



Check, check 1-2 – Checking in with students

“You must have at least one question?” “Everybody is perfectly clear with what has been asked of you?” “OK then....” Slowly, a hand rises. This image (nugget) resonates with me for a variety of reasons. Some students simply feel uncomfortable asking a question regarding an assignment in front of their peers. Others, prefer to pose a question after class or prefer to commence the project and ‘check in’ often to ensure that they are on the proper trajectory. I have a VERY open door policy. I welcome students to sit on my ‘retro green chair’ (picture of which is shown during orientation activities) and not only “check in” often – but share as much as they are comfortable about school and their well being. For the talk course (the focus of much of this module’s point of reference) I encourage groups to include a team leader. This cumulative exercise has really opened my eyes to the importance to creating a path from the front end of a group assignment ALL ALONG its route to engage/re-engage and create a ‘checks and balances’ rubric to ensure that each team member is an equal contributor.