Flying Start/Induction Checklist

To establish a learning community and create a sense of belonging to the course and university, have you …

- Stimulated excitement about your subject
- Actively planned to support inclusion (attitudes, content, practices)
- Encouraged students to work together
- Modelled habits of and ways to study
- Been alert to the equal balance of teaching, cognitive and social presences
- Identified and supported different ways of communication on the course (academic and social)
- Planned how the social presence will be nurtured and promoted
- Planned which forms of communication to use for different purposes
- Established/agreed expectations for behaviours/etiquette
- Planned critical and reflective dialogue
- Scaffolded sets of activities to model how knowledge can be constructed
- Prompted events or proposed problems to explore, integrate and apply
- Constructed learning through a series of ‘chunked’ activities
- Planned individual and collaborative tasks
- Given timings for activities
- Used a variety of formats for sharing information
- Included introductions to library/librarians, PATs, SU, ASTs, GTAs, Student Services
- Checked overlap with Global Professional Award content