

LINDENWOOD

U N I V E R S I T Y

LEARNING ACADEMY





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RISE

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RISE Year 3 Preview

The RISE Team has been busy planning what initiatives will be included in the third year of the RISE Project. Some current initiatives will continue:

- The RISE Course Design Institute will be offered again in May, with an expanded cohort of 16 instructors participating.
- The RISE-Certified Instructor Program, which is offered for LU adjunct instructors, will be offered again, with a new cohort beginning the training in August.
- The Teaching Excellence and Innovation Grant will be offered again as well, with a new timeline: applications will open at the start of Fall 2023 semester.

Our new RISE initiatives for the 2023-2024 academic year will include a mid-semester development day in Spring 2024, which we are calling the "Celebration of Teaching Day," and a Teaching Squares program. Participation in the Teaching Squares program includes non-evaluative observations of colleagues' classes, as well as reflective conversations about teaching. RISE Year 3 will also include new efforts in accessibility of course materials, and we will honor achievements in accessible course design with a new RISE award next year.

We will continue to offer trainings on RISE-related topics, and faculty members are invited to propose topics for workshops and information sessions that they would like to offer during the 2023-2024 academic year by May 30.

[**Workshop and Info Session Proposal Form**](#)

Canvas & Teams Quick Support

April 3-28, M-W-F
8:30-9 a.m.

Need some quick support for a tech problem? Or need a little help with a random tech question? Is Canvas or Teams not playing nicely? Check out Learning Experience Design Support Services! We might not know the answer, but we will find it for you!

Join Us!

Lindenwood Learning Academy

Important Phrases to Use with Your Team*

Thank you.

This simple phrase is thought to be one of the most powerful in the English language. It recognizes someone's contribution and indicates your acknowledgement. When using it with colleagues, students, staff, and faculty be authentic, and specific to ensure your words and the feelings are remembered.

I need your help.

This straightforward, but powerful phrase can create a partnership and can help to engage others in problem solving. When a manager utters this phrase, it often shows employees their ideas and work are valued and needed. When you authentically speak this phrase with a colleague, it demonstrates that you value them and their opinion.

What do you need from me?

This sentence can be hard to say because it can imply others are not doing their job. Don't let this stop you. It demonstrates to your colleagues you are a member of the team and encourages them to ask for what they really need. If you are a manager, be sure to ask this of your team. It shows you are engaged and desire to see them succeed.

What would you like to do?

This phrase is particularly important if you are a manager. Touching base with staff and faculty periodically to discuss new challenges, responsibilities or roles that they wish to pursue enables you to help them achieve their goals. As a co-worker, asking this question to other team members allows you to understand your colleagues better, build rapport and help establish a stronger team.

Everyone, listen to what (insert name here) did! OR I noticed that you. . .

Recognizing colleagues for their accomplishments is important, and so is noticing the *little* things and letting your colleagues know how much you appreciate them. Knowledge and awareness of your colleagues preferences will allow you to know if they prefer this be done publicly (in front of the team, on social media, etc.) or in private (email, written note, message, or one-on-one).

That's OK. . .

While mistakes shouldn't be taken lightly, they do play a part in professional growth. What is especially important is encouraging a teammate in recognizing their mistake, determining how to fix it and keep it from reoccurring, and identifying what they and the team can learn from it.

You got this. . .

Encourage your teammates. Let them know you believe in their skills and abilities to complete tasks and projects.

*Excerpt from Michele McGovern's article "What Employees Wish Their Bosses Said Now", *HR Morning*.

Graduate Attribute Spotlight

Dr. Carla Mueller



This feature will focus on faculty or staff members each month that are aligning the graduate attributes to courses, programs, or departments or providing evidence using signature assignments.

April focuses on **Dr. Carla Mueller**, Professor of Social Work in the College of Education and Human Services. Dr. Mueller has

been teaching social work and related subjects at Lindenwood since 1998. She obtained her Bachelor of Science in Social Work and Psychology from Southern Illinois University at Carbondale (1977); her Masters of Social Work from the University of Illinois at Urbana-Champaign (1979); her Doctorate of Education in Instructional Leadership from Lindenwood University (2012); and she completed the Management Development Institute at Harvard University (2014). Dr. Mueller is a practicing licensed clinical social worker and a Council Member on Social Work Education site visitor. Her research interests include lifelong learning and increasing resiliency. She has over 40 years of social work practice experience, primarily in child welfare and counseling. In addition to direct service social work and higher education, Dr. Mueller has been an administrator, supervisor, trainer, and consultant at a variety of social service agencies in Illinois and Missouri. While teaching, she has been actively practicing as an EAP counselor, crisis interventionist, and trainer. Also, Dr. Mueller and her Social Work colleagues, spearheaded efforts to incorporate Open Educational Resources (OERs) into all of their courses. This provides affordable and accessible resources for their students. Further, Dr. Mueller is a member of the General Education Committee where she maintains consistency of course requirements, provides insights on the Graduate Attributes, Lindenwood's institutional outcomes, and possible redesign for the general education program, as well as new general education courses and means of assessment.

