

The CAFE Espresso:

A short read on a robust topic

Welcome to CAFE's new newsletter! Twice a month we'll send you a short 'sip' of information relating to our work and lives as educators. We'll keep you up on recent trends and timely information. We'll provide sources for more

Mid-Semester Feedback: Improving Student Learning in Real Time

The basics

We are used to asking students about their in-class experience at the end of the semester. While potentially valuable for gaining information about our teaching effectiveness, end-of-term feedback comes too late to help improve student learning for the students that provide the feedback. Not to mention that you may not teach the class again.

Adding a customized mid-semester listening session to your class can allow you to ask questions that (from [Hurney et al., 2014](#)):

- better meet the needs of your current students,
- gauge how your specific class is going, vs. a standardized feedback form,
- create a sense of open dialogue with your students, empowering them to be a part of the learning process.

Mid-semester feedback may help both instructors and students as it leads to course adjustments that benefit both. It may also provide an opportunity to discuss with students why an assignment or approach is necessary.

Where to Begin

Perhaps the most important part of a midterm evaluation is considering what you would like to learn as part of the evaluation. It takes time to read, consider, and respond to student feedback, so you a narrowly-focused set of questions may be beneficial. Are there specific SLOs, assignments, or teaching approaches that you would like feedback on?

What to Try

Starting from scratch is always challenging. Fortunately, faculty from many institutions from diverse disciplines have already begun using midterm assessments to improve teaching and learning in their classroom. [This list of questions might be a great place to start.](#)

Or, sign up for CAFE's Dynamic Learning Dialogues (see "Now Brewing" panel): we'll come to your class and, following Hurney's approach, ask these questions:

- What helps your learning in this course?
- *What hinders your learning in this course?*
- What suggestions do you have to improve your learning in this course?
- What are YOU doing to help your learning in this course?
- What are YOU doing to hinder your learning in this course?



February 14th, 2023 "Mid-semester Feedback"

by Adam Franssen

Questions or comments? Contact the author at cafe@longwood.edu

Now Brewing @ CAFE

FRIDAYS AT CAFE:

"Design Thinking"

February 17th, 3:30-4:15

Allen 308, [Register Here](#)

DYNAMIC LEARNING

DIALOGUE: [Sign up Here](#)

by Wednesday, February 17th to start a consultation

FACULTY/STAFF MEDITATION

Monday Meditations Join

Greg Harbaugh-Schattenkirk

and Kevin Schattenkirk

Mondays 3:15-4:15 in the

CAFE Lounge, Allen 310

Tuesday/Thursday Join Renee

Gutierrez from 11:30-

11:50am. [Join by Zoom.](#)

BLACKWELL TALKS:

Mondays @ 12pm

Virginia Room

[More information here](#)



CAFE
CENTER FOR FACULTY ENRICHMENT