**Pre-Class/In-Class Questionnaire or Welcome Sheet Activity**

A simple activity like a pre-class or in-class questionnaire can facilitate both trauma-informed teaching and a pedagogy of care. Furthermore, this type of activity shows students that you care about them as people. This allows you to initiate a learner-centered teaching practice. The purpose of this activity is to get to know your students as individuals and also as learners while also paying attention to the specific situations that each of your students find themselves within. During this pandemic, such care to student experiences and situations is especially important.

Your questionnaire can have two sides. One side can address more personal information like: Name, Name Preferred, Pronouns, Hometown, Hobbies, and also pandemic-specific questions. And the other side can address classroom dynamics, student goals and even student anxieties

Here are some examples of questions that Bowdoin Professors Dharni Vasudevan and Mary Roglaski send to their students after moving to remote teaching last spring:

|  |
| --- |
| *Please email me individually with the following information, so Kurt and I can design labs appropriately.**1.*       *What times zones are you in?**2.*       *Do you have a reliable computer for online learning?**3.*       *Do you have reliable internet?**4.*       *What are you anxious about? What are you confident about?**5.*       *Anything at all that you would like us to know as we go forward.**Finally, please reach out if we can help with your transition to remote learning and your accessing the resources you need moving forward.  We can get there together.* |

Notice how these questions move from specific things like time zones to questions of care and concern which allow students to express anxieties, while demonstrating to them.

*Below another example of a 2-sided welcome questionnaire I have used in my Latin American Studies courses and revised for remote teaching:*

**Welcome Sheet!!**

**Part One: Getting to know you Info**

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Pronouns\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name you would like to be called \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What major are you leaning towards right now?

LANGUAGES you speak/read/write:

Where did you move from? What to you consider to be your ‘hometown’?

Three adjectives you would use to describe yourself?

Why did you choose this course?

What you hope to get out of this class?

What time zone are you in?

Do you have a reliable internet connection and computer for online learning?

**Part Two: Your take on Classroom Dynamics**

What makes a good class? List 5 things.

What do you have to do as a student to ensure that those 5 things above happen?

What do you expect from your professor? List 3 things (or more).

What do you expect from your classmates? List 3 things (or more).

What will you do to be the best student you can be in this class? List 3 things (or more).

**Part Three: Elephants in the Room**

What are some of your anxieties this semester in particular?

 Do you feel more comfortable with asynchronous discussion (written chats/Blackboard) or synchronous discussions (live on Zoom)?

How much time do you envision you can dedicate to this course per week?

What are two positive things about remote learning?

What are two not so positive things?

Is there anything at all you would like me to know about you or your particular situation this semester?

***Directions:***

For this essential activity, design your own welcome questionnaire and decide if you will issue this to your students before the start of the semester, through email on the first day of class, or another way. Try to figure out what kinds of questions you want to ask your students and how these responses can help you promote inclusivity, community and care.