

LINDENWOOD

UNIVERSITY

LEARNING ACADEMY

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The Learning Log

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Jump into 2021!

Welcome to 2021! The Learning Academy cannot wait for all this year has to offer. After a challenging 2020, it is so important that we come together to offer love and support to our community. It's the Lindenwood way and the Learning Academy is here to serve you! Email learningacademy@lindenwood.edu to learn more about the following resources:

- Professional Development Opportunities
- Faculty Development: [Teaching and Learning](#)
- Personal Health Webinars
- [Employee Assistance Program](#)
 - Counseling
 - Coaching
 - Consultation (and more!)

Going the Distance—Q2 (Monetary) Award

The last year has brought new and unprecedented challenges to the Lindenwood community. We have risen to meet several of those challenges and gleaned new insight into service in the digital age. Yet other challenges are ongoing. The Lindenwood Learning Academy is proud to offer a competitive service award to support creative solutions to the Lindenwood community's service challenges.

The LLA is accepting applications for up to **\$1000** in funding for a service initiative. The LLA is primarily seeking projects that attempt to overcome the distance created by Covid-19 and engage students and/or employees; however, all submissions will be

considered.

Interested departments can work with their Q2 Champion to submit an application to Brittany Gutermuth (BGutermuth2@lindenwood.edu) in the Lindenwood Learning Academy. Applications will be made anonymous and should not include any names. For consideration, in 250-750 words, each application should include:

- Description of the project
- Brief implementation plan
- Proposed project timeline
- Proposed project budget
- Strategy for measuring impact

Each submission will be judged upon its scope, impact, and feasibility. All submissions are **due at 5:00pm on Friday February 5th**. The winner(s) will be announced at the beginning of March.

Submit any questions to Brittany Gutermuth at BGutermuth2@lindenwood.edu.

Process Improvement Task Force Reboot

Submit a process for review [here](#).

The Learning Academy is rebooting the Process Improvement Task Force (PITF) and would like to recognize and thank its members; Chairs, Joe Zitta and Brittany Brown. Members, Rachael Heuermann, Cynthia Schroeder, Jennifer Firestine, Annie Alameda, Adam Ulrich, Tom Wagganer, Jason Owen, Molly Hudgins, Kathi Vosivich, Dan Plate, Adam Benkendorf, Jesus Lopez, Tom Falls, and Jessica Schroer. In 2019, the PITF made contributions on many process improvements, for example, increased

awareness and accessibility to the LARC and field house, improved overall signage on campus and added street signage, enhanced purchasing options with the Amazon punch-out, improved new student user account accuracy, and improved timeliness of Residential Life key creation. In addition to the processes that were improved by this task force, overall process improvement awareness spread across the university and became a priority for many. But if there is still a process that makes you think, “Hmm, why don’t we do it this way instead,” submit your idea [here](#) and the PITF will review with the appropriate stakeholders in order to increase efficiency for our students and each other.

LinkedIn Learning Feature

Building Trust

Trust is a fundamental aspect of any productive relationship. At work, trust has been proven to decrease turnover, increase innovation, and improve team performance. When trust is compromised, relationships and productivity can suffer. This course shows how professionals of all kinds can build trust with colleagues across their organization. Kelley School of Business senior lecturer Brenda Bailey-Hughes explains how to prove you are trustworthy, even in challenging situations like remote teams, and integrate trust-building habits into your daily routine. She also explains how to practice trust—trusting yourself and others—and rebuild trust when it has been lost. The course features live-action scenarios and practical strategies for boosting trust that will help you apply the concepts to your most important relationships.

Staff Fellow Feature

Accessibility & Universal Design

2020 had me thinking about Accessibility.

I attended a conference (remember in-person conferences?) which had real-time captioning at all large group sessions that was essential for some participants but also helpful to those with hearing loss or attendees with an obstructed view of the stage.

I read an article about [employment experiences of persons considered legally blind](#) which shared the education backgrounds of the study's participants, 93% of whom had studied past the point of high-school diploma.

