Mastering Mid-course Adjustments

Virtual Faculty Connection
October 26, 2020
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

- 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