

Pedagogy Friday  
6 December 2024

Topic: How do we care for our students and ourselves at the end of the semester?

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#### Announcements

- Co-editor of *Open Access Musicology* Trudi Wright
- Special issue on Music Theater, classroom review
- Google form that instructors use for peer review: teaching peer review work  
The Work of Musical Theatre Revivals

#### **How are we caring for our students and ourselves at the end of the semester or throughout a semester?**

- Pomodoro Grading Technique: 25 minutes focus on one activity and have a 5-minute break. Short, really focused time is usual for grading and writing especially.

#### **RPT Review**

Rubrics for service teaching and research.

Service: what can you do and not do that helps or hurts your colleague?

Frame things about your colleague.

Perhaps share materials, processes, successes, and failures.

Quantify service to become true community rather than thinking only of ourselves.

#### **Things to Do for Students**

##### Reducing Assignments

Limit requirements or shorten assignments for students.

Music schools are busy with many things such as recitals and ensembles. Students appreciate manageable amounts of reading. What do we lose with these? Music students don't go to music school to learn?

How to keep up with workload.

25% commitment or streamline material.

Give caring, compassionate, feedback.

Increase participation grade.

Team Teach With a Philosopher or Colleague: Grading

Allow students to manage their own time. Academic self concept. Give a grace period for each assignment. Full grade if handed in on time. 10% late and also include a Grace Folder for 50% of credit.

How do we handle the workflow in terms of grading? How do we mitigate this in large classes?

How do we help graduate students who TA for us work through this?

Give students choice. Support students in making choices.

Give grace for a few assignments. Drop some number of assignments in the grade so that students can take time off.

The other side is keep firm deadlines but allow students to send a draft ahead of time. This helps fix major issues ahead of time.

Focus on learning rather than arbitrary grading.

### **How are we caring for our colleagues?**

Hot cocoa party is popular for students and colleagues.

Journey of story through music. Create spaces for students to practice and socially interact with each other.

How can we bring people together in low stakes environments?

### **Laptops and Devices in Class**

No tech.

Take notes--teachers encourage students to take notes and communicate verbally with one another.

### **Course Reader**

- Make a course reader, bind it, and students buy it for \$15.00.
- Homework prep assignments in notebooks. Photograph these and upload them.
- Anecdotal reports on how much students appreciate this suggest that it produces a higher engagement.
- Encourages tactile sensation, which is appreciated.

Sonic affordances (from architectural design) in video game environments. Zippers and coffee cups. Grab a handle and pick it up. Move to this sensation as listening.

Has community increased in the classroom? Philosophy. 1 and 15 minutes philosophy an 1 and 15 sounds and music exercise.

**Academic self concept:** Students have to talk or communicate with each other. Do we get to a presentation style that they are comfortable with? Are they comfortable with each other?

Magic hour: is the 15-minute break.

What about a non-tech week or non-tech module.

**What things have helped students with their performance and practice demands at the end of the semester?**

- Planning things during finals week rather than during the last week of classes.
- Final unit test during the final exam period rather than having another final project or exam.
- Writing portfolio throughout the semester. First draft goes through peer review. Performance majors can talk about their demands on time at the beginning of class.

**What about deadlines like in the middle of November during the fall semester?**

- Community engagement is strong during the last week but everyone is tired.
- What about asking students to reflect on the final project rather than completing the project? This assumes that they completed the project earlier in the semester.
- Synthesizing things students learned from the course. Big deadline is a month ahead.
- Take home essays, and graduate oral presentations, and what about writing the final exam during a contained time? What are the benefits of returning to exam writing in real time?

**Writing versus multiple choice.**

- Group quizzes for lower stakes assignments that also encourage collaboration.
- Students form study groups and then take larger exams independently.
- Grading is expedited this way.

**Technology**

- What do students need to know about technology?
- Change noise reduction or echo on Zoom.

**Trial and Error**

Feedback on whether or not something is working.

## **Musicology Now**

Hyperlinked citations. Make a hyperlink in a Word document.

## **What About Access?**

- Do students have access to Microsoft Suites and such?
- What about cybersecurity?
- Whose responsibility is it to teach Microsoft-user skills how to use the product?
- Do students have access after they graduate? What do they do post-graduation?  
It is cost prohibitive so how do we address this problem?