



Teaching and Learning Services



Planning and Implementing Mid-course Evaluations

Fall 2021

This session is being recorded 

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Outcomes



Explain to students why mid-course evaluations are beneficial

Select an appropriate mid-course evaluation strategy

Determine appropriate feedback responses

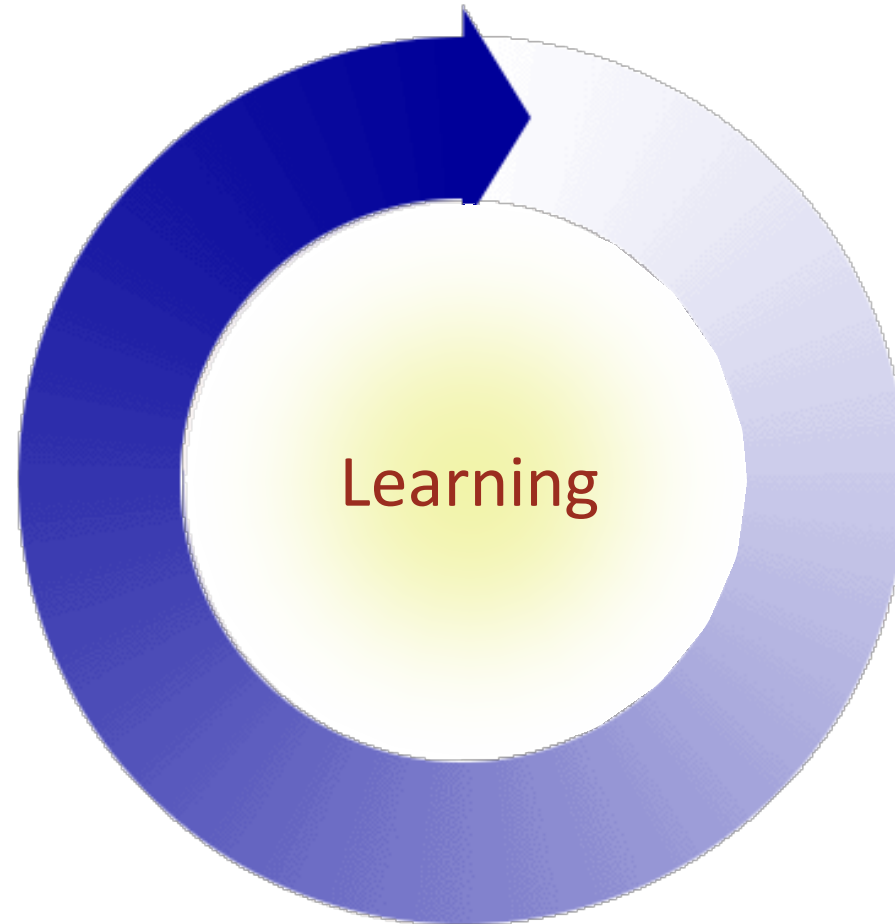
Chat Activity



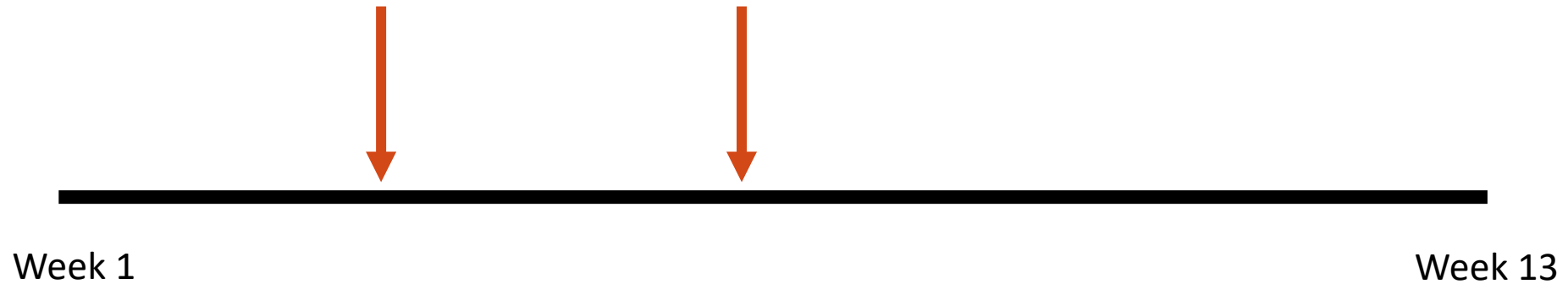
Respond in the chat

Why do mid-course evaluations?