[Colleen Starkloff](#) explained that a macro view shows a relationship between disability and increased risk of poverty due to lack of educational opportunities and employment options. I began to wonder about the experience and success a person with visual or hearing loss might have as a Lindenwood University student.

This [survey](#) about our familiarity with Assistive Technologies and Accessibility features in the documents we create and share has shown that in this community we make regular use of assistive technologies like screen magnifying tools, video captions and adjusting screen and text contrast. More importantly, according to results so far, accessibility is something we are thinking about at Lindenwood and we want to learn more! The survey will remain open until January 31, 2021, please take it if you have not already done so.

Check the [Learning Academy calendar](#) for workshops throughout Spring semester to assist you as you incorporate accessibility features into the administrative and learning documents you write and share all year.

Joanna DeYoung

2020-2021 Employee Fellow for Technology Proficiency

The Learning Academy's Innovative Pedagogies Series

The Learning Academy is excited to launch a new series this spring on innovative pedagogies! We want to spotlight inventive or cutting-edge things instructors are doing in their course design, assignments, classroom strategies, use of teaching technologies or other pedagogical tools in order to facilitate unique learning experiences for students. The series will include features in the Learning Log as well as a few Zoom sessions where faculty will discuss innovative pedagogies they've tried. We hope that hearing about what your colleagues are doing will inspire you to try something new, or to share your own innovative pedagogical approach!

In this issue, we hope you'll enjoy learning about an innovative assessment from Melissa Qualls, Associate Professor of English, as well as using virtual reality to create innovative learning experiences for students, which AMC's Immersive Realities Initiative is encouraging faculty to do.

If you are doing something unique in your classrooms – big or small – and would like your innovative pedagogy to be considered for a series spotlight, please let us know!

Send an email to learningacademy@lindenwood.edu and provide a description of what you've tried and why you believe it should be featured.

Melissa Qualls Challenges Students with Creative Freedom in Assessment

Words, Words, Words



Fatigue. We are all feeling it, particularly over these past nine months. For my students, especially those in my literature classes, they are fatigued with the written word. Like many of you, I have had to move most class discussions (the deep analytical ones) to online Discussion Boards: Not every student can join Canvas Conferences with a microphone, and multiple students typing long discursive responses on the chat just does not work. “Words, words, words,” Hamlet sighed. My students are there with him. Now, more than ever, I make space for my literature students to respond to the texts they read in more creative, artistic ways. I ask them to draw the “monstrous vermin” they envision poor Gregor Samsa transforming into for Kafka’s *The Metamorphosis*. They create a mask for one of the characters in Pirandello’s *Six Characters in Search of an Author*. They express through visual

images how they see Cal, the intersex narrator of Eugenides's *Middlesex*, transitioning from female to male. Perhaps more importantly, I encourage my students to come up with their own creative projects. Instead of writing one (out of three) formal, analytical essays, students can opt to communicate their interpretations of a novel, short story, or play through multiple mediums: film, music, painting, sculpture, etc. One music major wrote and recorded the melody and lyrics to his own blues song, sung by a friend, in response to Walker's *The Color Purple*. A student minoring in digital arts created a film to capture, through visual cacophony, what existentialism means to her. Several students, many of whom had not previously thought of themselves as artists, have given me amazing drawings, paintings, and multimedia pieces, many of which I display on my office walls. What I have discovered is that the distance between students and the literature they are reading shortens when they are engaged in creative interpretations. Happily, the distance also shortens between the students and me. I am transformed from a professor standing in distant judgement to a member of their captivated audience, ready to enjoy and appreciate their art.



AMC Launches Immersive Reality Initiative – and invites YOU to try out Virtual Reality

The school of Arts, Media, and Communication has launched an initiative to get virtual reality into courses across their curriculum. Check out this short video from the Learning Academy that introduces the idea of using virtual reality as a teaching tool.



Want to learn more? James Hutson, Assistant Dean of Online and Graduate Programs, School of Arts, Media, and Communication, gives [a brief overview](#) of the VR technology you and your students can use and highlights other resources available to you. Trent Olsen, Assistant Professor of Art History, discusses [how he used VR in his class](#) last semester. AMC has created this [comprehensive resource document](#) that

provides examples, recommendations, how to get started, and much more.

