

Teaching Resources

Sample Midterm Evaluations

Ole Hald **Mathematics**

I always ask 3 questions:

What do you love, What do you hate, How can I help you learn better.

When the GSI use this format they ask politically correct questions:

- (1) Which aspect of the course is most helpful to you?
 - (2) Which aspect of the course is least helpful to you?
 - (3) Are there any suggestions you would like to make about how to improve the course?
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Louise Fortmann **ESPM**

I use the technique in *Tools for Teaching* for collecting feedback during the semester:

- 3x5 card
- answer one question on each side
- how is the class going for you?
- one concrete suggestion for improving the course.

If anything is rocky, I use this one often. Of course nothing beats turning up early and hanging out each day.

Kristin Luker **Sociology**

I ask students to write answers to the following statements, which I print out on 8 X 11 sheets, leaving lots of room to write.

What I really like about this course is:

What I really dislike about this course is:

If I could change one thing about this course, it would be:

(You'd be surprised how many students in answer to the last statement write things like ""not after

lunch" or "later in the day." Oh well, at least they are engaging with me!)

Sara McMains **Mechanical Engineering**

What is the most important/valuable thing you have learned in this course so far?

What is the least important/valuable thing you have learned?

What, if anything, is still unclear?

Is the pace of lectures too fast/too slow/about right?

How many hours a week, on average, do you spend on E28 (including lecture, lab, HW)?

What suggestions do you have for improving the course?

Michelle Winn **College Writing Programs**

Here is the simple mid-term evaluation I administer as an in-class journal:

1) What is helping you to learn in this class?

2) What is making learning difficult?

I got this format from the Learning and Teaching Center at the University of Hawai'i. I like the open-endedness. Before the students begin writing, I usually go around the room and have them each contribute to a list on the chalkboard of what we do in and out of class. I tell students they can divide their response into internal and external reflections, if they'd like (e.g., their attitude vs. class assignments).

After I read the journals, I try to address trends in class and show how I'm making a couple changes based on student feedback -- oftentimes changes I've (secretly) already planned to implement.

Irene Bloemraad. Sociology

This is the mid-term evaluation I used in Soc 5, Evaluation of Evidence, in Spring 2004. I used it not only for feedback, but had the students code and tabulate the responses as part of an in-class assignment about coding survey data as a research methodology. (Thus it saved me the effort of doing it, and was a good experience [I think] for them to see how survey tabulations works and what others in the class were thinking.)

Mid-term Class Evaluation

This mid-term evaluation has two goals. First, I want your opinion on how the class is going and what might be improved over the rest of the semester. Second, I want to use these evaluations to practice coding as part of an in-class exercise.

This evaluation is completely anonymous. Neither I nor the GSIs will know who answered which evaluation. This evaluation is also **completely voluntary**. You do not have to fill out the evaluation, although I would appreciate your feedback.

The evaluation is divided into three parts: a quantitative assessment of the class, an open-ended question about the best and worst aspects of the class and a final 'other comments' section. I would like to use your answers in part 1 and 2 for an in-class exercise. Please mark the appropriate box if you do not want your answers used in class.

Part 1: Opinions about Class

Can I use your answers in this section for an in-class exercise?

Yes No

Are you (please circle one): a Soc major not a Soc major / undeclared major

For each of the following statements, please circle the number that best corresponds to your opinion. The numbers go from 1, you "completely disagree" with the statement, to 5, where you "completely agree" with the statement.

a) Lectures are clear and organized.

1	2	3	4	5
completely disagree	disagree	neither agree nor disagree	agree	completely agree

b) The readings help me understand lecture material.

1	2	3	4	5
completely disagree	disagree	neither agree nor disagree	agree	completely agree

c) I find the class very difficult.

1	2	3	4	5
completely disagree	disagree	neither agree nor disagree	agree	completely agree

d) I would recommend this class to someone else.

1	2	3	4	5
completely disagree	disagree	neither agree nor disagree	agree	completely agree

Part 2: Best and Worst Aspects of the Class

Can I use your answers in this section for an in-class exercise?

Yes No

Please list up to three things that you like BEST about this class.

Please list up to three things that you like LEAST about this class.

Part 3: Other comments:

*Please use this space to give any additional feedback about this class, including sections, lecture and readings. Also feel free to make suggestions to improve the class for the second half of the semester. **This section will not be distributed to other students.***