Midcourse Feedback

_____ seeking student input

What is midcourse feedback?

Why should we engage in midcourse feedback?

What questions are worth asking?

What's next?

What is midcourse feedback?

Midcourse feedback is a formative check-in of students' experiences as they navigate a course and a means to determine if there might be better ways to help them during the remainder of the term. Collecting midcourse feedback is always good practice but especially during this time of Emergency Remote Teaching (ERT) and Emergency Remote Learning (ERL).

Why should we engage in midcourse feedback?

Midcourse feedback is:
- an opportunity to gather quick and constructive feedback from students;
- typically gathered early-to-mid course providing sufficient time for meaningful course improvements to impact students' learning;
- a reflective and responsive teaching process that can lead to improved teaching;
- informative about the direction in which eSET ratings are headed;
- an opportunity to enhance student reflection, motivation, and accountability;
- a way to connect with students and create a positive classroom climate;
- less time consuming than peer reviews and portfolios;
- information for your use (not for evaluative purposes/personnel decisions);
- feedback on what does/not work;
- a chance to make adjustments mid-course and see the effects – how is the new approach working?

When generating questions consider the following. Revise them so they are relevant to you and your need to know.

1. **What about this course is supporting your learning? What can be done to FURTHER support your learning?**
2. **What have I done so far that has helped you learn? What can I do differently from here on that will help you learn better?**
3. **What have you done so far that has helped you learn? What will you do differently from here on that will help you learn better?**
4. **Are the expectations for the course clear?**
5. **Have I been clear about what you will need to do to be successful this term?**
6. **What seems challenging about completing the course work for this class?**
7. **What questions do you have about the course that I can answer for you and other students?**

As documented by psychological, cognitive, and neuroscience research, emotions impact everything we do, including student learning. Therefore, consider gathering information about the course(s) you teach (and have adapted to teach remotely), as well as, the personal needs and ERL experiences of your students. Using this approach exemplifies high impact communication and signals you are aware of the situation and that you care.

1. **Which ERT approaches have supported your learning? Select all that apply.**
2. **For the remaining options, what recommendations do you have for increasing their effectiveness?**
3. **Does the amount of work/types of assignments required for this course meet your ERL needs? Why?**
4. **Is there anything big going on that you would like me to know about?**
5. **Have you experienced any instances of inappropriate conversations, chats, or interactions in Zoom or Canvas that prevented you from learning? (Feel free to share details if you are comfortable).**
6. **Do you need access to any technology that you do not currently have to be successful in this class? OR Are there any technology-related barriers you face in being successful in this class?**
7. **Would you like information on additional resources either related to this course, or your general well-being and success as a student? If so, what kinds of resources would be most useful?**

Samples and templates:
- EDUCAUSE DIY Survey Kit: Remote Work and Learning Experiences (for students, faculty, and staff): https://er.educause.edu/blogs/2020/4/educause-diy-survey-kit-remote-work-and-learning-experiences
- Kevin Gannon (check-in): https://forms.gle/KWTGjGTtoTqY2hCf7
- Check-in/Follow-up: https://docs.google.com/forms/d/e/1FAIpQLScF8UxTPOC02qox2ivPKtOid8g4DexZKkLqfgKuC2NjfW5GDw/viewform

*All of the examples and resources shared have provided permission for you to adapt and/or adopt to your individual, course, and/or institutional needs.

What's next?

Collection Tool
Once questions have been drafted, decide which tool you will use to distribute the survey. Google Forms, Qualtrics, Canvas, and JOT Forms all work well.
- **Google Forms, Canvas, and Qualtrics.** 13 min. video tutorial for using all three tools: https://youtu.be/-NEsFyJaRno
- **JotForm.** User guides: https://www.jotform.com/help

Analysis
After collecting student responses:
- look for and consider the identified themes
- resist the lure of the negative
- ask yourself, if it is louder or legitimate
- dwell on the positive ones
- read them with a friend

Create your Plan
- Start small by identifying what is worth changing; what is within your locus of control; and if students understand the impact of their request.
- Choose two or three items to focus on.

Communicate your Plan
- The final (but VERY critical) step is to be responsive AND communicate your plan in a conversation or email.
- Begin by thanking your students.
- Ask clarifying questions.
- Discuss what you heard and articulate the ways in which you plan to be responsive.
- Provide explanations on what is within your control to "change" and in what ways.
- Discuss what you are unwilling/unable to change and why.

A Courageous Conversation:
- demonstrates you care and builds relationships with students;
- shows their voice matters;
- motivates students to offer more specific feedback moving forward;
- creates a sense of individual and whole class perspectives;
- increases class buy-in and improves the likelihood of success; and
- models constructive ways of responding to criticism.