**Mid-Way Feedback Process and Sample Questions**

*Please feel free to adapt this!*

**In-Class Mid-Way Feedback**

It is good to verbally set the context for the students, in addition to having the instructions and questions visually displayed (eg. on a handout, a slide or up on the board).

1. **Verbal Instructions to set the context should be adapted to match your own words and style.**

Eg. "Now that we have finished the first part of the course, I would like to have your feedback to incorporate some of your ideas while you are still in the class, and use others to prepare and change the course in the future. I would like to help you learn in my course."

1. **Visual instructions (in a handout or up on a slide):**
 *Individually, write answers to these questions on a piece of paper.* a) What is working in the course?
 b) What specific changes would make the course more effective?
 Take ~ 3min
2. After 3-5 minutes, ask students to hand the sheets out the aisle.
3. Invite a student near the front edge of the aisle to volunteer to collect the sheets that have been handed out to the edge of the aisle, and place the forms in a large envelope.
4. Read the forms later to find themes and priorities. Please feel welcome to meet with someone from the Centre for Teaching and Learning to discuss the feedback.
5. Decide on a few things you can do now while they are still in the class, and a few things that you will change the next time you teach the course.
6. Report back to the students the next class, or soon after to thank them for their feedback, and to let them know the themes (it doesn't need to be all of the details) and a few of your decisions.
7. As you try new things or do things differently as a result of the feedback, **remind** them that the change was a response to their feedback.

**Other Processes** (Thanks to Claire Lamonica and faculty from the University of Windsor)

1. Anonymous online survey (e.g. Fluidsurvey)
2. Blackboard or another Learning Management System: survey, poll or discussion forum online
3. Minute Paper at the beginning, middle or end of any class <http://provost.tufts.edu/celt/files/MinutePaper.pdf>
4. Suggestion box left at the back of the room for all classes for anonymous feedback
5. Clickers or other response systems
6. Peer Collaboration Network (Peers exchange observations) <http://www.uwindsor.ca/pcn/>
7. Centre for Teaching and Learning: course refinement, observation, video recording <http://www1.uwindsor.ca/ctl/teaching-observations>

**Examples of alternative wording or alternative questions:**
***Positive aspects:***

What is the most effective part of the course? What was the more useful part of the course?
What helps you learn in this course?
What have you found most helpful to your learning?
Give one or two examples of specific things that have really helped your learning.
If I could keep one thing the same in this course, what should I definitely keep?

Are you learning something new?

What could you do to improve your learning?

What’s one idea or practice that you will definitely use?

***Aspects to change:***

How could the course be improved?
What is hindering your learning?
Suggest one or two specific, practical changes that your instructor could make that would help you improve your learning in this class.
If I could change one thing in this course, what would help you the most?

What else would you like to tell the facilitator(s)?

Do you have any ideas for future sessions?

***Specific aspects you would like their feedback on.***
Do you find the textbook useful/helpful/clear?
How helpful are the laboratories/tutorials?
I have incorporated *short discussions* to help you apply the material. Have you found them interesting/helpful?

How could we increase participation in the course?

***Sentence Completion*** (gathered from faculty members at the University of Windsor)

“What I enjoy most about this class is…”

 “What I enjoy least about this class is…”

“The text book is…”

“The midterm evaluation was…”

“Other suggestions to include the course are…”

Stop/Start/Continue

Highlights/Low lights/ Headlights

***Number Ratings:***

Generally numerical ratings indicate how strongly the students feel (did they like something, hate something) but they do not give you very good insight into why they feel that way, or how to change it. Generally, open ended comments are more helpful for developing and enhancing a course. But, if you would like a sense of the ***intensity*** of students’ feelings you could ask them to include an overall numeric rating, and this can be helpful information.