



HSTEM

Being Human in STEM

Facilitator Guide: Mid-Semester Feedback

Process	Description	Your Plan
Transparency	<p>Gathering mid-semester feedback is a process that helps to reinforce community and a collaborative classroom dynamic. Students hold valuable insights into their own learning experience in the class; some of these experiences may not be obvious to you from your position as the instructor. Asking to hear and learn from those insights allows you to make more informed choices about course design, practices, and policies while also communicating that you value students' desires and goals for their learning in your class.</p>	
Connection	<p>Share with students that you seek to support everyone's learning experience in the class. Hearing what is working for students helps you to decide what to keep or do more of in a class. Hearing what could work better allows you to make more informed choices about the rest of the semester and future semesters. You may also wish to discuss how learning to give and receive feedback is an important professional and interpersonal skill, and that you are helping to support students' development of this skill through this activity.</p>	
Modeling	<p>You may choose to share an example of past student feedback that has contributed to the current design of this course or a different course. You might also choose to model the kind of feedback that would be most useful. What</p>	

	does formative, specific, and productive feedback look like?	
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Mid-Semester Feedback Action Steps:

- Time Required: 20-30 minutes. Materials Required: Handout or digital survey
- Either on a hard copy document or digital survey, ask students to respond to a set of prompts such as the following:
 - As a student in [class name], what are some of the things you are doing to support your learning in this course?
 - What are some aspects of the course structure, and/or the teaching of this course, that are best helping you learn?
 - Are there specific changes to the course, and or the teaching of the course, that you think would enhance your learning? Please explain why you are suggesting this particular change or set of changes.
- As you review the feedback, look for patterns. What is positively supporting student learning and sense of community in your class? Where do students need additional support, guidance, or clarity?
- The research on mid-semester feedback strongly indicates that it is important to debrief this feedback with your students. Take time in class to talk about the nature of the feedback you received. Communicate to students about the following:
 - What are the suggestions that you will implement this semester, and how will you approach that implementation?
 - What are the suggestions that while important, are not feasible changes to be made in the current semester? Thank the students for this feedback and commit to making these changes in future course offerings.
 - What suggestions are inconsistent with the goals for learning in the course? Remind students of those goals and why you have made the decisions you have in the structure and design of the course. In conversation with students, you might ask them if there would be other ways to incorporate their suggestions that better align with the course goals and structures.

References:

Hurney, C. A., Harris, N. L., Prins, S. C. B., & Kruck, S. E. (n.d.). The Impact of a Learner-Centered, Mid-Semester Course Evaluation on Students. *Journal of Faculty Development*, 28(3), 55–61.

Lewis, K. G. (2001). Using Midsemester Student Feedback and Responding to It. *New Directions for Teaching and Learning*, 2001(87), 33. <https://doi.org/10.1002/tl.26>