



Mid-Course Feedback Goals Worksheet

This worksheet is to help instructors explore their goals for mid-course student feedback and align those with information sought from students and possible questions. Below are suggestions for aspects of your teaching/course that you might want to ask students about. Consider your goals for this term and choose a few aspects focused on where you anticipate being able to make adjustments during the term. Feel free to add your own aspects/questions.

ASPECT OF TEACHING OR CLASS ACTIVITY	INFORMATION SOUGHT FROM STUDENTS ABOUT TEACHING/ACTIVITY	POSSIBLE QUESTIONS
<p>Coursework:</p> <ul style="list-style-type: none"> • amount of work assigned • the degree to which those are manageable • usefulness of assignments 	<ul style="list-style-type: none"> • amount of work completing • degree to which find workload manageable • degree to which find assignments useful, meaningful, relevant 	<p>About how much of the assigned work are you able to complete prior to each class meeting?</p> <ol style="list-style-type: none"> a. None b. Some c. Most d. All <p>How manageable is it to complete assigned work prior to each class meeting?</p> <ol style="list-style-type: none"> a. Not at all b. Somewhat c. Mostly d. Fully <p>Please describe how you usually prepare for each class session.</p> <p>To what extent do you find the assignments useful?</p> <ol style="list-style-type: none"> a. Not at all b. Somewhat c. Mostly d. Fully

<p>Instruction:</p> <ul style="list-style-type: none"> • clarity of lectures • organization of lecture • pace of course 	<ul style="list-style-type: none"> • ease with which students can follow/understand instructor • how presentation of material facilitates learning 	<p>How hard/easy is it to understand the lectures?</p> <p>What one change would make the lectures easier to follow?</p> <p>How do you find the pace that the material is covered?</p>
<p>Learning Outcomes:</p> <ul style="list-style-type: none"> • learning that is taking place • alignment of learning outcomes with activities, assignments, assessments • areas needing more attention 	<ul style="list-style-type: none"> • the concepts/skills have learned so far • extent to which are achieving learning outcomes • the assessments that best capture they what learned 	<p>To what extent do you leave each class having grasped the most important concepts discussed that day?</p> <p>Please describe what you believe to be the most important idea or skill you have learned from this course so far.</p> <p>Please rate your degree of confidence in the following skills/areas of knowledge:</p> <p>How has your writing changed as a result of the feedback you've received?</p> <p>In which assessment/assignment have you been able to demonstrate your level of understanding the best?</p>

<p>Course Activities:</p> <ul style="list-style-type: none"> • which activities are the most and least useful for attaining learning outcomes • how do activities contribute to engagement 	<ul style="list-style-type: none"> • which activities find most and least useful for their learning • when are most engaged in learning 	<p>Rate the following activities in terms of their usefulness:</p> <p>Would you like more/less/same of the following activities:</p> <p>What aspect of the course do you enjoy the most? Why?</p> <p>Do you recommend any specific areas of change? (e.g. “should we continue the online discussion forums?” or “Do the voluntary review quizzes/other practice tools work for you?”)</p>
<p>Resources:</p> <ul style="list-style-type: none"> • types of resources • office hours 	<ul style="list-style-type: none"> • additional resources needed • instructor/TA available outside of class 	<p>Which of the following academic resources on campus have you used to help you with work for this course (e.g., the student learning hub, DRC, librarian)?</p> <p>Is there an area where you would need more guidance/support to enhance your learning?</p> <p>How easy is it for you to get help from your instructor/TA?</p>

<p>Student Expectations:</p> <ul style="list-style-type: none"> • course lives up to description • degree of challenge 	<ul style="list-style-type: none"> • whether are learning or doing what they thought they would learn or do in the course • how they expected to perform in the course • effort putting into course 	<p>Was there anything you expected to encounter in this course that we haven't addressed and doesn't appear to be on the syllabus?</p> <p>What could you do to make the course better for you and the instructor/TA?</p>
<p>Class Climate:</p> <ul style="list-style-type: none"> • environment conducive to discussion • rapport with instructor/TA • connections with classmates 	<ul style="list-style-type: none"> • extent to which the learning environment is respectful • degree that feel comfortable in class/online to share • desire to connect with classmates outside of class • anything inhibiting or contributing to sense of community 	<p>To what extend does the instructor create a respectful learning environment for all students?</p> <p>How comfortable do you feel to express your opinions or ask questions in this class?</p> <p>How comfortable do you feel asking a question from the instructor/TA outside of class?</p> <p>Do you study/meet up with students from this class?</p> <ol style="list-style-type: none"> Yes, regularly Yes, sometimes No, but I want to No, but I don't want to <p>What contributes to/detracts from your sense of community in the class?</p>

Additional Questions	<p>What do you like best about the course and the instructional style?</p> <p>If there were one thing that you could change about this course, what would it be?</p> <p>Is there an aspect of the course that really works for you? If so, which one? (e.g. summary at the beginning of class, weekly quizzes, questions that accompany the reading material, class discussions, and or online discussions)</p> <p>Do you have any additional comments or concerns?</p>
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See the UBCO Centre for Teaching and Learning website for further information about midpoint feedback: <https://ctl.ok.ubc.ca/teaching-effectively/feedback/midpoint-feedback/>

And the UBCV Centre for Teaching, Learning, and Technology website for additional mid-course feedback tips: <https://midterm.teacheval.ubc.ca/>

Adapted from University of Toronto's Midcourse Evaluation Worksheet [https://teaching.utoronto.ca/wp-content/uploads/APPENDIX-B_-Gathering-MidCourse-Feedback Jan.-2017.pdf](https://teaching.utoronto.ca/wp-content/uploads/APPENDIX-B_-Gathering-MidCourse-Feedback-Jan.-2017.pdf) and McGill University's example questions <https://www.mcgill.ca/tls/instructors/strategies/faculty-arts-toolkit/community-feedback>