



PIE NEWSLETTER February

Issue 3 | Volume 3 | 2021

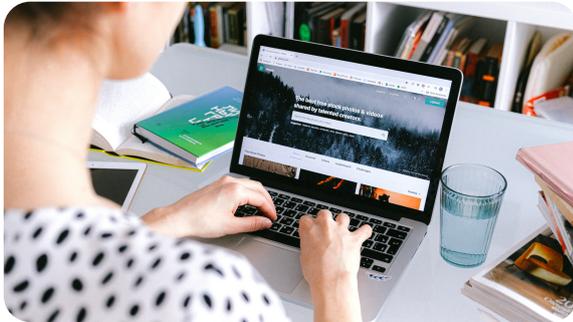
STRATEGIES FOR ONLINE COURSES

BUILD IN MULTIPLE AVENUES FOR INTERACTION AND ENGAGEMENT.

If an instructor wishes to develop a sense of community in an online course, they will likely be more successful if they create a variety of opportunities for this to occur.

In addition to having an introduction or ice breaker activity and creating social spaces for students, **other ways**

instructors can build in student-to-student interaction in class might include: **online discussion, forums, peer-review activities, collaborative work, and video conferencing.** Also, these interactive opportunities could be spaced evenly throughout a course.



[Read more on this special report on "10 Principles of Effective Online Teaching." -->>](#)

QUESTIONS TO REFLECT ON AFTER READING THIS:

- CAN YOU RECALL A FUN ICE BREAKER ACTIVITY IN FACE-TO-FACE CLASSES? HOW WOULD YOU TRANSLATE TO ZOOM?
- DID YOUR GRAD INSTRUCTORS AT FSU INTRODUCE ANY ACTIVITY TO DEVELOP A SENSE OF COMMUNITY ON ZOOM?

PIE WORKSHOPS

How to Create a Teaching Portfolio February 5th / 10:30AM-12PM EST

This workshop will give you examples and time to discuss how to assemble an electronic teaching portfolio.

[Register Here](#)

Creating a Diversity Statement February 8th / 1-2:30PM EST

In this workshop, we will discuss how to personalize and construct a Diversity Statement that considers teaching, research, and other aspects of one's experience.

[Register Here](#)

Workshop on Time/Stress and Mindfulness February 24th / 1-2:30PM EST

Presenters: Dowon Choi, Graduate Assistant, Adult Learning Evaluation Center (ALEC) & James Howell, 2020-2021 PIE Associate, Department of Educational Psychology and Learning Systems.

[Register Here](#)

OTHER FSU TEACHING SUPPORT

WORKSHOPS

Engage Learners with Online Activities February 24th / 2-3:30PM EST

Learn ways to engage your students in the remote learning environment.

[Register Here](#)

Teaching Online: Approaches to Pedagogy and Course Design February 25th / 2-3:30PM EST

In this webinar, ways to develop activities, assignments, and assessments for the online environment will be presented.

[Register Here](#)



DIRECTO Spring Conversation Series: Antiracism in Course

February 19th / 11:45AM-1:30PM EST

Talking circle about antiracism in course content.

[Register Here](#)

TA SPOTLIGHT



"Never approach your class as THE EXPERT, as the only one capable of teaching; rather, manage your classroom as an instructor who is just as anxious to learn from your students as they are to learn from their instructor."

Thank you!

LATOYA LEARY (SHE,HER,HERS)

DEPARTMENT OF RELIGION/RELIGIONS OF WESTERN ANTIQUITY

LaToya Leary is a Ph.D. candidate in Religions of Western Antiquity at Florida State University. Her research examines the treatment of various bodies in texts from the Hebrew Bible, second temple period, and early Christian corpus in an effort to consider socially disabling states in antiquity and its role in identity formation.

As a graduate assistant, LaToya has been the instructor of record for Multicultural Dimensions of Film, Introduction to Old Testament, and Gender and Religion. Her teaching philosophy hinges on the development of a safe space for transformative dialogue and effective scholarly engagement. Cultural icons (texts, institutions, people groups, laws, rituals, etc.) have a voice that must be heard; it is the job of scholars to engage those icons, glean from them, and discuss the role those icons should have in society.



<https://www.hrtoday.com/workforce-management/the-science-of-inclusion/>

TEACHING TIPS

THE QUICK TIP: 3 PATHS TO INCLUSIVE TEACHING

FROM DENISE K. MAGNER/THE CHRONICLE OF HIGHER ED

Traditional teaching methods do not serve all students well. You, as the instructor, have the control to create experiences that level the playing field in your classroom. Here are three key principles of inclusive teaching that convey that message:

Principle No. 1: Inclusive teaching is a mind-set. For every teaching decision you make, ask yourself, "Who is being left out as a result of this approach?"

Principle No. 2: The more structure, the better for all students. More structure works for most undergraduates, without harming those who don't need it. Their very diversity may seem overwhelming at times, but you can reach more of them by sharpening the structure of your syllabus, assignments, tests, and pedagogy.

Principle No. 3: Too little structure leaves too many students behind. Some of the most traditional and common teaching methods — lecturing, cold-calling — aren't very inclusive, at least as they are commonly done. The two main areas in which you can be more inclusive in your teaching are via classroom interactions and course design.

[Read more -->>](#)

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