

Math in Action

Student Thoughts on Checking In

>> Right now, we're taking an online check-in, or the teacher has written a check-in, and we're filling it out. She usually gives us a little quiz or a test to test our knowledge to see how well we're doing in that subject.

>> It's important to not only have dialog with students, to ask questions that require them to explain their ideas, explain their thought process, but also to have check-in opportunities.

>> Usually, she does a review before we actually do it, so we already know what's going to be on the test. One of the questions was, like, how much does a bird weigh? How much does a ladybug weigh? And they were all obvious answers. So the teacher didn't trick us or anything.

>> I think it's important for a teacher to see that we've actually been paying attention to what we've been doing, so she knows that we actually has done our work in, we've paid attention to what she's been teaching us, not only lounging around.

>> Those check-ins can be just a little reflection question. Perhaps it's a quick little quiz that's given along the way. Students are problem-solving when there is a check-in, that they're able to use the tools that they were using during the process of learning. So if they are faced with a question, for example, that is a volume question, the tools are available to them.

>> One, two here. And then I did my four cubes there, which is this way, one, two, three, four. And my three ways that go up.

>> Well done. Good job.

>> I asked myself what the question means, and run through it again. And then I see if I can break it down to a more simple way of finding out the question, and then I try solving the question, rather than, like, having a big, really detailed question.

>> As a math learner, when I get my results back, I can learn from my mistakes. For example, if I don't know the difference between cubic or square, I would ask the teacher, "Can I have a little bit of help on that?" And then I can learn from that.

>> We know our knowledge, and she knows that we know our knowledge.

>> And the student can realize where they have the weakness, or they can build up their strength so they can move on.

>> So you don't want to get to the end of something and realize, oh my goodness, I thought my students were really comfortable with this material, and they're not. And I think just listening to the students as they participate in the process is extremely valuable.