# Mid-Course Feedback on Instruction

Take time to reflect on the data presented and identify patterns. The form below provides a process and space for analyzing the data. Schedule time to discuss the results with a colleague or a Drake Institute consultant. A broader perspective can be helpful in processing formative feedback, putting it into context, and planning effective strategies for addressing it.

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| Analyzing Mid-Course Feedback on Instruction |
| Note the positive comments students made. MCFI focuses on helping you to collect formative feedback. You might begin your analysis by identifying aspects of your instruction that are positive so that you don’t change the things that are working for your students. |
| Note any themes in student recommendations. For example, it may be useful to group comments by the topic they are addressing, like reading, class pace, teaching strategies, and grading, and analyze the comments about each topic separately. |
| Determine where comments overlap by identifying when more than one student had similar feedback. |
| Where is student feedback mixed or contradictory? Do most students agree or are the comments more evenly distributed? This may be an opportunity to discuss the results with students to get clarification and to show students that others in the class may not agree with them. |
| Summarize the topics to debrief, “I heard you say...” |
| Potential changes to the course:   * Changes that will be made this semester * Changes that must wait until the next time the course is offered * Changes recommended that cannot or, for pedagogical reasons, will not change (for example, the number of quizzes or tests) |