



PIE NEWSLETTER April

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THE SEMESTER HAS COME TO AN END. NOW WHAT?

The year has come to an end. You have wrapped up your own projects, grades have been submitted and you're thinking all I want to do is relax, recuperate and reconnect. Hold that thought. Now might be the perfect time to consider reflection and refinement for the semesters ahead. The Teaching and Learning Center within the CUNY system (The City University of New York, a system of public colleges in New York City) gives suggestions on what to do before that much needed downtime. Often times we ask our students to reflect on their semester, shouldn't teachers do the same? Think about revising your syllabus as you shift to your next class, perhaps some assignments would work well regardless of if you are teaching the same class. Keep records of your students, you never know when they will return and ask for recommendations for jobs or graduate school, additionally you might want to ask them if you can use their papers as standout examples for the upcoming school year. Don't forget evals. They can be scary but in the long run and especially if you prepare your own informal questionnaire, they will benefit your teaching. Finally, think about your professional development and be satisfied that you've done all you can and get ready for the year ahead.



[Read more on this article "AFTER THE SEMESTER" with tips to help you reflect on your course.](#)

UPCOMING PIE SUMMER WORKSHOPS

PIE Summer 2021 Virtual Bootcamp Series

5/04, 5/06, 5/11, & 5/13

10:30-12:00PM EST

We will explore core aspects of good course design such as creating realistic learning objectives as your course foundation, setting up crucial Canvas course components, and engaging students with online activities/assessments.

[Register Here](#)

Let's Explore Universal Design!

Wednesday, 5/19

3-4:30PM EST

In this interactive workshop you will have the opportunity to interact with a development Canvas site as you follow along with the workshop.

[Register Here](#)



Embracing Diversity (CODIV2) Thursday, April 22nd / 2-3:30PM EST

This training will discuss the difference between compliance, diversity and inclusion; Define Diversity & Inclusion; Discuss the "visible" and "hidden" dimensions of culture; Review the challenges and benefits that arise from diversity; Discuss Implicit Bias; Identify methods for acquiring Cultural Competency Resources; and Create inclusive, harassment-free workplaces.

FSU-SPONSORED APRIL EVENTS

[More information on how to enroll here](#)



TA SPOTLIGHT



KYARA NELSEN
COLLEGE OF MUSIC

Thank you!



Kyara is presently in her final year at Florida State University pursuing her second master's degree in orchestral conducting. She serves as the assistant conductor to the University Symphony Orchestra, with whom she has had the opportunity to conduct works by composers such as Wagner, Stravinsky, Beethoven, and McTee.

She is also the director of Campus Orchestra, a group for non-music majors. Kyara is passionate about creating enjoyable music-making environments in rehearsals while working towards nuanced performances.



"Any amount of progress is success! Celebrate every victory with your students, whether it's something learned or something retained."

TEACHING TIP

As we wrap up the semester and begin looking forward to the next, remember to incorporate the feedback you received from students, faculty, and peers regarding your course. Were their elements that didn't work particularly well? It's okay to scrap them. Were there things that were extremely successful? Carry those on to the next course you teach! Teaching is an always evolving process and you can't improve without feedback! PIE associates stand at the ready to observe and offer you such feedback whenever you so choose! Fill out a request for observation here: https://fsu.qualtrics.com/jfe/form/SV_0vRg47IjQjbYmix

PIE TIPS

EQUITY IN THE CLASSROOM TIP



Many online learning platforms such as Canvas offer the ability to anonymize student names while grading. While this can be a helpful tool, it has to be utilized with intentionality to further efforts at creating an equitable environment. While anonymizing student submissions during a first pass through can help to eliminate any ingrained, unconscious biases you as a grader may have, it also eliminates your ability to accommodate students who have differing needs - including but not limited to those who have university sanctioned accommodations through the Office of Accessibility Services <https://dsst.fsu.edu/oas>. This is why we recommend a two step grading process: doing the bulk of your grading with student names anonymized but then removing the anonymization to do a final pass through and grant extra accommodations where necessary. Remember: Ignoring difference isn't equity or inclusion.

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