



Talking to Students about Midsemester Feedback

Instructors are the most important determinant of student participation. Students are more likely to participate if they know that you read the feedback and take seriously all feedback you receive. Most importantly, students want to hear about past changes you've made suggested by students. Consider using or adapting one or more of the following statements.

Before you collect feedback

Share with students why their feedback is important and how you might use it as an instructor, e.g.:

"Mid-semester feedback is important because it allows me to understand your experience and make mid-course changes that will benefit you."

"I want to hear from you whether your feedback is positive, neutral, or negative."

"Collecting mid-semester feedback from you gives me insights into your learning. I will look for common themes in your responses and, based on those common themes, I will make decisions about potential changes."

"Your responses help me understand how you approach your learning in this course in terms of the practices you are using to engage with the material. Based on your responses, we can discuss strategies that might help you learn in this course."

Let students know what to expect:

- The feedback you provide is anonymous.
- I am the only person who will see your feedback, so be honest!
- It will take you about 10 minutes to complete this feedback form.
- I will give you time in class to complete the survey.
- Your responses to the questions will not impact your grade in this course.
- It is really important that you all participate. When only a small number of students participate it makes interpreting the feedback more challenging.

Share with students what kind of feedback particularly helpful:

"In your open-ended responses, it is helpful for me if you provide examples of what is working, or not working."

"While It's great to hear that you enjoy the course, I would appreciate specific details or examples of what I should continue."

"What specific aspects of the course help you learn and why?"

"I am also interested in hearing about aspects of the course that are not helpful for your learning."

"Please try to provide details and ideas about what would make the course more helpful for your learning."

Closing the loop: debriefing feedback with your students

Thank students for their feedback and also let them know what kind of feedback was particularly useful.

"Thank you for your thoughtful feedback, it has helped me understand how you are experiencing the course so far."

"I appreciate that you made an effort to provide specific feedback about aspects of the course that are helpful or difficult."

Share common themes that emerged and how you plan to address them.

"I want to share some of the most common themes from your feedback. It is great to know that X, Y, and Z are working for you."

"I've identified some common areas of concern. I have some ideas about how to address these. Let's talk about them."

"Some of the changes you've suggested I won't be able to make, but I want you to understand why."

Invite students to share additional feedback.

"Please talk to me about any additional comments, questions, or concerns you would like to bring up."

If you would like to discuss how to interpret or respond to student feedback,
please reach out to SITE@psu.edu