Her course, SW 20000, Intercultural Communication, aligns to the attribute Effective Communication. The signature assignment for this course, or the means of assessment for the Graduate Attribute of Effective Communication, is for students to complete and submit a cultural hero speech. In this project students present on a hero from their

cultural heritage and articulate this person's contribution to society and to the world. The student also persuades the audience of the value and importance of this hero's cultural contributions to the world. With this project, Mueller incorporates key components of the signature assignment by assessing the attribute and adding representation from their own culture, thus students showing themselves in the project and thus 'signing' their work. Thank you, Dr. Mueller!

[General Education & Graduate Attribute Assessment | Lindenwood University](#)

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The Director of General Education, Professor Melissa Qualls, has been hard at work these past many months sharing the General Education Task Force's recommendations (the work of many months by dedicated colleagues) with students, faculty committees, and others on campus to develop collaboratively an exciting new framework for General Education at Lindenwood. At a minimum of 42 credit hours, the General Education requirement at Lindenwood represents a considerable portion of an undergraduate student's 120 or more hours for a degree. And yet how many of us know students who see the requirements as simply boxes to be checked? As Professor Qualls and the Task Force are showing, it doesn't have to be that way!

All faculty will have a chance to learn more about the new General Education framework at the **Full Faculty Meeting on Wednesday, April 5 at 3 PM in the AB Leadership Room**. Professor Qualls will guide us through the context and details of the proposed General Education framework, but for this Learning Log it may be best to highlight a significant feature that is a common thread to all engaged learning and high impact practices: design centered on student needs and (dare we say?) joy. We recognize that, in particular, Gen Z students value meaning and purpose -- things that are not always apparent in General Education programs, regardless of the institution. Put another way, they want to see that the gen ed courses they take matter and are relevant to their present and their future, whether personally or professionally. How does the new General Education framework address that? You'll have to go to the Full Faculty Meeting on Wednesday to find out!

P.S. Seriously, if you are not able to attend the meeting, more information will be shared on the Faculty Canvas Shell. Details to follow!



April Training Highlights



4E's Active Shooter Training

April 14

Lindenwood Cultural Center

Phase I

9 a.m. - 12 p.m.

Phase II

1-4 p.m.

Participants must complete Phase I to attend Phase II.

The Department of Public Safety and Security will be hosting two opportunities for Active Shooter, 4 E's training for employees. These trainings will be held in the Lindenwood University Cultural Center, located at 400 N. Kingshighway, St. Charles, MO 63301. Participants will allow attendees to participate in a situational active shooting event, where they will gain hands-on experience on how to respond should they ever find themselves in this situation. If you have not attended in the past, you are encouraged to register and attend. Space is limited to 45 people in each session.



REGISTER

Virtual Anti-Racist Workshop

April 6

10-11:30 a.m.

Online

This interactive workshop will review current events regarding anti-racism and decolonization along with the harms of racism and colonialism. Training participants will discover campus resources and anti-racist strategies to apply what they learned to their environment.

REGISTER

Courageous Conversations

Center for Diversity and Inclusion, Spellmann 3085

Movie Discussion - The Loyola Project

April 13
2-3:30 p.m.

Join the Center for Diversity and Inclusion in watching the movie, **The Loyola Project**, in the LARC theater - LARC 343, on April 6 from 4-6 p.m. or April 12 from 12-2 p.m. The movie will be discussed in the Courageous Conversations class on April 13.

Defining Privilege

April 19
10:30 a.m. - 12 p.m.

Courageous Conversations is a facilitated conversation for faculty and staff to have an open dialogue about topics that impact real career and life experiences. We will discuss challenges, opportunities and successes related to a variety of things from which we can learn from each other, become more empathetic, and identify actionable ways to create a more inclusive environment for our entire campus community.

Please come to either session prepared to have an engaging and productive conversation.

REGISTER

Emerging Technologies & the Future of Education

April 21
8:30 a.m. - 2:00 p.m.
Online

Emerging technologies such as artificial intelligence, virtual and augmented reality, and online learning platforms have the potential to greatly impact the future of education. These can enhance the personalization and customization of the learning experience, make education more accessible and efficient, and improve the ability to measure and track student progress. This panel brings together researchers and practitioners from a wide range of fields, including Education Technology, Digital Humanities, Extended Reality (XR), Artificial Intelligence and Machine Learning, and more to present their recent research into how emerging technologies may be used to disrupt, enhance, and/or revolutionize traditional approaches to education for the benefit of both teachers and learners.

REGISTER

Learning Academy April Calendar

Click on the button below to go to the Lindenwood Learning Academy April calendar to see all training session offered during the month and beyond.



[Training Calendar](#)

The strength of the team is each individual member. The strength of each member is the team. — Phil Jackson

[Visit our Website](#)

Lindenwood Learning Academy

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