USING MIDTERM FEEDBACK

You can administer your own midterm feedback following the steps below, or you can adapt the process to suit your teaching context. If you teach a class with 50 or fewer students, you can request a Classroom Assessment by Student Interview (CLASSI) to be administered by the OTLT Center for Teaching (see below for more information). Whatever method you choose, Center for Teaching staff are available to support you through confidential consultations.

1. Schedule a date.

We generally recommend asking for midterm feedback between weeks 5 and 10. Try to avoid asking for feedback immediately before or after giving or returning an exam.

2. Consider what kind of feedback you would like to receive.

Here are questions that would work for many teaching contexts:

• What does your instructor do that helps you learn?
• What gets in the way of your learning?
• What can you do to improve your own learning?

Here are other questions you might consider:

• What is the most valuable thing you have learned in this course so far?
• What is still confusing or unclear?
• What part of this course has been most beneficial to your learning and why? Least beneficial?

You can also ask for feedback on specific assignments, particularly if you are trying something new:

• How did this assignment help you learn?
• What specific steps did you take to engage with the assignment?
• What, if anything, confused you about the assignment?

Whatever questions you choose, focus on your students’ learning rather than your teaching.

3. Ask for feedback.

When asking for feedback, talk with your students about the importance of feedback for all learners, including yourself.

• Tell them why you are seeking their feedback and how the feedback will be used.
• Emphasize that feedback is part of professional life and that asking for feedback is a common practice of successful people.
• Explain that the ability to provide constructive feedback is a valued skill that students should practice. Consider explaining to students what kind of feedback would be useful for you.
• Describe an example of how you changed your teaching in the past in response to students’ constructive feedback.

You can choose a method that fits your context:
• Paper or index cards
• Anonymous survey on ICON
• Qualtrics survey

4. Review your students’ feedback.
One way to analyze your students’ comments is by using the quick sort approach. The Center for Teaching is available for confidential consultations about how to contextualize and interpret feedback and how instructors can leverage this information to enhance student learning for the remainder of the semester.

5. Follow up with your students.
After you’ve had a chance to review the feedback, schedule time during class to follow up with your students.
• Thank students for their feedback.
• Acknowledge students’ comments, either by explaining any adjustments you will (or will not) make or by helping students manage challenges they are encountering in the course.

Classroom Assessment by Student Interview

Classroom Assessment by Student Interview (CLASSI), facilitated by a Center for Teaching staff member, is a midterm service that allows students to reflect on their course and offer anonymous feedback. The power of CLASSIs is that it helps instructors identify themes about their students’ experiences as well as the proportion of students who are affected by each theme. CLASSIs are best suited for classes of 50 or fewer students.

Other Assessment Resources
Assessing the Classroom Environment (ACE) is an online evaluation system that collects student opinions about an instructor and provides a standard set of summary results. Visit the ACE website for more information.

Request a confidential consultation with a Center for Teaching staff member who can help you gather, interpret, and leverage student feedback.