

Evaluating student learning at mid-semester

January 2019
Office of Assessment, Duke University

Assessment and OATC Liaisons

Assessment Resources

Policy on Assessment Data
Dissemination

Tableau Dashboards

▼ Assessment Presentations

Assessment Roundtable

General Presentations

Assessment Roundtable

[Spring 2019](#) | [Fall 2018](#) | [Spring 2018](#) | [Fall 2017](#)

Spring 2019

[Setting up mid-semester course evaluations](#)

Tuesday, January 22, 2019 - 2:00pm

Bevan Building - Room 1001

- A growing number of programs and instructors desire midterm course evaluations. Seeking feedback from students mid-way through the semester can reveal important insights about the learning experience, and do so in time to make useful adaptations to the course. This session explores practices are most likely to provide helpful information while the course is in progress.

Resources: *Available following presentation*

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Why do we care
about evaluating
student learning at
mid-semester?

How? What tools
and techniques
are possible?

How do we make
good use of this
information?



What are your objectives
for mid-semester evaluation?

Size-up the
course
curriculum

Monitor learning
from middle to
end of course

Identify gaps
in learning

Make course
corrections

Students may be
more invested in mid-
term assessment

Students can
check their own
learning

Mid-Semester Evaluations

Mid-Semester Evaluations should aim to answer the following:

- What aspects of class are going well and what needs improvement?
- What changes in the course would benefit student learning?
- What are the mid-semester benchmarks to help you interpret end of term data?

Mid-Semester Evaluations

When developing mid-semester course evaluations an instructor may wish to focus on the following course elements:

- Course Content
- Course Instruction
- Classroom Dynamics
- Course Assignments and Feedback
- Course Policies
- Instructional Technologies

Don't do it all!

What methods are possible?

- Interviews
- Focus Groups
- Classroom Observation
- Surveys (Course Evaluations)
- Student Reflections
- Student Assignments

What methods are possible?

- **Interviews**
- **Focus Groups**
- **Classroom Observation**
- **Surveys (Course Evaluations)**
- Student Reflections
- Student Assignments

Interviews

Do students stop by office hours
or advising?



Have a set of prepared questions:

- What topic do you wish we had spent more time on?
- How could I make the classroom more welcoming?
- How can I help you prepare for the final paper?

Focus Group Best Practices

- 5-10 participants, preferably 6-8
- Circle Seating (outside of the classroom)
- Pre-determined question prompts
- 2 moderators (1 to ask questions and 1 to observe and take notes)
- Provide snacks/refreshments!

Focus Group Questions

- After an introduction, start with an easy round robin question: “please go around and tell everyone your name, your major, and why you took this course.”
- Use open-ended questions: “what do you think of the reading assignments”?
- Use reflection prompts: “think back to the first day of class, what do you wish I had told you?”
- To end, ask a summative question: “Of all the things we discussed, what is the most important?” Then, ask “Does anyone have anything that they want to add?”



Classroom Observations

- Self-lead: Take a hard look -- what would you like to be happening in the classroom versus what is happening in the classroom.
- Peer-lead: invite a peer or colleague into your class to observe. Offer to reciprocate!
- Use an observation protocol

	Remember: Retrieves definitions, facts, or lists, or recites previously learned information	Understand: Construct meaning from instructional messages, including oral, written and graphic communication.	Apply: Carry out or use a procedure in a given situation.	Analyze: Break material into constituent parts and determine how parts relate to one another and to an overall structure or purpose.	Evaluate: Makes judgments based on criteria and standards through checking and critiquing.	Create: Put elements together to form a coherent whole; reorganize into a new pattern or structure.	N/A
The ability to evaluate a global issue from perspectives of multiple disciplines.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The ability to evaluate a global issue from multiple cultural, geographical, and historical perspectives.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engage in collaborative group work centered around a global issue.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Visit a Classroom

The Visit a Classroom program provides Duke faculty with an opportunity to observe their colleagues teaching in their classrooms. Three faculty participants observe at least one class taught by each faculty member in the group to get ideas to enhance their own teaching and classroom experience.

Applications for the Visit a Classroom program are accepted on a rolling basis throughout the year. It is available to any Duke faculty member or instructor teaching during the current semester.

