

The Lead

The College of Education and Human Services
Newsletter
Lindenwood University

Vol. 2022 | August Issue

**Now Accepting Spring '23 Applications for the Leadership
EdD**

The graphic is a yellow rectangle divided into two rows of three items each. Each item consists of an icon, a bold title, and a subtitle.

 COHORT PART-TIME	 LOCATION ONLINE	 CREDITS 48 CREDITS [†]
 START TERM SPRING 2023	 COMPLETION ASYNCHRONOUS [†]	 APPLICATION DUE OCTOBER 1, 2022 [†]

Application Process

- Complete the Lindenwood University **online application**, the Leadership EdD Supplemental Application, complete and upload response questions, submit resume and official graduate transcripts by October 1, 2022

(Application Priority Deadline) with all application materials due October 15, 2022.

- The Leadership Admissions Team will review and score all applicant materials.
- Applicants offered admission receive letters of acceptance and begin the Leadership EDD Onboarding Experience.
- Classes begin!

[Click Here for More Information or to Apply!](#)

Dean's Message

Greetings everyone,

I hope you and yours are enjoying the summer months. Faculty and staff are encouraged to take advantage of this time to reflect, spend quality time with their families, and prepare for the new academic year. Even during the summer, in addition to our classes, there is always something going on in the College of Education and Human Services. Our onsite reading and inventors' summer camps were at maximum capacity, enjoyed by the participants, and praised by the parents. We hope to expand these camps in the coming years. In addition, our newly revised quality assurance system and continuous improvement cycle are now fully implemented, providing the structure necessary to effectively operationalize our mission and vision, and assess our progress. You will also read in this edition of *The Lead* a sampling of the many accomplishments of our faculty and staff. We are particularly pleased to recognize the contributions to the College and to their disciplines by our adjuncts and alumni.



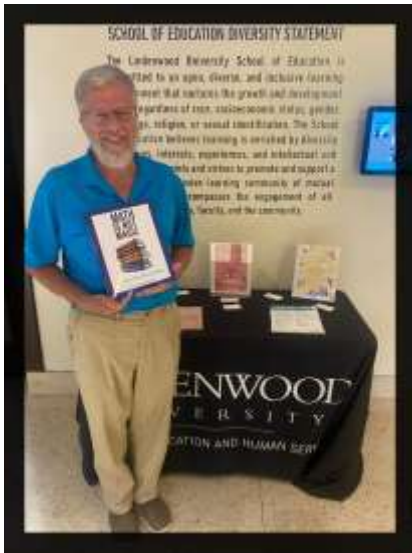
I hope you enjoy the August edition of *The Lead*. We always welcome your feedback and suggestions.

A handwritten signature in black ink, appearing to read "Andrew Schaffer". The signature is written in a cursive, flowing style.

Anthony Scheffler, Ph.D.
Dean, Lindenwood College of Education and Human Services

Featured Stories

Jerry Knoelke, Alumni, says: MATH IS NOT MAGIC



Jerry Knoelke recently visited with the Dean, Dr. Anthony Scheffler, and Associate Dean, Dr. Jill Hutcheson to share his book, *Math Is Not Magic*, currently published by BookBlastPRO. Knoelke claims that there is a strong link between Neuroscience and student success in learning Mathematics.

According to Knoelke, Eliminating the 'blank stare' in all Math classes begins with Basic Algebra. Neuroscience has discovered why working with word problems is so difficult for so many students and what to do to prevent it. Neuroscience has determined a person's Dorsolateral Prefrontal Cortex is used for analyzing abstract thoughts, such as word

problems. However, this area of the brain does not reach maturity, in the average person, until their mid-twenties. Because the average student's brain is not yet mature, neuroscience recommends that one simple universal consistent structure must be provided to all students by all the teachers across all Math and Science classes. If ten teachers teach ten different ways, most students only get confused. We must teach the students to learn one consistent structure they can take into a test versus the confusion we give them now.

Lindenwood alumni, Jerry Knoelke, has used neuroscience's recent discovery to provide one consistent structure that will help Math students understand how to solve word problems. His primer, *MATH IS NOT MAGIC*, provides and explains one consistent method, PRESS, that students can learn and use universally across all Math and Science courses. PRESS will teach and reinforce how to think logically – the primary goal of teaching Math. The primer, *MATH IS NOT MAGIC*, explains the PRESS structure and provides examples for all Math courses taught from Basic Algebra forward.

Help students learn how to think logically as early as possible in today's challenging times. Promote one consistent structure. Use PRESS". PRESS is an acronym for Picture, Record Labels, Equations, Substitute Labels, and Simplify.

Knoelke is currently seeking a co-author to help write a more comprehensive article on the link between Neuroscience and students' mastery of Mathematics. If you are interested in assisting with this, work please contact Dr. Hutcheson at jhutcheson@lindenwood.edu for more information.

