

Mid-Semester Student Feedback Session

Are you looking for a way to gather meaningful, constructive feedback from your students? Do you want to know more about specific aspects of student learning, about a new teaching method or approach, or just how the course is going overall?

Early/mid-semester is a great time to learn how students are experiencing your course.

Student feedback sessions offered through the CTLD provide anonymous and specific feedback about your teaching and your course and are very useful for making constructive changes that can have immediate impact on student learning and satisfaction.

What is a mid-semester feedback session?

A mid-semester student feedback session (also called Small-Group Instructional Diagnosis or Student Feedback through Consensus) is a process that has been refined over many years to collect detailed feedback from students in a short amount of time. Students are guided through a semi-structured process to discuss the course's strengths and make suggestions for improvement using forms and small groups. These sessions are best conducted early/mid-way through a course so that students have enough time to experience the course and instructors have enough time to make use of the feedback.

What is the process?

This confidential and non-evaluative process can be adjusted based on the size and scope of a class, but typically involves the following steps:

- A brief phone call/meeting is held between the instructor and the facilitator conducting the session to discuss the process and desired goals.
- During a class session mid-way through a course (ideally weeks 5-8 of a semester), the facilitator takes approximately 15-20 minutes of class time to conduct the feedback session in the instructor's absence.
- During the 15–20-minute session, the facilitator walks students through a process of small and large group discussion to obtain feedback about the course.
- The facilitator prepares a summary of student feedback highlighting a few areas where things are going well regarding student learning as well as any suggestions for consideration.
- A follow up meeting is held between the instructor and facilitator.
- The instructor is expected to acknowledge the feedback received with the students and may decide to discuss the feedback in depth with students and/or make changes to the course or teaching approaches based on their feedback.

What are the benefits of this type of feedback session?

Although there are many ways to gather student feedback about teaching, mid-semester student feedback sessions are useful for many reasons.

- The process prompts students to provide specific examples and suggestions about the course. With other methods of gathering feedback, students may indicate they liked or did not like something, but you may not know why.
- The small-to-large group process is designed to weed out any outlier comments, while simultaneously allowing all student voices to be heard. You are only presented with a summary of ideas and suggestions in which the majority of students agree.
- Students appreciate giving formative feedback that can be acted upon while they still are taking a course, rather than after the course is over.
- Student feedback can be collected in a general sense or can be directed towards specific aspects of your course, such as a new teaching method or content focus.
- Student Ratings of Instruction can be positively impacted when instructors ask for and act upon student mid-course feedback (McGowen & Osgathorpe, 2011).

How can I participate?

These feedback sessions are currently be conducted by Bridget Arend, Associate Director of Teaching and Learning at the CTLD. To schedule a mid-semester student feedback session (ideally conducted during weeks 5-8 of the semester), simply send an email to arendb@msudenver.edu expressing your interest to begin the process.