Mid-term Course Evaluation: Making Use of Formative Assessment

Midterm is a good point in time to gain insights on how your course is contributing to the learning of your students. It also provides an opportunity to act on making changes before the end of the course. Angelo and Cross (1993) recommend that faculty ask three questions to inform and hone their teaching and enhance student learning:

“What are the essential skills and knowledge I am trying to teach?
How can I find out whether students are learning them?
How can I help students learn better?” (p. 5).

Angelo and Cross remind us that this type of formative evaluation "is to improve the quality of student learning" (p.5).

Currently, some of CCRI’s faculty on campus take advantage of the term’s halfway point to provide answers to these questions. You may want to use this midterm process too. This can be a simple paper/pencil activity in the first ten minutes of class or set up your survey in a course management system (e.g., BlackBoard, Moodle). Results from midterm course evaluation add to your unfolding understanding on how your students are gaining and applying knowledge. The insights allow you to consider alterations you may wish to make to instruction and student engagement to better meet your course goals and objectives (Wojcik, 2011).

These types of evaluation vary in length and style. Here are some resources that may provide ideas to constructing one of your own:

Dalhousie University  http://learningandteaching.dal.ca/midterm.html
Berkeley’s Center for Teaching and Learning http://teaching.berkeley.edu/assessment-evaluation

P.S. For those of you who have a midterm course evaluation form you would be willing to share with the campus community, please send a copy to citla@ccri.edu so that these can be made available.

Submitted by:
Rebecca Clemente
Director, Center for Teaching and Learning
North Central College, Naperville, IL
http://northcentralcollege.edu/x48621.xml

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