Want to be featured in the next issue of The Lead? Click here to submit an article.

Curriculum & Instruction

Lindenwood University COEHS Hosts Camp Invention-Explore



Camp Invention, a STEAM camp for local gifted students, was held June 27-July 1 at the LUCC. Twenty staff members and eighty-six campers enjoyed a week of creating, designing, and inventing within the themes of Spacecation, Marble Arcade, NIHF's The Attic, and Robotics Aquatics. This camp also encouraged students to explore careers in STEAM. Students in grades 1-8 from 46 different schools participated. Nine students in grades 7 and 8 served as Leaders In Training, and three high school students served as Leadership Interns; they assisted the teachers and students in the classrooms. Professors Mary Gismegian, Heather Tomicich, Holly Karraker, and Daisy Skelly along with 16 other staff members guided the campers through the National Inventor's Hall of Fame Camp Invention-Explore curriculum. The staff members included current graduate students completing their practicum experience for gifted certifications and Master's degrees in gifted education, as well as Lindenwood University

alumni, professors, and volunteers. Assistant Professor Mary Gismegian started the camp over 20 years ago to provide an opportunity to support the education of local gifted children.

The program has continued to grow, and after 2 years of being held virtually, camp was back in person this year. The week ended with an Inventor's Showcase, where teachers and students shared with family and friends the amazing inventions built during the week. Several campers from underrepresented populations received generous financial support from the Employee Fund Boeing of St. Louis, Clark Family Foundation, Camp Invention Parent Group, and marketing support from Blueprint4Summer.



“Orientation” Course Gets a Complete Facelift



Drs. Kristen Levin and Annie Arnone are excited to provide freshmen education students with a completely new learning environment in EDU 11110 “Orientation to Educational Experiences”. This course has been redesigned to best meet the learning needs of future teachers, and the goal is to inspire and challenge students as they discover the dynamic field of education.

The course will be offered this fall in a hybrid format, which will allow for a more individualized learning experience while preserving a collaborative classroom atmosphere. By utilizing open educational resources (OER’s) and incorporating a book study, this course will also encourage students to dive deeper into a current issue impacting K-12 education today. Students will be asked to reflect on these issues and relate them to the real world within their on-ground field experiences.

COEHS Professor Shares his Interinstitutional Research



Dr. David Gómez Jaimes is pleased to share his new research paper "*Adapting Under Pressure: A Case Study in Scaling Faculty Development for Emergency Remote Teaching*," which was recently published in the *Journal of Computing in Higher Education (JCHE)*. This research paper is the result of an interinstitutional research project between the Curriculum & Instruction department and the Center for Digital Learning at the University of New Mexico. The team of researchers lead by Dr. Gómez Jaimes present a case study that examines the adaptation of an existing online, asynchronous faculty development resource at the University of New Mexico to support the unanticipated need for all instructors to teach

remotely starting in spring 2020, due to the COVID-19 pandemic. The research team identified the usefulness of course mapping and backwards design, as well as the deepening familiarity with LMS tools as the top 3 takeaways for 117 participants of different academic rank. The team also examines positive feedback from participants regarding perceived achievement of the course learning objectives, even after scaling the course to accommodate the large number of instructors moving to remote instruction.

As part of JCHE's Springer Nature Content Sharing Initiative, readers can publicly access a view-only version of the paper by using the following link:

<https://rdcu.be/cQ3oH>

Readers will also be able to use Enhanced PDF features such as annotation tools, one-click supplements, citation file exports and article metrics.

Adjunct Professor Dr. Daisy Skelly Presents at Two Conferences



Adjunct professor Dr. Daisy Skelly and colleague Rob Greenhaw presented at two conferences this summer. Mr. Greenhaw is a MELL specialist with EdPlus. Their workshop presentation was entitled, “*How do they fit? English Learners and the Science of Reading*” The first conference was ELevate, presented by EdPlus. The ELevate Conference offered professional learning opportunities for K-12 English Learner educators. This two-day event featured keynote addresses and workshops by best-selling author, Jeff Zwiers and EL educational consultant and advocate, Valentina Gonzalez, as well as over 35 different breakout sessions presented by EL education leaders from around the region.

The second conference was Cambrio de Colores, presented by the University of Missouri. Cambio de Colores is a multistate conference about integration of Latin@s/Latinxs/Hispanics and immigrants in new destinations. People who work with Latin@/Latinx/Hispanic and immigrant communities come together to share research and best practices that facilitate the integration of newcomers. This year’s conference was held at UMSL in June.

In addition, Dr. Skelly shared her presentation with graduate students participating in Camp Read-A-Lot.

Educational Leadership

New Assistant Principal for Rockwood School District



Congratulations to recent graduate Dustin Hays! Dustin recently began a new position at Rockwood Valley Middle School. Mr. Hays completed his principal certification at Lindenwood University leading to his dream job in the Rockwood School District.

