

USING CHECK-INS TO SUPPORT STUDENTS AND BUILD CONNECTIONS

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AGENDA

- Purpose of regularly checking-in with students
- When and how to check-in with examples
 - Beginning of term
 - Mid-term
 - Quick daily check-ins
- Using check-ins effectively

IMPORTANCE OF CHECKING-IN WITH STUDENTS

- "Check-In" – asking students how they are doing (in general, with the course), can be public/private/anonymous
- Goal of getting a feel for student's current mental health, stress level, progress with course content, etc.
- Show students that you care about them and their wellbeing
- Identify changes you need to make to course to better meet student needs and individual students you may need follow up
- Public check-ins – help students to see they are not alone in how they are feeling

BEGINNING OF TERM CHECK-IN

- Can be part of larger intro survey.
 - Example for [in-person class](#) and [online class](#)
- Possible topics:
 - Students' ability to focus on course given other stressors
 - Information they want you to know as the instructor
 - Needs they may have or supports they might need
 - For online courses – comfort with online instruction and access to technology

How do you learn best? What can I do as a professor to help you be successful in this class? *

Your answer _____

Given everything that is going on in the world right now, how prepared are you to devote your time and effort to this course this semester? *

1 2 3 4 5

I'm not good right now. I am going to have a lot of trouble focusing on class.



I'm good! I am able to give my full attention to this course.

How do you feel about taking a class online? *

1 2 3 4 5

Not comfortable with online learning



Very comfortable with online learning

MID-TERM CHECK-INS

- Wishes and plusses (credit to Lu Doty for the idea!) – get feedback on what students think about the class so far. [Online example](#)
 - Plusses – what is going well
 - Wishes – things they wish would be different about the class
- Mid-term reflection – narrative reflection on their progress in the course

Week 7 Participation - Midterm Reflection ✓

Reflect on how you are doing in the course so far. Use the following questions/prompts as a guide. You can write in paragraph form or a bulleted list. You can handwrite your response or submit through blackboard. If you choose a blackboard submission you may either type directly into the submission box or attach a Word or PDF file.

- How do you feel about your current grade for the course? Do you think it is an accurate reflection of your knowledge/skills/work?
- How do you feel about your midterm exam score? Do you think you prepared well for the exam? What do you need to do between now and the final exam to prepare?
- If you are satisfied with your current grade for the course, what do you want to continue to do for the rest of the course to ensure that you keep this grade?
- If you are not satisfied with your current grade for the course, what changes do you need to make in order to improve your grade?
- Are there additional supports that you need from the instructor to help you be successful in the course?

QUICK DAILY CHECK-INS

FIST-TO-FIVE

- On a scale of 0-5...
 - How are you doing?
 - How stressed/tired/etc. are you?
- For online and off-camera students, can use chat

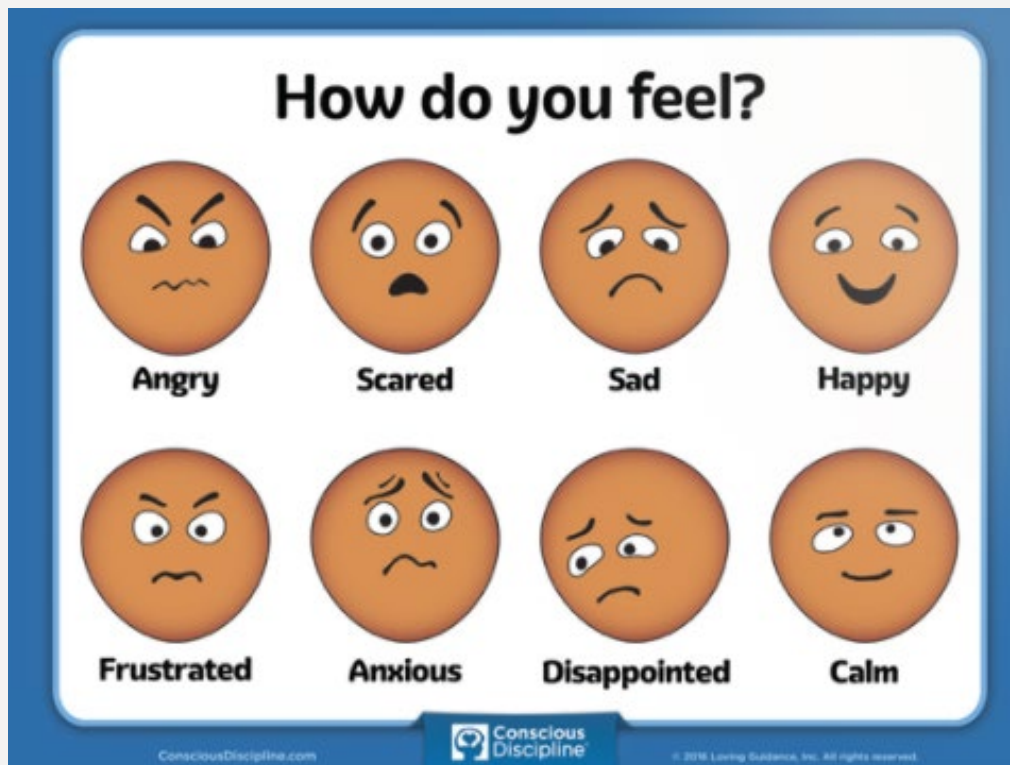
WHIP AROUND OR PASS

- One word/phrase that describes...
 - How this week is going
 - How you feel about starting the semester
 - How you feel about the upcoming exam
 - Something you are looking forward to this week/term
- Online classes – can use chat or call on students individually to respond

For both – can follow up with small group discussions to share more details

QUICK DAILY CHECK-INS

- How are you feeling today?
 - Zoom emojis
 - [Google form](#) example



QUICK DAILY CHECK-INS

- On a scale of _____ how are you feeling today? (credit to Heather Mangelsdorf for the idea)
 - [Examples](#)

On a scale of Baby Yoda, how are you feeling today?



QUICK DAILY CHECK-INS

- Zones of regulation
 - [Google form example](#)

The ZONES of Regulation

			
Blue Zone Sad Bored Tired Sick	Green Zone Happy Focused Calm Proud	Yellow Zone Worried Frustrated Silly Excited	Red Zone overjoyed/Elated Panicked Angry Terrified

USING CHECK-INS EFFECTIVELY

- Distinguishing between “fun” check-ins and serious ones
- Including sharing of positive information (e.g., one good thing that happened this week?)
- Deciding on anonymous or names, public or private, temporary or permanent
- Acknowledging what you see/hear and offering additional support to students who need it
- Following up with students of concern

THANKS!

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