thies Examines the Impact of Compulsory Note-taking on Student Performance

In recent years, Dr. Jeanie Thies, professor of political science, has been baffled by the fact that many of her students opt not to take notes during class. Many who did seemed to only write the words that appeared on the PowerPoint slides rather than anything said during lecture or discussion. Dr. Thies felt that by not taking effective notes, or any notes at all, most students would be at a disadvantage in learning the material and being able to demonstrate learning on exams or quizzes. She's right! See this [Cult of Pedagogy Research Roundup on student note-taking](#). Dr. Thies set out to find a way to motivate student note-taking without creating a ton of extra grading for herself. She consulted with the Learning Academy and the discussion yielded ideas for

incentivizing note-taking, including randomly assigning two students to share their notes with the class after each recorded lecture. This should motivate students to attend classes (or watch recordings) and take high-quality notes, while also facilitating a collaborative learning process. Dr. Thies will be implementing this and other techniques in the Spring. The coolest part? She's also planning to conduct a study to see if and how compulsory note-taking improves student performance! Read about her full plan [here](#). The Learning Academy applauds Dr. Thies for trying something new in order to improve student learning. We can't wait to hear the results!

New and Upcoming Professional Development on Teaching and Learning

Small Teaching Online: Practical Strategies for Teaching During COVID-19

with Flower Darby, author of *Small Teaching Online*

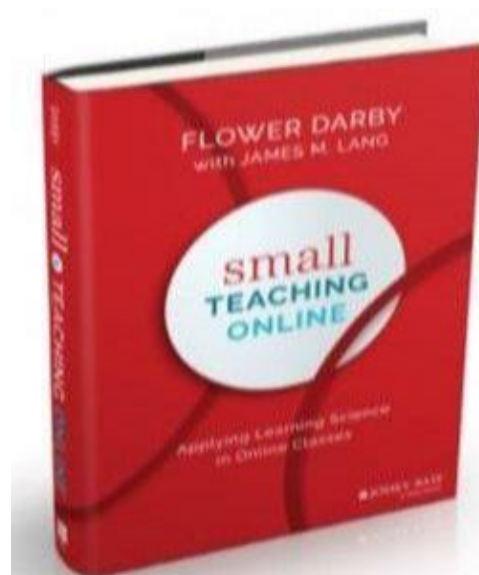
January 12th, 12:00-1:15 pm via Zoom.

Register [here](#) - add it to your calendar when you get the registration confirmation!

Remote, blended and online courses present unique challenges for both students and faculty. Small teaching can help. We'll explore practical, evidence-based techniques you can apply in your online teaching practice, small but impactful strategies that result in significant gains in student engagement and learning. You'll gain guiding principles for

structuring learning in online and blended environments, brief learning activities, and tips for impactful yet not too time-consuming communication with students. These approaches can also enhance in-person teaching during and after Covid-19, so join us to explore new ways of teaching online to enhance your overall practice.

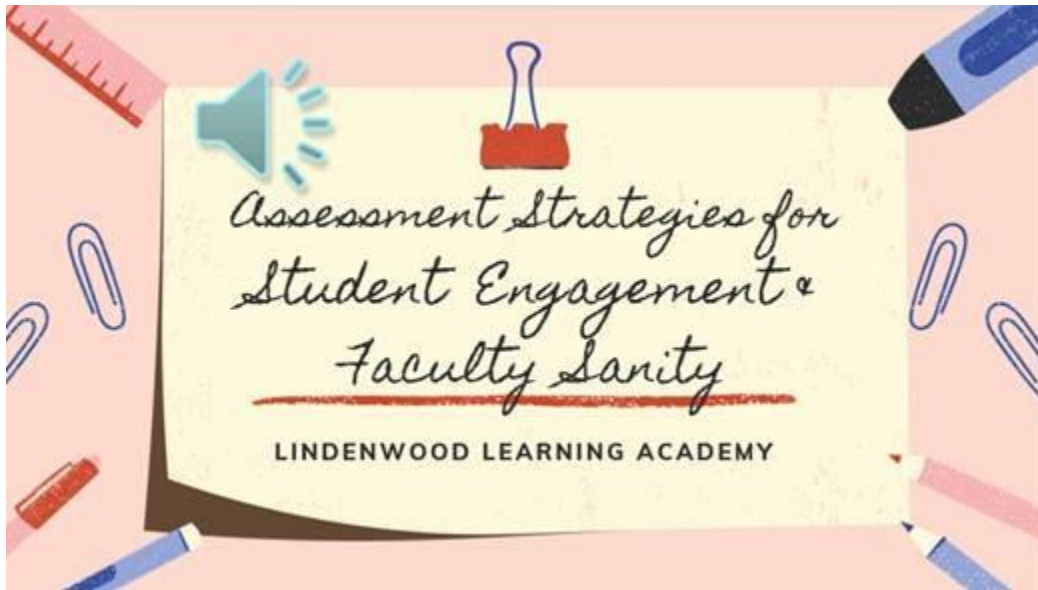
Faculty in attendance will have a chance to win a copy of *Small Teaching Online*!



Assessment Strategies for Student Engagement and Faculty Sanity

Recently, faculty and student feedback indicated the need for support for creating assessments that engage students and decrease workload. The Learning Academy has created a new resource with 10 strategies to help. The resource also contains examples and suggests technologies to try (see below for related learning opportunities).

Click the image to access the presentation (slides include audio).



