Syracuse University

Focus on Teaching and Learning Workshop Series

# Getting the Most Out of Mid-Course Feedback

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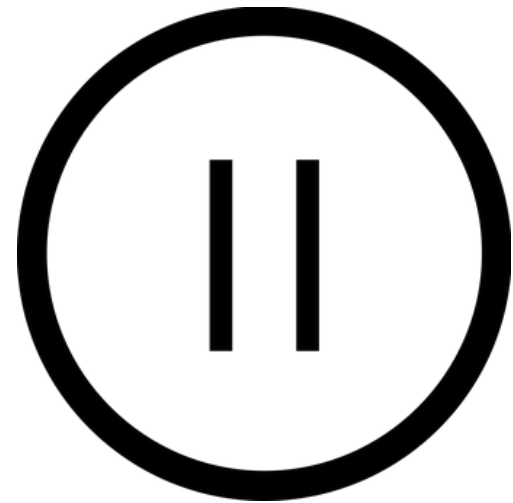Institutional Effectiveness and Assessment (IEA)

# Welcome and Overview

In this session, we will explore:

- Benefits of mid-course feedback

- Good practices for creating an instrument and collecting responses

- Using EvaluationKIT for mid-course feedback

- Processing student responses and determining possible changes

- Communicating with your students about the results and adjustments you intend to make

# Benefits of Mid-Course Feedback

- Think back through your experience as a student and a teacher.

- What benefits have you seen to taking the time to gather mid-course feedback?

- **Pause the video and jot down some benefits.**

# Benefits of Mid-Course Feedback...



- Can make changes during current course
- Opens dialogue on teaching & learning
  - Students have voice
  - Process models receiving & using feedback
- Instructors customize the feedback tool
  - Only instructor sees feedback
  - Target specific teaching/learning behaviors
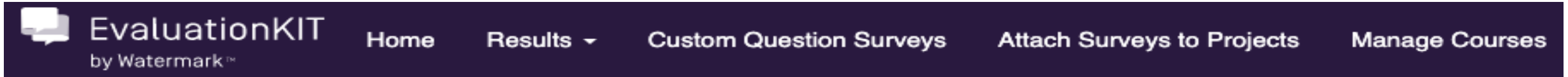  - Have data they can analyze with CTLE or trusted colleagues

# Using EvaluationKIT to Collect Mid-Course Feedback

- Mid-course feedback is available for regular session (i.e., full semester) courses only.

- Log in to EvaluationKIT to create and attach a custom survey to your course(s).

- Once you create a custom survey, it is saved for your continued use.

How to Access EvaluationKIT

- coursefeedback.syr.edu

- Blackboard course feedback module

- MySlice Faculty Services pagelet

- Link in system emails

# EvaluationKIT Dashboard Banner and Instructor Resources

**EvaluationKIT** by Watermark™    Home    Results ▾    Custom Question Surveys    Attach Surveys to Projects    Manage Courses

View of instructor EK banner (top of your screen)

Resources for Instructors

- EvaluationKIT Instructor Dashboard and Tips for Student Access and Participation (*.pdf)
- EvaluationKIT Guide to Adding Instructor-Selected Questions (*.pdf)

View the video below for a walk-through on how to add instructor-selected questions to your courses:

EvaluationKIT Guide to Adding Instructor-Selected Questions   Watch later   Share

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EvaluationKIT
Adding Instructor-Selected Questions

- EvaluationKIT Instructor Reference Guide (*.pdf)
- EvaluationKIT Item Banks (Draft August 2020) (*.pdf)

Click to create a survey by drafting 3-10 forced-choice and/or open-ended items, or selecting from the item banks.

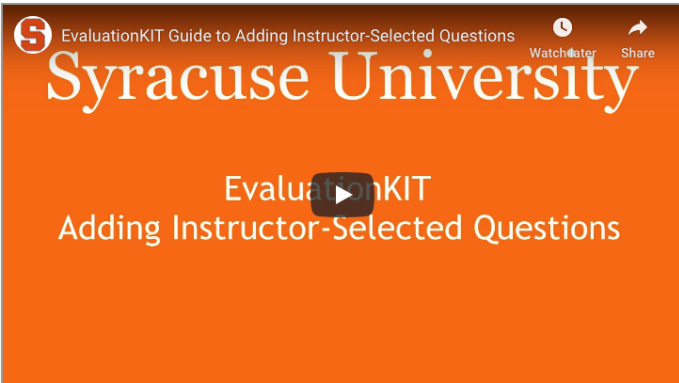Click to attach the survey to your course(s).

Click to view your course details (e.g., enrollment, survey start and end dates)

Visit the IEA website to learn more or contact the IEA course feedback team for assistance.

# Timeline

**Build**

Custom surveys can be created at any time, but they can only be attached to your courses between 3/1-14/2021.

**Administer**

The survey window for students to provide mid-course feedback in EvaluationKIT is 1 p.m. on 3/15 through 11:59 p.m. on 3/21/2021.

**Learn**

Results are available to instructors **only**, starting at 12:01 a.m. on 3/22/2021.

# The Student/EvaluationKIT Experience

- EvaluationKIT automatically sends email notifications to students on the day your course survey opens, with reminders every three days until it closes.

- Student responses are confidential; no identifying information is included in the aggregated results.