[Apply for the Visit a Classroom program »](#)

<https://learninginnovation.duke.edu/faculty-opportunities/connect-with-other-faculty/>

Mid-Semester Evaluations

Question Bank developed by the Office of Assessment, Trinity College to support your use of Mid-Semester Evaluations

- Guidebook available on OATC Website:
<http://assessment.trinity.duke.edu/midterm-assessment-strategies>

Mid-Semester Evaluations

The screenshot displays the OATC Survey Bank interface. At the top, the 'OATC Survey Bank' logo is on the left, and 'Projects', 'Contacts', and 'Library' (highlighted with an orange box) are on the right. Below the logo, a dropdown arrow is highlighted with an orange box. The main navigation bar includes 'Survey Library' (underlined), 'Graphics Library', 'Files Library', and 'Messages Library'. A green button '+ Copy to this Library' and a search bar 'Search Su' are on the right. The left sidebar shows a list of folders: 'All Folders' (49), 'Uncategorized', 'Course Content' (9, highlighted in blue), 'Feedback on Instructors' (8), and 'Open ended items' (7). The main content area is titled 'Course Content' with a dropdown arrow. Below this are four buttons: 'Show All' (highlighted), 'Show Surveys', 'Show Blocks', and 'Show Questions'. A table with two columns, 'Description' and 'Type', is shown. The first row contains the text 'Course materials are organized effectively.' under 'Description' and 'Question' under 'Type'.

Description	Type
Course materials are organized effectively.	Question

Mid-Semester Evaluations

The screenshot displays a survey creation tool interface. At the top, there are tabs for 'Look & Feel', 'Survey Flow', and 'Survey Options'. The main title of the survey is 'OATC_Test'. Below the title, there is a section for 'Default Question Block' containing a question 'Q1' with the text 'Click to write the question text' and three choice options: 'Click to write Choice 1', 'Click to write Choice 2', and 'Click to write Choice 3'. A button 'Import Questions From...' is visible. A central menu is open, showing various question types: 'Graphic Slider', 'Gap Analysis', 'Drill Down', 'Net Promoter Score®', 'Highlight', 'Signature', 'Timing', 'Meta Info Question', 'File Upload', 'Screen Capture', and 'Captcha Verification'. The 'Question Library' option is highlighted at the bottom of this menu. To the right, a 'Change Question Type' dropdown is open, showing 'Multiple Choice' as the selected option. Below this, there are settings for 'Choices' (3 choices, 'Automatic Choices' checkbox), 'Answers' (Single Answer selected, 'Multiple Answer' option), 'Position' (Vertical selected, 'Horizontal' option), 'Validation Options' (Force Response checkbox), and 'Validation Type'.

Look & Feel Survey Flow Survey Options

OATC_Test

▼ Default Question Block

Q1 Click to write the question text

Click to write Choice 1

Click to write Choice 2

Click to write Choice 3

Import Questions From...

Advanced

Graphic Slider

Gap Analysis

Drill Down

Net Promoter Score®

Highlight

Signature

Timing

Meta Info Question

File Upload

Screen Capture

Captcha Verification

Replace From Library

Question Library

Change Question Type

Multiple Choice

Choices

3 Edit Multiple

Automatic Choices

Answers

Single Answer

Multiple Answer

More...

Position

Vertical

Horizontal

More...

Validation Options

Force Response

Validation Type

Mid-Semester Evaluations

The screenshot shows a survey management interface. At the top, there is a navigation bar with tabs: Survey (selected), Actions, Distributions, Data & Analysis, and Reports. Below this, there is a secondary navigation bar with icons and labels: Look & Feel, Survey Flow, Survey Options, and Tools (with a dropdown arrow). A blue button labeled 'Preview Survey' is located on the right side of this bar. The main content area is titled 'OATC_Test'. Below the title, there is a section labeled 'Default Question Block' with a dropdown arrow on the left and 'Block Options' with a dropdown arrow on the right. In the center of this section, there are two buttons: 'Import Questions From...' (highlighted with an orange border) and '+ Create a New Question' (a green button with a dropdown arrow).

**Follow up on
the feedback
you've
received**



- Be timely & thankful
- Provide a summary of feedback to students
- Discuss your action plan based on feedback (and why)



Discussion |

Office of Assessment, Duke University - 2018

References & Resources

- Duke Learning Innovation (2018). Innovation in Teaching and Learning. *Duke Learning Innovation*. Retrieved from: <https://learninginnovation.duke.edu/>
- Duke Trinity College of Arts & Sciences (2017). Midterm Assessment Strategies. *Duke Trinity College of Arts & Sciences Office of Assessment*. Retrieved from: <https://assessment.trinity.duke.edu/midterm-assessment-strategies>
- Krueger, R. A., & Casey, M. A. (2002). Designing and conducting focus group interviews. *Social analysis, selected tools and techniques*, 4(23), 4-24.
- Yale University (2016). Midterm Student Course Evaluations. *Center for Teaching and Learning*. Retrieved from: <https://ctl.yale.edu/MidtermCourseEval>