Mid-Term Course Feedback

Using student feedback early in the semester to improve teaching and learning outcomes.

Why Mid-Term Feedback Matters

Mid-term feedback is a proactive strategy that allows instructors to identify and address issues while there's still time to make meaningful changes. Unlike end-of-term evaluations, which are summative and often too late to benefit current students, mid-term feedback can:

- Provide insight into what's happening in the classroom right now
- Allow instructors to make timely adjustments to teaching strategies
- Show students that their input is valued and impactful
- Increase the likelihood of positive final evaluations (e.g., PRT outcomes)
- Support student retention and success

Best Practices for Timing

The ideal window for mid-term feedback is between **weeks 5–8** of a regular semester. This timing allows students to experience enough of the course to provide meaningful input, while still leaving time for instructors to adjust their teaching strategies.

Consider aligning feedback collection with major assignments or exams to give students context for their responses.

Designing Effective Feedback Prompts

Keep surveys short and focused—3 to 5 questions is usually enough. Use open-ended prompts that encourage thoughtful responses:

- What's helping you learn in this course?
- What could be improved?
- Do you feel supported in your learning?
- Is the pace of the course appropriate?

Anonymous responses often yield more honest feedback. If using Canvas, consider ungraded surveys or low-stakes participation points to encourage completion.

Common Formats for Collecting Feedback

Instructors can choose from a variety of formats depending on their goals and teaching context:

- Pre-determined questions or rating scales
- Open-ended questions (e.g., written reflections or discussion board prompts)
- Mid-semester conferences or informal check-ins
- Anonymous written feedback collected in class or online

Recommended Tools

Several platforms are available to A-State faculty for collecting mid-term feedback:

- Qualtrics – Advanced survey platform with analytics and branching logic (campus license)
- Microsoft Forms – Simple survey tool integrated with M365
- Google Forms – Easy-to-use and shareable survey tool
- Canvas Quizzes – Can be used for informal feedback collection
- Watermark CES – Used for official course evaluations (not mid-term, but useful for comparison)

Analyzing Course Feedback

Once feedback is collected, take a thoughtful and balanced approach to analysis:

- Look for patterns and repeated themes
- Avoid placing undue importance on outliers (positive or negative)
- Focus on feedback that supports ongoing development
- Consider both the tone and content of responses

Responding to Feedback

Transparency and responsiveness are key to making feedback meaningful:

- Discuss results openly with students

- Explain changes you plan to make—and why
- Clarify limitations if certain suggestions can’t be implemented
- Reinforce that feedback is valued and acted upon

This builds trust and encourages future participation.

Mid-Term Feedback in the Course Design Lifecycle

Mid-term feedback plays a critical role in the Evaluation phase of the ADDIE model (Analyze, Design, Develop, Implement, Evaluate). It provides formative data that can inform:

- Immediate instructional adjustments
- Long-term course redesign for future terms
- Reflection on teaching practices and student needs

Instructors using **Backward Design** or **Universal Design for Learning (UDL)** can also use mid-term feedback to ensure that learning goals are being met and that materials are accessible and inclusive.

Revision #2
Created 2025-08-12 20:35:40 UTC by William Murry
Updated 2025-08-12 20:50:30 UTC by William Murry