

Midterm Feedback

The Teaching & Learning Design Studio considers one's teaching practice to be an evolving one. Providing opportunities for students to provide feedback at the midterm gives them an opportunity to share their ideas about the course and feel involved in the teaching and learning process. In addition, midterm feedback provides you insight into your students' ideas about how the course is going. In contrast to end-of-the-semester feedback, midterm feedback allows you to apply feedback in the semester in which it is received. The Studio is ready to support you with constructing tools to solicit midterm feedback or coaching you on elements of your teaching that you would like to sustain or improve.

Here are a few tips related to midterm feedback:

1. **Give a start-stop-continue survey.** In this type of survey, you simply provide students three words on a page: *start*, *stop*, and *continue*. You then ask them to write what they would like to see started in the class, what they feel should stop in the class, and what they feel should continue in the class. The activities / behaviors that they mention should relate to their learning in the course (University of Georgia, *n.d.*)
2. **Ask students to reflect on how they are meeting the course's essential learning objectives.** We do not think that the essential learning objectives from IDEA have to be kept secret for students until the end of the semester. Share the essential learning objectives with your students and ask them how they are meeting those objectives in the course.
3. **Embed feedback opportunities into midterms or other assignments – or midterm conferences.** This allows you to ask how students perceived a particular assignment. Did they find it hard, medium, or easy? You can also solicit information about the ways in which they studied and how much time they spent studying. These types of questions can provide meaningful information for you and also permit students some time to reflect on their performance in the class as well (University of Kansas, 2024). Some instructors also have routinized midterm conferences with each of their students. These interactions provide opportunities for instructors to ask students about how the course is going for them.
4. **Create a digital form students can complete at the midterm – and throughout the semester.** You can create a digital form that asks students a set of questions based on the type of feedback you want to receive. Another strategy is to have an ongoing feedback loop throughout the semester. Some instructors have included a link to these Class Thermometers on their Canvas course. These Class Thermometers allow students to post anonymous feedback at any point in the semester. You might choose to ask students how they are meeting the essential learning objectives, what practices should continue or start, and any questions they have for you as the instructor.
5. **Discuss feedback received with students.** Make sure to carve out time in class to discuss the trends you saw in the feedback. This shows students that you really value the feedback. If you are making changes to the course, be explicit about why you are making these courses. If you are unable to apply particular recommendations, share with students your rationale. These discussions can be really valuable for your students and you. They make the students feel invested in your course (University of Kansas, 2024).
6. **Reach out to the Studio.** We are more than ready to help support you in the Studio. We can help you design feedback tools and discuss confidentially the results with you. We can also facilitate student focus groups where we come to your class and ask students questions about how the course is going. We then compile the data for you and share it with you in a coaching session.



Scan here to learn more about the Start-Stop-Continue Survey.



Scan here to learn more about midterm feedback strategies.