



Mid-Semester Feedback: Examples from Seminars & Small Courses at Brown

These examples reflect a variety of approaches to soliciting mid-semester feedback.

- American Studies p. 2 of this pdf
- Archaeology & the Ancient World p. 3 of this pdf
- Education: Example #1 pp. 4-5 of this pdf
- Education: Example #2 pp. 6-7 of this pdf
- Italian: Example #1 p. 8 of this pdf
- Italian: Example #2 p. 9 of this pdf
- Music p. 10 of this pdf
- Spanish p. 11 of this pdf

American Studies

Mid-Semester Evaluation:

How have you found our discussions thus far? Anything I can do to make them a more valuable experience for you?

Do you generally feel encouraged to ask questions and participate? If so, what has encouraged you most? If not, what could I do to make it easier for you to participate in class?

Do you generally find the readings interesting, useful and productive? Would it be a better intellectual experience if there were fewer but longer readings rather than many shorter ones? Or do you like having a number of things to compare?

What have you learned so far in this course that you have found particularly interesting or exciting?

To this point in the semester, what has been taught that is still confusing or unclear and do you feel needs more coverage in class?

Any other general criticisms or comments not covered in the above?

Archaeology & the Ancient World

ARCH 1710 Architecture and Memory

Joukowsky Institute for Archaeology and the Ancient World, Fall 2011

Mid-semester feedback

Please write in a brief paragraph about your general impressions of how Architecture and Memory class is going so far. This is only intended at getting your honest reactions to a number of aspects of the course, while there is still time to change and improve it for the rest of the semester. What aspects of the course do you think works best in the class and what can be improved? Please feel free to comment on any aspect of the class (lectures, discussion sessions, assignments, the case studies that are discussed, the effectiveness of course wiki, quality of readings, fieldwork and library visits, the general format of the course, etc.)

You are welcome to write your response in the space below and hand to your classmate who will be collecting them. If you'd like to type them on your laptop, please send it to our Institute administrative assistant Diana Richardson (Diana_Richardson@brown.edu)

Education: Example #1

EDUC 0400

Fall 2011

MIDSEMESTER QUESTIONNAIRE

Now that we're more than halfway through the course, it should be possible to take stock of what we've been doing. Please answer each of the following questions, and then add any other comments you think might be useful.

1. Brown faculty expect students to spend about 3 hours preparing for each hour of class. At the BEGINNING of the semester, was your own preparation time
 - a. much more than 3 hours per class?
 - b. a little more than 3 hours per class?
 - c. about 3 hours per class?
 - d. a little less than 3 hours per class?
 - e. much less than 3 hours per class?

2. Right NOW, is your preparation time
 - a. much more than 3 hours per class?
 - b. a little more than 3 hours per class?
 - c. about 3 hours per class?
 - d. a little less than 3 hours per class?
 - e. much less than 3 hours per class?

3. We have considered not only developments and events on campuses, but also how events and conditions in their immediate areas (e.g. Oxford, Berkeley, New York City) and in the national environment affected colleges and universities in the '60s. In your opinion, has the balance between/among these three
 - a. emphasized the campus too much?
 - b. emphasized the immediate areas too much?
 - c. emphasized the national environment too much?
 - d. both b and c?
 - e. been about right?

4. We have used primary sources from popular culture, particularly music, to help establish the historical context for the course. In your opinion, this has been
 - a. very helpful.
 - b. somewhat helpful.
 - c. not particularly helpful, but not a waste of time.
 - d. not particularly helpful because it takes time away from other things.
 - e. useless.

5. In your opinion has the overall reading for this course been
 - a. far too difficult?
 - b. a little too difficult?
 - c. about right in terms of difficulty?
 - d. rather easy?
 - e. very easy?

6. Of the books we have read so far, which one have you liked the best?
 - a. Clark Kerr's Uses of the University
 - b. William Doyle's American Insurrection
 - c. Mark Kurlansky's 1968: The Year that Rocked the World
 - d. David Farber's Age of Great Dreams

7. Which one have you liked the least?
 - a. Clark Kerr's Uses of the University
 - b. William Doyle's American Insurrection
 - c. Mark Kurlansky's 1968: The Year that Rocked the World
 - d. David Farber's Age of Great Dreams

8. How accessible have you found the readings online, on the Library's site (as e-books), and on MyCourses?
 - a. Always easy to find and read.
 - b. Usually easy to find and read.
 - c. Reasonably easy to find and read.
 - d. Sometimes difficult to find and read (explain).
 - e. Often or always a pain in the neck to find and read (explain).

9. Comment on any other readings—both primary and secondary sources—that stand out in your mind as especially interesting or uninteresting, or especially useful or useless.

10. Comment on the balance in class between lecture and discussion. In your opinion, there is
 - a. much too much lecture.
 - b. a little too much lecture.
 - c. a pretty good balance.
 - d. a little too much discussion.
 - e. much too much discussion.

11. What kinds of individual instruction/help/advice do you expect to be most interested in obtaining when writing your final paper? (Put a "1" next to the item you're most interested in, a "2" next to the second, and so on.)
 - a. How to do research in general.
 - b. How to do research online.
 - c. Refining and defining the topic and coming up with a thesis statement.
 - d. Determining how to use evidence to support the main argument.
 - e. Dealing with contradictory evidence.
 - f. Developing an appropriate writing style.
 - g. None of the above: I think I know what I'm doing.

