Mid-Course Feedback

A growing body of research on teaching and learning in higher education suggests that early feedback from students about their learning can be a valuable resource for faculty in their teaching. Mid-course feedback helps faculty members make small but important adjustments while in the process of teaching a course. Mid-course feedback activities also provide students a structured opportunity to think about their own learning and the kinds of course activities that most assist them in this process. We invite faculty colleagues to work with us on ways to collect feedback from students that will be most helpful to you as you think about your teaching in specific courses.

There are many ways to solicit early feedback from students. At the CTL we often use informal approaches such as one-minute papers and "Critical Incident Questionnaires."[1] We also use short learning-centered questionnaires as a simple tool for faculty to get feedback from their students about a course while it is in progress. We have compiled sample surveys, including those used at other research universities, including Princeton and the University of Michigan,[2] and we would be happy to discuss or share information and resources about these and other feedback tools and activities with you.

Please email or call the CTL if you would like further information or to schedule a confidential consultation with me or with one of our CTL faculty members.

Best regards,

Sally Schwager, Director

sschwager@ceu.edu
+36.1.327.3000/ x2105
http://ctl.ceu.edu/

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[1] The CIQ is a simple classroom evaluation tool developed by Stephen D. Brookfield and used at Oxford and other UK universities. See, Brookfield and Preskill, *Discussion as a Way of Teaching: Tools and Techniques for Democratic Classrooms*, 2nd ed. (San Francisco: Jossey-Bass, 2005), p. 48.

[2] For a good brief discussion and examples of mid-semester course evaluations designed for faculty members' own use, see: http://www.princeton.edu/mcgraw/library/for-faculty/midcourseevals/index.xml

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