Midterm Feedback from Students

The halfway point of a course is an opportune time to take the pulse of the class by hearing from students about how the class is going. Taking time to get student feedback now – rather than waiting until the end of the term – allows you to make changes and improvements that may significantly enhance student learning and contribute to a more rewarding experience as a teacher. Even if you don’t make any significant changes, it provides you with an opportunity to discuss with students the how the why of the teaching and learning process in your course. Moreover, as some of the models featured below indicate quite explicitly, it is an opportunity for students to pause and reflect on their own learning in preparation for the final weeks of the term.

Midterm feedback can be collected during weeks 4, 5, or 6 of the term, although some of the models below can be used more than once at any point during the term. You can collect feedback directly in class or online using the Canvas survey feature or a survey tool like Qualtrics.

Whichever model you choose, it is most helpful to share results of the feedback with students in class. This allows you to identify the things you plan to change, to identify which things you won’t change and why, and also to highlight areas where students disagree, so that they can learn about the range of responses and diverse perspectives about learning in the class.

Models:

I: Keep/Quit/Start
What should we keep doing in the class?
What should we quit doing in the class?
What should we start doing in the class?
*You can also ask students to identify what they, as individuals, should keep/quit/start doing.

II: PLUS/ DELTA
On a sheet of paper divided into quadrants, have students complete the following questions:

<table>
<thead>
<tr>
<th>PLUS</th>
<th>DELTA</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is helping me to learn in this class?</td>
<td>What changes are needed in this course to improve learning?</td>
</tr>
<tr>
<td>What am I doing to improve my learning in the course?</td>
<td>What do I need to do improve my learning in this course?</td>
</tr>
</tbody>
</table>

Source: Iowa State University Center for Excellence in Learning and Teaching

III: Positives and Wishes
Have students indicate all the positives about a course on one side of a paper, and then indicate all the suggestions for improvement on the other side.
IV: Lesson Field Notes
This model allows students to discern the various factors that influence how they are learning in a particular class session. Please see below for a description of this model.

V: Survey
You can use a paper-based survey or online survey via Canvas or Qualtrics to ask a range of questions, which could be open-ended written responses or a ranking using some kind of scale (e.g. from “Strongly Agree” to “Strongly Disagree” or from “Frequently” to “Never,” etc.). Here are just a few examples of questions you could ask:

− How is class going overall?
− What is working for you and what could be improved?
− How are class presentations and lectures? Are they easy or difficult to follow or understand? Are the presentation slides helpful?
− Do you feel the group work we are doing in class is helpful? Do you have suggestions for improvement?
− Are the readings easy or difficult? Do you feel the readings prepare you for class discussion?
− Do you feel the weekly assignments help prepare you for class? -or- helped prepare you for the midterm?
− Do you have any additional thoughts about the course you wish to share?
− What steps could you take to improve your own learning in this course?

The Teaching Engagement Program welcomes inquiries about midterm student feedback and is available to assist you in developing a feedback tool for your course. Contact tep@uoregon.edu with questions or for assistance.

NOTE: The University of Oregon is engaged in a process of revising teaching evaluations, including use of a pilot midterm student experience survey. For more information about this effort, please visit https://provost.uoregon.edu/revising-uos-teaching-evaluations.
Lesson Field Notes: Reflecting on How You Learned Today
Assignment Created by Shane Hall

Overview and Goals of this Assignment
The purpose of the lesson field note assignment is to help you critically consider the structure of the class and how you are learning in a particular class session. Things about the class that might affect your ability to learn new concepts and skills include the kinds of activities and tasks you undertake in class, the behaviors of the instructor, and those of yourself and your fellow classmates. Answer the following questions within 24 hours of attending class in order to re-process the class while it is still fresh in your mind.

Class Narrative
a) Provide a review of the structure of the lesson (e.g. how the instructor sequences material, what was the “beginning, middle, and end” of the class?).

b) Describe the range and nature of the activities that occurred in the lesson:
   examples: Lecture/demonstrations/small group work/in-class writing/class discussion/working on problems/ student presentations/ etc.

c) What were the goals of the lesson? Did the instructor make the goals explicit, or did you pick up on implicit goals? How do they relate to larger course goals?

Reflection on Learning
d) Describe your actions and behaviors throughout the class. How did they affect your learning in class?

e) Describe your peers’ actions and behaviors throughout the class. How did they affect your learning in class?

f) Describe your instructor’s actions and behaviors throughout the class. How did they affect your learning in class?

g) What, if any, technology was used in class today (handouts, multimedia, readings, etc.)?

e) Describe how you prepared for class today, or were asked to prepare for class. Did your preparation help you learn in class today?

Evaluation and goal
In conclusion, read over your lesson field notes one more time before listing …

• One thing you feel was effective in promoting your learning in class
• One thing you’d change or improve about how the class went
• One thing you’ll change about the way you prepared or engaged in class
• Something about the class that you or the instructor cannot change that affects how you learn (i.e. room features, size of class, time of class meeting, weather, etc).