- Questions or issues? Email coursefeedback@syr.edu

**Student Access to EvaluationKIT**

- coursefeedback.syr.edu

- Blackboard course feedback module
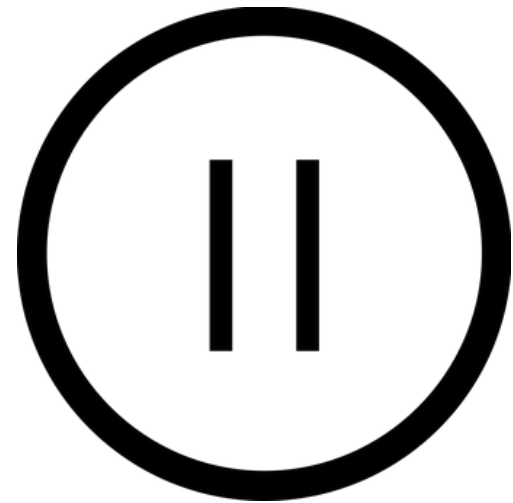
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# Survey Tips

1. Focus on students' learning experience
2. Include student responsibility and role
3. Ask students questions they're equipped to address
4. Make the feedback anonymous
5. Choose specific, actionable items
6. Be selective – so you get rich feedback

# Sample Mid-Course Feedback

| | SD | D | SD | SA | A | SA |
|---|---|---|---|---|---|---|
| 1. I am usually well-prepared for class. | 1 | 2 | 3 | 4 | 5 | 6 |
| 2. I know how I am expected to participate in class. | 1 | 2 | 3 | 4 | 5 | 6 |
| 3. The assignments are clear to me. | 1 | 2 | 3 | 4 | 5 | 6 |
| 4. I receive useful feedback on my work. | 1 | 2 | 3 | 4 | 5 | 6 |
| 5. The instructor treats students with respect. | 1 | 2 | 3 | 4 | 5 | 6 |
| 6. The instructor invites students to ask questions. | 1 | 2 | 3 | 4 | 5 | 6 |
| *Open-ended:* | | | | | | |

7. What is working well for you as a learner in this course?
8. What, if anything, is not working as well for you as a learner in this course?
9. Do you have any suggestions to enhance your learning experience in this course?

# What question are you thinking about?

- What question do you have for learners in a course you're teaching?
- How might you word it?
- Scaled or open-ended?
- **Pause the video and jot down ideas**

# Processing the Feedback

| | |
|---|---|
| Throw out the off-the-wall comments that do not provide you with useful information and forget about them. | "She needs a haircut and a new pair of shoes." |
| Set aside the positive comments that don't tell you anything specific. | "Best class ever" |
| Divide the negative comments into two groups: those you can change and those that you cannot change. | **Can Change** Redistribute the points for different assignments because of the amount of work that they perceived was required for each assignment. **Cannot Change** Let students out of class early. Don't meet on Fridays. Don't meet in the morning. Choose a room with windows. |
| Work on perceptions and learn to be explicit. | As we look at our evaluations, we often think, "But I do that!" If we feel we are doing the things that students say we are not doing, then it may be that we need to explore students' perceptions. |
| Savor the comments that are meant to be negative, but let you know you are doing your job. | "She made us think." "Dr. S. is a very influential teacher, but I didn't come to college to be influenced." "We have to read a lot to do well in this course." Source: Center for Teaching Excellence, Duquesne University |

# Implementing the changes – after you have analyzed the feedback

- Communicate with students what you learned, and what you can/will change.

- Explain those things you cannot or will not change, and why.

- As you make changes, remind students of why you're doing it and get further input (often we swing too far and need to adjust).

- In future, start the course with a few comments about how valuable previous student input has been; give examples.

# Impact on Final Course Feedback

- Focus groups with Syracuse University students and course feedback literature suggest that mid-course feedback has a positive effect on final course feedback.

- Shows students that you value their perspective.

- Leads to more constructive responses during final course feedback.

- Supports students in developing a sense of efficacy and control over their learning experience.

# Creating a Survey Recap

- A mid-course survey can include forced-choice and/or open-ended items.

- It's best to keep the survey short and focused. We suggest no more than 3 open-ended items and no more than 10 questions total.

- EvaluationKIT is one option for instructors who want to collect mid-course feedback.

- You can utilize the EvaluationKIT item banks or create your own questions.

- Other options for collecting mid-course feedback include polls and Blackboard anonymous surveys.

# SU Resources

- Your course feedback is available on EvaluationKIT at coursefeedback.syr.edu.  You can also go there from Blackboard

- Bank of items https://effectiveness.syr.edu/wp-content/uploads/2020/08/Item-Banks_Version-08-2020.pdf

- Faculty alone can view the mid-course feedback for their own teaching. That doesn't mean that you have to be isolated. You are welcome to consult with CTLE staff on how to interpret and respond to the feedback you receive in a private, one-on-one Zoom session.

- Receiving and Responding to Mid-Course Feedback in Answers.syr.edu
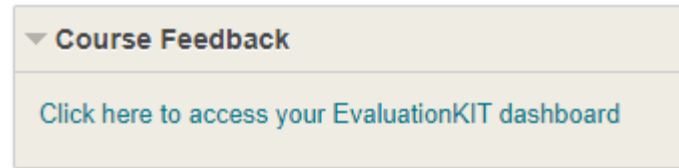
# Sources we consulted

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# Questions?

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