

# Mastering Mid-course Adjustments

Virtual Faculty Connection

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# Why adjust?

- ▶ You know your students - they're not a theoretical group anymore
- ▶ You know what approaches have worked well/not-so-well
- ▶ You can see what students are struggling with
  - ▶ Assessments
  - ▶ Submitted work
  - ▶ Discussions/participation
- ▶ Re-visit your course objectives - have you made progress toward those goals?

# Mid-course feedback - what to ask

*KEY POINT: WHAT DO YOU REALLY WANT TO LEARN FROM YOUR STUDENTS?*

- ▶ What is working well for you in this class? What is helping you learn?
- ▶ What are you struggling with? What is not working? What has caused you the most difficulty in this class so far?
- ▶ What could the instructor change to improve your learning experience in this class?
- ▶ What could you do differently to improve your learning experience in this class?
- ▶ What concepts or ideas in this course do you feel you do not fully understand?
- ▶ What suggestion(s) can you make that would enhance your learning experience in this class?
- ▶ What would you like to see more of? What would you like to see less of? What would like to see done differently?

Sources: Yale Poorvu Center for Teaching and Learning - <https://poorvucenter.yale.edu/Mid-semester-Feedback>;  
UNC Charlotte Center for Teaching and Learning - <https://teaching.uncc.edu/teaching-guides/mid-semester-feedback>;  
Vanderbilt University Center for Teaching - <https://cft.vanderbilt.edu/soliciting-and-utilizing-mid-semester-feedback/>

# Mid-course feedback - when/how to ask

## ▶ How

- ▶ Small groups
- ▶ Anonymous surveys
- ▶ One-on-one or in-class discussions
- ▶ Provide guidance:
  - ▶ What to avoid: (e.g., “you’re younger than I expected,” “I wish this class weren’t a requirement,” or “everything is good”)
  - ▶ Stress the importance of specific, relevant, professional comments

## ▶ When

- ▶ Before first major assessment
- ▶ Halfway point
- ▶ NOT immediately after an assessment
  - ▶ Feedback tends to be related to the assessment
- ▶ In class vs. out of class

# What to do with feedback

- ▶ Report results back to students
  - ▶ They don't want to feel you've wasted their time
  - ▶ Highlight contradictory responses
  - ▶ Thank them for the feedback
- ▶ Reflect on the comments
- ▶ Identify patterns
- ▶ Remember the positive
- ▶ Let students know what will/will not change

# What can you change?

- ▶ Teaching strategies
- ▶ Resources
- ▶ Open/close dates for materials
- ▶ Explanation/rationale for activities, teaching strategies
- ▶ Assessment dates?

# References

- ▶ The Chronicle of Higher Education - The Midsemester Course Correction - <https://www.chronicle.com/article/the-midsemester-course-correction>
- ▶ Yale Poorvu Center for Teaching and Learning - <https://poorvucenter.yale.edu/Mid-semester-Feedback>
- ▶ UNC Charlotte Center for Teaching and Learning - <https://teaching.uncc.edu/teaching-guides/mid-semester-feedback>
- ▶ Vanderbilt University Center for Teaching - <https://cft.vanderbilt.edu/soliciting-and-utilizing-mid-semester-feedback/>
- ▶ The Scholarly Teacher - <https://www.scholarlyteacher.com/posts/Midsemester-Formative-Teaching-Feedback>