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When should mid-course evaluations be done?



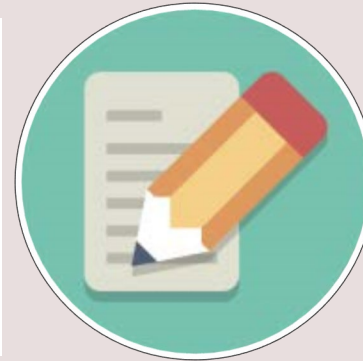
What to ask?

Examples

- a) Which activities are helping you learn?
- b) How comfortable do you feel expressing your opinions in this course?
- c) If there was one thing you could change about this course, what would it be?
- d) Where do you feel you need more guidance to support your learning?
- e) What could *you* do to improve your own learning in this course? (Siering, 2021)

- a) Activities that help me learn: [drop-down]
- b) I spend approximately this many hours per week in total on this course: [drop-down]
- c) I can easily get in touch with my instructor. [scale]
- d) I am comfortable expressing my opinions in this course? [scale]

How to carry out mid-course evaluations?

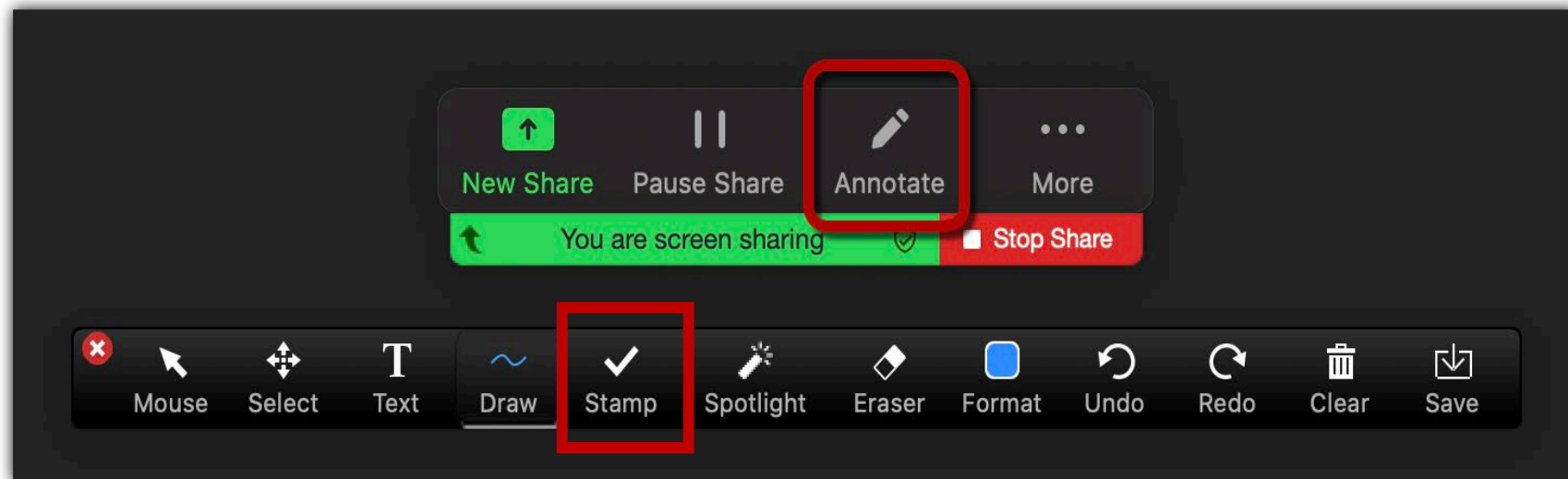


Can you see yourself using any of these strategies?

No

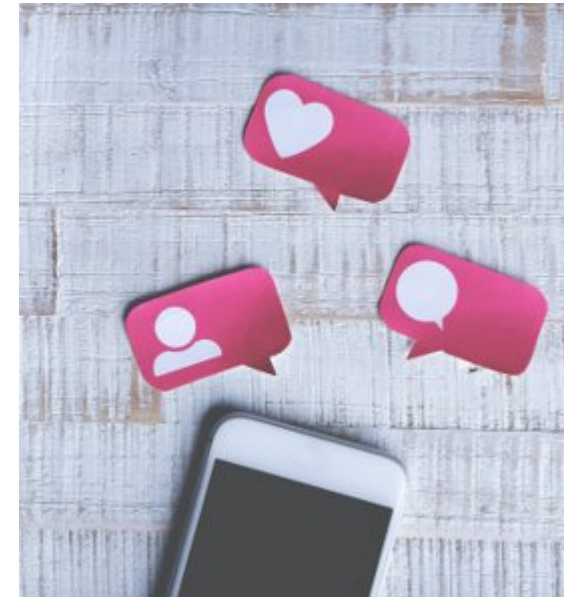


Yes



What to consider when selecting a strategy?