FINALLY: Please comment on any other aspect of the course that you think is especially good or...not.

Education: Example #2

I would appreciate some feedback about the first half of the course. If you could complete the following, I will try to make any changes possible to address some of your suggestions during the remaining weeks.

The following are the objectives for the course as listed in the syllabus. Please indicate how you think we are doing with respect to each one and comment, if you wish, on aspects that are going particularly well or that could be improved. (4=very successful, 1=very unsuccessful)

- | | | | | |
|--|---|---|---|---|
| • develop skills for observing in classrooms | 4 | 3 | 2 | 1 |
| comments: | | | | |
| • record accurately classroom interactions | 4 | 3 | 2 | 1 |
| comments: | | | | |
| • analyze your classroom observations in light of readings and class discussions | 4 | 3 | 2 | 1 |
| comments: | | | | |
| • read and discuss issues raised in the assigned texts | 4 | 3 | 2 | 1 |
| comments: | | | | |
| • integrate classroom observations and readings | 4 | 3 | 2 | 1 |
| comments: | | | | |
| • conduct a personal inquiry based on classroom observations | 4 | 3 | 2 | 1 |
| comments: | | | | |
| • reflect on your own learning in the course through use of a journal | 4 | 3 | 2 | 1 |
| comments: | | | | |
| • participate actively in weekly seminar | 4 | 3 | 2 | 1 |
| comments: | | | | |
| • improve your writing skills | 4 | 3 | 2 | 1 |
| comments: | | | | |

1. What, if anything, do you wish we would do more of in the weekly seminar?

2. What, if anything, do you wish we would do less of in the weekly seminar?

3. What has been most useful thus far in the course?

4. What has been least useful thus far in the course?

5. How would you rate the work-load of this course.
(high = 5, low=1)

5 4 3 2 1

6. One of the objectives of a seminar is to provide opportunity for all participants to speak. Please take a look at the seminar participation descriptions that are in your syllabus. How would you assess yourself at this point in the semester,

when you are in the whole group? (circle one)

outstanding good adequate non-participant unsatisfactory

when you are in small groups? (circle one)

outstanding good adequate non-participant unsatisfactory

If you are dissatisfied with your contribution, what could be done to help improve it?

Any additional comments, suggestions, etc....

THANKS.



Italiano 100 – Mid Semester Evaluation

At this point of the semester, we want your opinion on how the class is going and what might be improved over the rest of the term.

Please take a moment to reflect on this course. we truly value your feedback!

Write a paragraph (in English) or two considering these questions.

Please type (the evaluation is completely anonymous).

- 1) How is the class going for you?
- 2) How can your instructor help you to learn better?
- 3) Is there one concrete suggestion you would like to make about how to improve the course?
- 4) Please, comment briefly on your performance in the class (attendance, class participation, effort to speak and to listen to your classmates).

**Keep in mind that it's you who make the class:
a good class depends entirely on your contribution!**

Italian Example #2



Mid-semester course evaluation - IT500

In the first part of the semester you achieved a lot. *Bravi!*

In fact, you have:

- Read about, heard about, discussed and analyzed contemporary Italian culture.
- Read and discussed readings from well-known Italian writers.
- Watched and analyzed two movies.
- Reviewed some basic and some advanced grammar points.
- Written three long compositions and corrected your own mistakes.

At this point of the semester, I want your opinion on how the class is going and what might be improved over the rest of the term. Please take a moment to reflect on this course. I truly value your feedback!

Write a paragraph or two considering these questions. Please type (the evaluation is completely anonymous).

- 1) How is the class going for you?
- 2) Is class material challenging, helpful, interesting? If not, why?
- 3) Is the pace of the course too fast/ too slow / just right?
- 4) How can I help you to learn better?
- 5) Is there one concrete suggestion you would like to make about how to improve the course?
- 6) Please, comment briefly on *your* performance in the class (attendance, class participation, effort to speak and to listen to your classmates' opinions, quality of time spent on the readings before coming to class).

Keep in mind that a good class and a good class discussion depends entirely on your contribution!

Grazie!

Cristina

1. What aspects of this class help you to learn?

2. What aspects of this class tend to hinder your learning?

3. What could you or the instructors do to improve your experience in this class?

4. If you were revising the syllabus, what are 2–3 readings you would

A. definitely keep?

B. get rid of to make room for something else?

5. Any further comments?

6. How satisfied are you with the class so far?

(lowest) 1 2 3 4 5 (highest)

7. How satisfied are you with your own performance in class so far?

(lowest) 1 2 3 4 5 (highest)

Spanish

INFORMAL MIDTERM COURSE FEEDBACK

Could you take a few minutes to answer these questions? We are right in the middle of the semester, and in good time to improve the work we are doing. Save this document and answer the questions in your computer. Then print it and turn it in to one student in class who may be willing to collect them all and pass them to me. Do not write your name, so I do not know who you are. I appreciate your cooperation.

1. What's **working well** for your learning this semester in HISP _____ (please be specific: think of your instructors, materials, textbook and workbooks, group work, pair and individual work, other activities, etc.)?
2. What **is not working so well** for your learning in HISP _____ (please be specific)?
3. What could you do to improve this situation?
4. Anything you would like to see that we do not do?
5. What could I do to help you?
6. Anything else you want your instructor to know. Any suggestions?

Answers