

INSTRUCTOR CHECK-INS: FEBRUARY

FEEDBACK

REQUEST AND DELIVER



- How do you (or will you) get feedback from students? e.g. stop/start/continue.
 - Consider using [Poll Everywhere](#) or [Zoom polls](#) to get anonymous feedback on the content, pace, assessments, etc.
 - Check out this [resource for more ideas](#)
- If you have TAs, have you asked them for feedback? Have they [received feedback](#)?
- What [assessment types](#) are you using?
- How are you providing feedback for students?
- How/when can students review their work?

ASSESSMENTS

TYPE AND TIMING



- Have you considered [alternative assessments](#) for your course (e.g., take-home exams, [video presentations](#), [cuPortfolio](#), interviews)?
- Do you have [fixed or range](#) assessments? How did you decide on timing/range?
- Do you have untimed assessments? What types of skills or knowledge (i.e., [learning outcomes](#)) do they evaluate? For how long are these assessments available?
- What are you doing to uphold [academic integrity](#) with your assessments?

OFFICE HOURS

IMPROVING ENGAGEMENT



- How well-attended are your office hours? If attendance is poor, how might you [encourage more engagement](#)?
- **Tip:** Improve turnout at your [office hours](#) by changing the way you talk about them.
 - Instead of saying "come if you need help," which implies office hours are a remedial service, incentivize them with activities, reviewing rubrics or assignment details, and life skills workshops.

PACING THE COURSE

ARE YOU ON TRACK?



- How are you assessing engagement and identifying at-risk students (e.g., [cuLearn participation reports](#), knowledge checks, regular quizzes and [forum](#) posts)?
- If using a [synchronous](#) approach, how are you finding the pace? Are you on track to complete the content on time?
 - If you did not include catch-up lectures, could some content be condensed, removed, or made self-directed?