Each school now has VR champions who will be trying out the technology this semester and can be a resource to you as you do the same.

Virtual Reality Champions by School

School of Arts, Media, and Communications: [James Hutson](#), [Trent Olsen](#), [Joe Weber](#), [Andrew Smith](#), [John O'Hagan](#), [David Carr](#), [Tricia Zweier](#), [Adam Donohue](#)

Plaster School of Business & Entrepreneurship: [Laura Wehmer Callahan](#), [Kyle Coble](#)

School of Humanities: [Tara Vansell](#), [Marcus Smith](#), [Ted Cohen](#)

School of Sciences: [Alison Albee](#), [Rebecca Foushee](#)

School of Health Sciences: [Darrell Demartino](#), [Bill Dill](#)

School of Education: [Ronda Cypret-Mahach](#), [Tonya Thompson](#)

New Teaching and Learning Resources

Monday Morning Mentor - Starting today!

The Learning Academy has acquired the Monday Morning Mentor series by Magna Publications (think Faculty Focus) for the Spring of 2021. Each program in the series addresses an issue of current interest to faculty and will provide – in just 20 minutes –

a solid foundation of classroom-tested techniques, research, and advice. Each week, a new program becomes available on Monday morning and will be available for on-demand viewing for one full week. Faculty will receive a Canvas announcement on Mondays with the link to watch the week's program. Below, you'll find a few of the first topics from the spring schedule.

Jan. 25 - ***How Can I Make My Video Lectures Effective and Engaging?***

Feb. 1 - ***How Can You Help Online Students Be More Successful In Your Course?***

Feb. 8 - ***How Do I Create Questions that Stimulate Engaging Conversations in Online Discussion Boards?***

Feb. 15 - ***How Can I Maximize the First 10 Minutes of Remote Teaching To Spark Student Engagement?***

In case you missed it...

Recordings of recent workshops are now available at the links below. You can also explore other teaching and learning resources in this [Learning Academy Sharepoint](#) (for internal resources).

[Small Teaching Online: Practical Strategies for Teaching Online During COVID-19 with Flower Darby](#)

[Learn Kahoot! with John Barr](#)

[Learn Pear Deck with Tawni Hunt Ferrarini](#) and [Using Pear Deck with Canvas Conferences to Create Interactive Lessons](#) (short video tutorial)

Also, don't forget the many resources available on the [Learning Academy webpages](#). You can find video demonstrations on OWL units/Big Blue Button, guidance and examples for designing, building, and delivering your online or hybrid courses, and a form to request a consultation with a faculty consultant for online teaching.

Our Next Adventure in Teaching and Learning

Congratulations! You survived the Spring 2020 semester, rapidly taking your on-ground courses online, supporting students who were experiencing major life disruptions, and managing your own work/home life in new ways.

Now what? Take a deep (but quick) breath and prepare for what the Fall 2020 semester will bring.

As you know, Lindenwood, like all colleges and universities, has had to make decisions about how teaching and learning will happen under the current and evolving circumstances. For the Fall, we will have the use of a new classroom technology – the OWL unit – that will allow us to hold some face-to-face sessions with a limited number of students at a time while all other teaching and learning will occur online.

TEACHING AND LEARNING

INSTRUCTIONAL CONTINUITY
RESOURCES FOR FACULTY -
SPRING 2020

CONSULTING SERVICES

LEARNING ACADEMY COURSE
DESIGN INSTITUTE

RESOURCES FOR FACULTY
TEACHING ONLINE OR HYBRID

SUPPORT AS YOU PREPARE FOR
THE SEMESTER

DESIGN YOUR ONLINE OR HYBRID
COURSE

BUILD YOUR ONLINE OR HYBRID
COURSE

DELIVER YOUR ONLINE OR HYBRID
COURSE

LEARNING ACADEMY FACULTY
CONSULTANTS FOR ONLINE
TEACHING

ONLINE TEACHING CONSULTATION
REQUEST FORM

[Check out our website!](#)

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