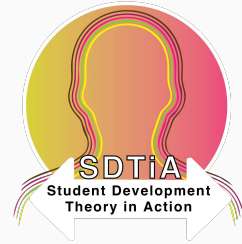


Mid-Point Check-In with Instructor



Pedagogical Rationale

To facilitate dialogical professor-student interaction (Tuitt et al., 2023), this teaching method acknowledges that students are not only learning about developmental theory — they are actively experiencing it in real time. The one-on-one check-in helps build trust between the student and their instructor, while also allowing the instructor to offer timely guidance tailored to each student’s personal and academic growth.

Implementation Strategy

To ensure meaningful engagement with this teaching method, the following implementation steps are recommended:

Scheduling

- Students will be prompted by the teaching assistant (TA) to sign up for a 15-minute one-on-one meeting with the instructor.
- A scheduling form or sign-up sheet will be provided, allowing students to indicate both a first and second choice among available time slots on specific days on or around the middle of the semester.
- Flexibility will be prioritized where possible to accommodate students’ class, work, or assistantship commitments.

Conversation Goals

- The check-in is designed to be informal yet purposeful.
- Instructors are encouraged to begin the dialogue with the following prompts :
How are you experiencing the course thus far?

Grading

This is a zero-credit assignment, but participation is required as part of the course engagement.