What? Soliciting, analyzing, and responding to student feedback has great potential for optimizing current and future student learning and for advancing specific course elements. Midcourse feedback can inform mid-quarter adjustments yielding a better experience for both teachers and learners.

Why? Research tells us that student evaluations do not necessarily lead to improved teaching. Whereas reflective and responsive teaching can provide insight about the direction in which eSET ratings are headed; inform the adjustment of teaching practices; demonstrate responsiveness to student needs; enhance student reflection and accountability; offer student autonomy as active participants in their education; increase motivation; build student-teacher relationships; and create positive classroom environments. Students also tend to recognize the value of course feedback and thus complete final course evaluations.

How? Here at CTL we offer a wide range of approaches to collect, analyze, and respond to student feedback. Be sure to visit our website to find out more information on our Midterm In-Class Survey, Midterm Online Survey, End-of-Course Evaluations, and Video Recording options.

When? Contact CTL early enough in the quarter to be able to collect and respond to feedback.