Best of Luck, Dustin!

Students Scheduled to Complete Doctoral Dissertation Defenses

Several students will be defending their doctoral dissertations in the coming weeks as the final step in earning their Doctorate in Education.

Esthere Scott has defended her dissertation titled “*A Study of Hybrid CTE Programming vs. Traditional CTE Programming for Students with IEPs at Two Technical High Schools*” on July 29, 2022.

Angela Royal will be defending her dissertation titled “*The Impact of the Black Student Excellence and Enrichment Program on the Retention of Black Students*” on August 5, 2022.

Kristina Loveland will be defending her dissertation titled “*Effects of Excessive Student Technology Usage On Student Cognitive Engagement*” on August 5, 2022.

Human Services

Human Services Welcomes New Faculty Member



The College of Education and Human Services welcomes a new faculty member to the Counseling Department for the 2022-23 academic year.

Joining the College of Education and Human Services, Cook will teach in the Counseling Department and specialize in clinical mental health. Having lived in many different places throughout the United States, Cook spent time in Arkansas and various cities in Missouri.

“I am honored to say that I work in the field of counseling. I deeply believe in the power of empathy and caring for one another. Being a

professor of counseling allows me to share my passion for counseling with my students. I am excited to be a part of Lindenwood and to join an amazing team that shares my passion for helping others and developing students who will go into the world and help so many others,” Cook said.

[Read more about Dr. Cook here.](#)

Dr. Patterson-Mills’ Publishes Article



In the June 2022 National Career Development Association publication, *Career Developments*, Dr. Patterson-Mills authored “*Future Development of Career Practices*”. The article addresses specific ethical practices that may be affected. An excerpt follows:

“As socially constructed paradigms surrounding how we work to develop, the workplace is being revolutionized... New advances sometimes lead us to think there must be new solutions, yet there may not always be. The universality of the

human experience indicates some enduring principles are implicit and inherent in the practice of career development. For example, Section A—The Professional Relationship, remains one of the cornerstones across all mental health ethics codes.” (p. 18-19).

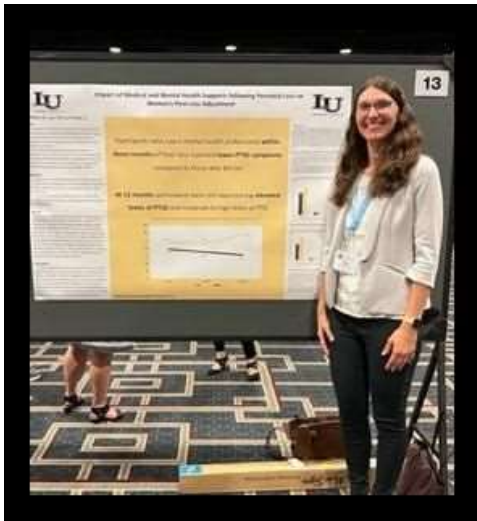
Dr. Patterson-Mills Presents Twice at the National Career Development Association in the Summer Conference.

Dr. Patterson-Mills says it was an honor to present with a well-known feminist historian and two pivotal early women Deans in the conference title, “*Building Career Development Resiliency and Empowering Career Decision-Making among Marginalized Populations*”. This presentation featured effective strategies for bringing in more students and academic women leaders and leaders of color into higher education administration. Networking, leveraging power in effective ways, identifying talent that is among us, and mentoring were some of the identified strategies.

Second, as part of the 2021 NCDA Leadership Academy, Dr. Patterson-Mills and colleagues presented a conceptual model of career and life planning using Bronfenbrenner's and a Systems Model of Thinking. Historically, our theories have overlooked the impact of gender as an aspect of one's entry into the world of work. By moving beyond binary and categorical thinking, broader case conceptualization and deeper, more personalized, relativistic client-centered mechanisms for change can occur.

Clinical Mental Health Counseling

Dr. Freedle's Conference Presentation



Dr. Freedle's presentation at the Postpartum Support International conference in New Orleans, LA in July went well, and received lots of positive feedback. Dr. Freedle is now heading to the American Psychological Association (APA) annual convention in Minnesota, MN (August 4-6) where she will present a different set of findings from the PRIDE-sponsored research project. Jointly with Clay Brigance from the University of Missouri – St. Louis they will hold a symposium entitled “*Posttraumatic Outcomes Following Reproductive Outcomes: Research and Clinical Applications for Couples*”. This

symposium will highlight the role interpersonal and intrapersonal factors have on mental health outcomes following reproductive trauma by discussing the latest research and its implications for clinical practice.

We hope you enjoy the August issue of The Lead!

Please email any suggestions or feedback to COEHS@lindenwood.edu

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