

INSTRUCTOR CHECK-INS: FEBRUARY

TERM PROGRESS

ASSESS



- Do you anticipate needing to remove or modify any content to stay on track?
 - Have you considered [recording a lecture](#) or assigning [self-directed content](#)?
- Have you noticed burnout in your students? Do you know [how to respond](#)? Lead with compassion whenever possible - we are still in trying times.
- Students are craving spaces to connect - help facilitate them by incentivizing [office hours](#) with a discussion topic (e.g., social issue, article, podcast episode) or a simple 'Bring your Lunch' hour.

COMMUNICATION

KEEP LINES OPEN



- Have you talked to students about the term progress, asked for [feedback](#), or explained any changes or updates to the plan?
 - If you are teaching in person, will anything in the course need to change? Have you let your students know?
- How and when do you [communicate](#) with students (e.g., [announcements](#))?
 - Try to limit the number of messages you send students to 1 per week, if possible

LEARNING MODALITY

COURSE DELIVERY



- Are you changing modalities this month? TLS can help you think through pedagogical and technological questions in a [1-on-1 consultation](#)
- If teaching in person, check out these tips for [active learning](#) in a physically distanced classroom
- Hybrid + Flexible = [HyFlex](#)
 - Students choose how they attend (online or in person) for each lesson
 - Book a [classroom orientation](#)

MENTAL HEALTH

SUPPORT IS AVAILABLE



- Can you recognize a [student in distress](#)? Do you know the difference between stress, distress, and an emergency situation?
- [This resource](#) may help - it provides guidance for recognizing, responding to, and referring students in distress (& on/off-campus supports)
- If you're concerned about a student, you can submit a [care report](#) for feedback or follow-up from the [Office of Student Affairs](#)
- Remember to mind [your own mental health](#) - reflect on your limits and set firm boundaries.