

## IN-PROGRESS COURSE FEEDBACK

*CTLT guidance*

### **Purpose**

Midterm class evaluations are an important tool for improving the learning experience. They provide students with a chance to share their feedback while the course is still in progress, allowing instructors to make timely adjustments where possible. This helps to address any challenges, reinforce effective teaching strategies, and reconsider strategies that may not be working well. This could lead to a more supportive and engaging environment. By listening to students' perspectives, instructors may be able to enhance the learning experience while the course is still in progress.

### **When to collect in-progress course feedback**

- **Full-semester courses:** Around weeks 4–5, before midterm exams.
- **Half-semester courses:** Around week 3.

This timing ensures students have gathered enough experience to provide meaningful input, while you still have time to act on their feedback.

### **How to collect in-progress course feedback**

- Online tools help maintain anonymity and encourage honest, detailed responses. You can use an online survey tool such as MS Forms.
- Keep it simple and focused. Limit your survey to a few open-ended or choice questions. Focus on aspects of the course you can control and are willing to adjust.
- Explain the purpose to students. Let students know you value their feedback and plan to use it to improve the course. Emphasize anonymity and encourage honesty. Explain what constructive feedback entails (see Annex 1).
- Set aside 10–15 minutes at the start of class for completion, so students aren't rushed or influenced by that day's lesson.

#### **Sample open-ended questions:**

- What aspects of this course support/hinder your learning?
- What can be done to make the remaining weeks more productive?
- If you recently introduced a new activity or tool, ask how it impacts their learning.

#### **Sample choice question:**

- If pace is a concern, ask whether the course moves too quickly, too slowly, or just right.

#### **Combination for a choice question and an open-ended question:**

- If clarity of instructions or explanations is a concern, ask "When you read or hear directions in this course, do you understand what's expected of you?" and provide a yes and no options. Then ask: If you responded with "no", please provide an example of an instruction which was not clear.

### **Organizing and analyzing the feedback**

- Condense lengthy responses into short notes. Sort comments into categories (e.g., pacing, assignments, clarity of expectations, course materials). Look for recurring responses to determine what most students consider strengths or challenges. Divide feedback into:
  - What's working well.
  - Reasonable adjustments you can implement now.
  - Concerns you cannot control (e.g., required curriculum from the department).

### **Responding to students**

- Transparency is key. After reviewing the feedback thank students for their input and highlight key points that emerged. Explain what changes you will make and why. For suggestions you cannot adopt, clarify the reasons.
- Encourage students to play an active role in improvements, reminding them that their own engagement and study habits also influence their learning.
- Consider checking in again later in the semester, to assess whether changes have been effective. This follow-up can be a brief discussion or a short additional survey. Continuous improvement sends a powerful message that you care about student learning journey.

### **Benefits of In-progress course feedback**

- You can improve your teaching strategies and course elements before it's too late. By asking students for feedback, you encourage instructor-student collaboration because students see that you value their insights and are willing to adapt. This way you can avoid surprises in end-of the course student course evaluations by addressing concerns now.

### **Just-in-time feedback**

In addition to in-progress course feedback, you can gather quick, real-time feedback during class by using simple Classroom Assessment Techniques (Angelo, Thomas A., & Cross, K. Patricia. (1993). Classroom Assessment Techniques: A Handbook for College Teachers. San Francisco: Jossey-Bass.). These are short, low-stakes activities that help you immediately gauge understanding and adjust your teaching on the spot. For example:

- **Minute Paper:** At the end of a class, ask students to spend one minute writing down the most important concept they learned and any lingering questions they still have: "What was the most important thing you learned during this class?" and "What important question remains unanswered?" Review these responses to clarify points in the next session.

- **Muddiest Point:** Have students identify the least clear aspect of the day's lesson. Address the most confusing points in the next class or through a follow-up resource or activity.
- **Quick Polls:** Use live polling tools (Mentimeter or MS Forms) to check comprehension or gauge opinions during a lecture. These immediate snapshots let you see if students are following or if a concept needs re-explaining on the spot.

By incorporating these techniques, you can respond to students' needs more rapidly, fine-tuning your teaching in real time and helping maintain a steady pace toward course goals.

### **Need assistance?**

If you have questions, would like help formulating or interpreting feedback, please reach out to the CTLT at [mariia.guzikova@uncetralasia.org](mailto:mariia.guzikova@uncetralasia.org).

## **Annex 1**

### **SABAR model for constructive feedback**

**Specific:** Instead of saying "the class is confusing," mention which class or assignment was unclear and why.

**Actionable:** Offer ideas on how your learning experience can be enhanced, such as providing more examples, offering additional practice materials, or clarifying certain concepts before moving on.

**Balanced:** Include points about what you appreciate in the class—this helps the instructor understand what to keep doing while also showing that you recognize their efforts.

**Accurate:** Provide truthful feedback based on actual experiences. Avoid exaggeration or speaking on behalf of others.

**Respectful:** Feedback should be expressed without insults or personal attacks.