- Familiarity with the tool
- Influence of peer-to-peer sharing
- Anonymity
- Class size
- In/out of class and response rate



In all cases, manage expectations.

How to act on the feedback?

You don't need to act on everything!



How to analyze comments?

Comments Analysis Worksheet

The Worksheet is intended for instructors and teaching assistants to use to make sense of student comments. Often multiple comments are related to the same category; for example, 10 students may all make comments about the assignments being unclear. This is not really 10 different comments but rather one comment 10 times. The multiple mentions give it weight, but it is only one area that needs to be addressed for improvement.

Tips for Analysis:

- To facilitate organizing the comments, w
 - The *Comments Analysis Worksheet*¹ help
 - organized alphabetically in sections acco
 - Note any student comments that will hel
 - Indicate positive and negative comments
 - Record the frequency of comments surr
 - Add any personal notes that will help in t
- Comments should be tracked according t
comment may contain multiple points related to
should be noted.

Comment Category	Comments Analysis Worksheet		Total -	Personal notes
	Sample Positive Student Comments	Sample Negative Student Comments		
Overall (Course or Instructor)				
Clarity & Difficulty				
Organization & Structure				
Interest				
Teaching Strategies				
Assessment & Feedback				
Outside of Classroom Communication				
Personal Traits				
Physical Environment				

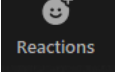

Download from this page:
<https://www.mcgill.ca/tls/instructors/mid-course-evaluations#Feedback>



What's your most important take-away from today's session?

Type your response or question in the chat window / Raise your hand

To raise your hand:

- Click on 'Participants'  in the zoom control panel
- In the new window, click on the  'Raise Hand' icon

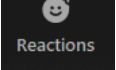



What's your most important take-away from today's session?

What else would you like to know?

Type your response or question in the chat window / Raise your hand

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Resources

Mid-course evaluations on the TLS website: www.mcgill.ca/tls/instructors/mid-course-evaluations

Create a discussion in myCourses: deptkb.mcgill.ca/display/TLK/Create+Discussions+in+myCourses

Create a form with Microsoft forms: support.microsoft.com/en-us/office/create-a-form-with-microsoft-forms-4ffb64cc-7d5d-402f-b82e-b1d49418fd9d

Create surveys in myCourses: deptkb.mcgill.ca/display/TLK/Create+Surveys+in+myCourses

One-minute paper: www.mcgill.ca/tls/instructors/strategies/synthesis-and-reflection

Polling @ McGill: deptkb.mcgill.ca/display/TLK/Create+Polls+with+Polling+@+McGill

Small Group Instructional Diagnosis: www.seattleu.edu/faculty-development/services/learning-and-teaching/small-group-instructional-diagnosis/

Supplemental Readings

Hurney, C., Harris, N., Bates Prins, S., & Kruck, S. E. (2014). The impact of a learner-centered, mid-semester course evaluation on students. *The Journal of Faculty Development*, 28(3), 55-62.

McGrath, L. B. (2014, March 11). Mid-semester evaluations: How to do some spring cleaning in your classroom. Inside Higher Ed - GradHacker.

<https://www.insidehighered.com/blogs/gradhacker/mid-semester-evaluations>

Samuel, C. (2018, June 7). Highs and lows of course evaluations. *Teaching for Learning @ McGill University*. <https://teachingblog.mcgill.ca/2018/06/07/highs-and-lows-of-course-evaluations/>

Siering, G. (2021, Sept. 29). *Getting student feedback at midterm*. Center for Innovative Teaching and Learning at Indiana University Bloomington. <https://blogs.iu.edu/citl/#.YVSdc7hKhKA>

Weimer, M. (2016, June 15). Benefits of talking with students about mid-course evaluations. Faculty Focus. <https://www.facultyfocus.com/articles/faculty-development/benefits-talking-students-mid-course-evaluations/>

Wickramasinghe, S. R., & Timpson, W. M. (2006). Mid-semester student feedback enhances student learning. *Education for Chemical Engineers*, 1(1), 126-133. <https://doi.org/10.1205/ece06012>