Kahoot!, Perusall, and Pear Deck: Learn How Your Colleagues Are Using Technologies to Engage Students and Assess Learning

Are you hesitant to try new teaching technologies? Would it help to see how and hear why your colleagues use them? Soon, three faculty members will share their experiences with various technologies:

- Dr. Melle Elmes is creating a video to share how she uses Perusall to motivate student engagement with course texts and their peers. This will be ready to share

by January 11th. Watch the Digest and the Learning Log for details on how to access it when the time comes.

- Dr. John Barr will offer a live session on January 14th from 10-11 am to share how he uses Kahoot! to create engaging learning games. Register [here](#).
- Dr. Tawni Hunt Ferrarini will offer a live session on January 13th from 1:30-2:30 pm to share how she uses Pear Deck to create interactive lessons and engaging assessments. Register [here](#).

Create a Plan to Achieve your Development Goal

It only makes sense: You're more likely to achieve your goal if you have a plan for how you'll do so. Taking the time to create and actually document this plan will not only help you to see a clear path toward achievement, but creates accountability for you once you share it with your manager. (Don't worry, plans can change –and should change–if obstacles or opportunities arise that warrant adjustments.) [Click here](#) to view the full process for creating a development plan.

Now that you've done the work, why not document it? You've worked with your staff or academic administrator to established your development goal in your performance evaluation and you've convened a plan for achieving it. Keep track of your development plan by logging it in Workday where you will be able to access your plans from year to year. [Click here](#) to view this quick 'how-to' resource.

[LinkedIn Learning Feature – GROW Coaching Model](#)

People managers and individual contributors alike can benefit from understanding and using the [GROW Model](#). The GROW Model is the most common framework used to develop talent. Given its relative simplicity, many managers have taught themselves to use the GROW model as a way to structure coaching and mentoring sessions with their employees. Using this framework in conjunction with your annual performance development goal within your evaluation will increase potential and enhance your skills.

Q2 Moments

Have you recognized one of your colleagues with a Q2 Moment recently? Would you like to see what others have said about your service excellence on campus? We have some incredible people working around this university! Visit the Learning Academy's [webpage](#) to be reminded of what kind of environment we are cultivating at Lindenwood.

Q2 Learning Academy 6d
Q2 Moments pt. 2
The Learning Academy, LindenWell, and the Power of Positivity present to you the Positivity Sprint! Thank you for your participation in this November Q2 Challenge. We truly appreciate everyone who took the time to submit Q2 moments!

While working with Lyric Alicea and Sydney Hembrough as part of The Linden Gold efforts coming from the Provost Office... They have shared their excitement to part of the process of updating the website and having the hands-on experience. The processes involved are still being improved/optimized, but they are always ready to jump in and help however is requested. They're great examples of the real experience, real success, mission that the university promotes.

I want to recognize Mariah Gove for her helpfulness! Our department needed to purchase something with a mode we had never used before nor had access to. Mariah went above and beyond to help us and even hand-delivered the goods in the rain one day! Her service was extraordinary and we are thankful for it!

I would love to celebrate Brad Hansen. Brad has been a great partner with the Communications team in the redesign and publication of the updated Lindenwood Magazine. Brad took a seed of an idea, and strategically and smartly brought it to life through creative design. Brad was collaborative as we re-vamped the content and was flexible and positive. The publication will hit the mail early next week and is definitely a product both he and the university should be proud of.

Q2 MOMENTS

The Advising Center
Lindenwood's team of centralized advisors overcame the immense pandemic hurdle to make sure all of our undergraduate students received impactful and supportive advising this semester. In the weeks leading up to registration, many of the team members worked 12-15 hour days to give our students everything they needed to enroll and feel confident progressing towards their goals. Great work!

Dr. Delgado create a welcoming environment to students during our Undecided session for future lion day. A comment was made while people were joining 'sorry we don't have any music while we wait'. Dr. Delgado brought down his guitar he hand made and started to play. Everyone in the zoom room was amazed!

Kelly Moych has had the tremendous hurdle of learning the role of Dean of Student addition to her already full workload of being the Title coordinator. Kelly has done outstanding job not only learning the procedures, but truly going above and beyond to make sure that each student is treated with justice, and heard out. This last week, I was asked to do a health & wellness check, and later I asked me to follow up with student- she is intentional thoughtful, and cares for our community.

Jason Waack has been extremely helpful in training and assisting me in updating the Learning Academy website! He jumped on a 30-minute call with me to find a

I was about a week into my time at Lindenwood and my family of four was staying at the Little Yellow house on Kingshighway. Then we had a week where we got a ton of rain and our sewer backed up. I reached out to facilities on a Wednesday evening and **Dan Kelly** had his team out there at or even a little before 8 am the

Melle Elmes knew that I had just lost my dog and she brought in her Corgi puppy to cheer me up. So cute! Such a kind gesture.

A staff member approached **Myron Burr** with an idea about how to potentially improve community engagement, but was unsure of whether or not it should be sent on, as well as being unsure who to send it to. Myron took the time to offer some feedback and encouragement, as well as helping the staff member know who the suggestion should be

I recognized Angela Teague and Cheryl Delaporta for their high standard of work they have been doing with entering invoices. At the first of every



MAY YOUR HOLIDAYS BE FILLED WITH

PEACE, LOVE, &
HAPPINESS

From the Learning Academy

[Check out our webpage!](#)

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