Soliciting feedback from your students mid term gives them a voice in the course, and provides you with opportunities to make adjustments. It promotes learning as an active process and that student involvement is vital. Midterm evaluations may have distinct benefits: (a) The information can be used to make changes during the current course; (b) students feel empowered to help design their own educational process; (c) it allows an assessment of specific behaviors rather than a global "quality of teaching" rating; (d) instructors can ask for the information most pertinent to them—even soliciting criticism—without fearing any adverse consequences from administration; and (e) the evaluations go directly to the instructor. (Keutzer, 1993)

There are several ways to solicit the feedback. This week’s tip will review a few of them.

**Small Group Instructional Diagnosis (SGIDs).** This is a voluntary, confidential feedback process that enables instructors to get frank, useful comments from students on a course that is still in progress. Designed to increase communication between the students and the instructor, with the aim of improving learning in the class, the process uses small group student interviews to identify strengths of the course, areas of student concern, and possible ways to address those concerns. The SGID process is coordinated by the Office of Instructional Development (OID). Here is a link for more information: [http://www.und.edu/dept/oid/sgid.htm](http://www.und.edu/dept/oid/sgid.htm)

**Blackboard Survey.** Individual student responses will be aggregated for anonymity, however a column in the Grade Center will reveal which students completed the survey. Instructions on completing the survey could encourage all students to participate (even if they complete one question that indicates they have no responses) and assure them that the results will not be reviewed until everyone has completed the survey. The results may be captured and posted for students.

**Blackboard Discussion Forums.** Students may post anonymous responses to questions, and other students and the instructor can see and add to or respond to them. This may be useful for generating discussion about aspects of the course. Be sure to check the “allow anonymous posts” options when setting up the forum.

**Survey Monkey** is a free web-based survey tool to quickly create anonymous surveys of 10 questions or less and generate easy-to-read reports. We do not recommend using outside software for course evaluations as student responses are related to the course and academic information. This information needs to be retained in a FERPA compliant environment within the secure UND/Blackboard system.

Evaluation might focus on such topics as understanding course objectives and their relevance, perception of the organization and presentation of material, attitudes toward grading and testing, and teacher perceptions. Here are some sample topics or question types:

1. Knowledge of the subject/discipline;
2. Course preparation and organization;
3. Clarity and understandability;
4. Enthusiasm for subject/teaching;
5. Sensitivity to and concern with students' level and learning progress;
6. Availability and helpfulness;
7. Quality of examinations;
8. Impartiality in evaluating students; and
9. Overall fairness to students.
Using a Likert scale, with 5 = Agree strongly and 1 = Disagree strongly, please rate the following characteristics of the instructor:

- Uses examples and illustrations
- Is well prepared
- States objectives of each class session
- Encourages class discussion/participation
- Provides helpful feedback on assignments
- Gives personal help to students having difficulty in the course
- Is enthusiastic
- Gives helpful suggestions on how to make small-group work more beneficial

Keutzer, C.S. (1993) *Midterm Evaluation of Teaching Provides Helpful Feedback to Instructors*  
Teaching of Psychology, Vol. 20