MID-COURSE EVALUATION OPTIONS

1. A written form, asking the questions you want to ask. Keep it anonymous and simple:

   What’s working well for you in this course?
   What’s not working well for you?
   What has helped you learn most in this course?
   How could you or I improve the course experience for you?
   What’s the most important thing you’ve learned so far?
   What are you most confused about?
   What’s worrying you at this point in the course?

   Benefit: here, you have the students’ exact words, all of them, and you can note prevailing themes without an intermediary.

1a. A variant: the “Stop/Start/Continue” model:

   What should I or this course stop doing?
   What should I or the course start doing?
   What should be continued?

2. A small-group discussion in class, with you absent. Scribes in each group jot down answers to assigned questions and turn them in to you. Benefit: students share course experience with each other, collaborate on improving the course, and invest in making the course their own.

3. A colleague or senior student not in the course facilitates a full-class discussion and takes notes to give later to you. You are absent, of course.
Midterm Evaluation

course name

__________________________  ________________

term/year

1. What is working best for you in this course?

2. What is not working for you, and why?

3. What could the instructor do to improve your learning?

4. What could you or other students do to improve your learning?

Please use the back of this page if necessary.