



PIE NEWSLETTER

November

Issue 2 | Volume 3 | 2020

TACKLING TEACHER'S MENTAL HEALTH

"A self-care plan could include three things you can do to manage your thoughts or feeling and three activities that you find particularly relaxing. It could also include a section on resources available for you in times of need."

[Read more on "Tackling COVID-19 fatigue as teachers" -->>](#)

"The type of burnout that teachers are experiencing now is intimately related to how unrelenting the stress is.

There is no end in sight for the pandemic, and this ambiguity can lead to an overwhelming sense of loss of control."

[Read more on "How teachers can stay balanced during the pandemic." -->>](#)

just breathe

****We want to know how you're doing, Let us know by answering this anonymous SURVEY**

PIE WORKSHOPS

11/16
10:30 am--12:00 pm

DESIGNING AND FACILITATING EFFECTIVE GROUP PROJECTS

[Register Here](#)

11/30 & 12/1
(One workshop, two dates)
2:00 pm--3:30 pm

TEACHING ONLINE: APPROACHES TO PEDAGOGY AND COURSE DESIGN

****This workshop has limited capacity and thus will be offered on two separate dates**

[Day 1-Register here](#)

[Day 2-Register here](#)

PIE'S PEDAGOGY COMMITTEE



NICK BOWER
OFFICE HRS: M 3-4PM



JOHN COMBS
OFFICE HRS: T 2:30-3:30PM



NORA DONOGHUE
OFFICE HRS: W 12-1PM



JAMES HOWELL
OFFICE HRS: W 11AM-12PM



LAUREN WILLSON
OFFICE HRS: TH 9-10AM



EMILY SNOWDEN
OFFICE HRS: TH 10-11AM

*Visit our Pedagogy Committee's [office hours](#) for teaching tips, or to discuss their latest recommendation, the podcast on: "Mental Health on the College Campus."

[go here to listen -->](#)

[PODCAST](#)

FSU Teaching Support

- **Counseling Center resources:**
<https://counseling.fsu.edu/students/self-help/resources>
- **& workshops:**
<https://counseling.fsu.edu/outreach-and-presentations/highlighted-trainings-and-events>
- **Remote Proctoring for High-Stakes Assessments (webinar)-Zoom-November 23rd, 12Pm EST:**
<https://app.acuityscheduling.com/schedule.php?owner=13235709>

TA SPOTLIGHT



Thank you!

"Divide the class into different activities and get feedback from your students about what works best for them"

Eleanor Boudreau

Department of English

Eleanor is a PhD candidate in the Department of English with a focus on Poetry. She is currently a Kingsbury Graduate Fellow and won the Agnes Lynch Starrett Poetry Prize for her first book *Earnest, Earnest?*

Eleanor has been nominated for the Outstanding Teaching Assistant Award and Excellence in Teaching College Composition Award.

As the Instructor of Record for a number of classes within the English department, Eleanor focuses on activities in her classroom whether she is teaching face to face or via online and says "variety helps engage students with different learning styles." Halfway through the semester, she provides her students with reflection questions, personal questions on how they think they're doing as a student and professional questions on what they like about the class. The questions are invaluable for gauging what activities students are responding to and for adapting what might not be working.

Sweet

TEACHING TIPS

Cognitive load theory teaches that presenting students with large quantities of new content at the end of a semester can hinder their long-term processing and retention of that content, so as the end of the semester rapidly approaches, instead of trying to cram new material into your course, build space for reflection on what has already been learned! Explicitly teach the big themes again and remind students how the content fits. Ask them what they think is most valuable in what they've learned! November and December can be a time for reinforcing important elements of the course instead of a last-minute race to the end.

EQUITY IN THE CLASSROOM

Equity requires recognition that your students are not a monolith. They come to your class with different abilities, histories, and resources. Equity enables each student the ability to succeed using what you provide for them. This may be more easily achieved by giving students assignment options to choose between which allow them to play to their strengths and account for their limitations. Some may succeed best with formal papers. Others with creative projects. If you're not sure what your students need to succeed - ask them! Let them teach you too.



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