**Title:** Don’t wait! Use midterm feedback techniques to “to build a bridge” to a better course

**Abstract:**

Do you want to improve your teaching activities, end of course student evaluations, and communications with students? If the answer is “yes,” then this session is for you! The presenters will share techniques they use to solicit midterm student feedback and participants will be encouraged to share theirs. By learning from each other, the objective of this session is that we all go home with new midterm feedback techniques for use in our own courses as a method to improve course outcomes. Don’t wait until you are across your course bridge (end of the course) to look at the view – use midterm feedback to seek more timely insights.

**Keywords:** student feedback, course adjustments, course evaluations

**Application to “Bridges” Conference Theme (it’s optional, but we have it, so I included it)**

* Don’t wait until the end of the term to obtain student’s’ feedback, use midterm feedback techniques to “to build a bridge” to a better course (e.g., better teaching activities, more engaged students, increased communication between instructor and students)
  + We will bring together conference attendees from diverse backgrounds (disciplines, levels of experience, types of institutions) to share techniques … a bridging of ideas to make all of our classrooms stronger.

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| **Introduction**. Provide a brief introduction that establishes the purpose and focus of the discussion. Describe what the intended outcome of the session will be and who the target audience is. |

This *Roundtable Discussion* session aims to create an active learning environment in which participants will share techniques they use to obtain student feedback prior to the end of the course. Attempting to **build a bridge of ideas** among participants, we (the presenters) will **lay the foundation** and session participants will share their techniques to create a **superstructure** for bridging information among students and the course instructor. The beauty of conducting midterm feedback gathering is that it provides timely information for the instructor to modify current activities and allows the students, knowing that their feedback is mostly likely to be appreciated and responded to, to actively participate in improving their own learning experience. We look forward to learning from each other in this session; regardless of the course one teaches or how many years of experience you have, a useful midterm feedback technique is always beneficial. This session is targeted at anyone who wants to improve their course as it is happening by making real time adjustments to better deliver content.

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| **Session Description.** Provide an overview of what you will actually do in the MOBTS conference session. Include a timeline for the session and how participants will be involved. Remember, reviewers are looking for participant engagement in these sessions. |

The focus of this session is to 1) learn about the value of using midterm feedback, and 2) engage with other participants to identify feedback techniques [which we might use as is or adapt] for use in our own courses.

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| **Session Timeline** | | |
| **Time** | **Activity** | |
| 10 minutes | **Welcome & Introductions** | |
| 10 minutes | **Set the Stage for the Discussion**   * Background on importance of mid-term evaluations * Presenters share their methods including the following topics:   + How they introduce it to students and increase buy in   + Delivery methods including anonymous vs open discussion   + Methods of gathering information   + What to do with the information after gathering it | |
| 15 minutes | **Small Group Discussions**   * Share midterm feedback techniques | **Note: If we have a smaller number of participants, these two activities will be combined.** |
| 20 minutes | **Debrief in Large Group**   * Share small group discussion points with larger group * How might you adapt to various delivery modes, sizes of class, Undergraduate v. Graduate courses |
| 5 minutes | **Reflection of what we can use in our own courses & Wrap-up** | |

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| **Theoretical Foundation/Teaching Implications**. Briefly specify the relevant background literature that the exercise is based upon and how your session contributes to effective teaching and learning in the field of management. |

A standard practice at higher education institutions is to gather end of semester feedback from students about their learning experience including the level of satisfaction with the course content and the instructor. However, many argue that this kind of feedback is received too late in the learning process to be able to effectively make any course changes for the students who actually provided the feedback (Oliver-Hoyo, 2008) In addition, minimal changes are made to the proceeding courses due to the minimal value some instructors assign to feedback received from students about their pedagogy (Wickramasinghe & Timpson, 2006). To combat the defensiveness of end-of-semester evaluations and to provide real-time implementation of change, the recommendation is to implement mid-semester feedback processes to allow for immediate student impact (Payette & Brown, 2018).

Midterm evaluations benefit both students and the instructor (McKone, 1999). To the students, midterm evaluations not only are more positive to complete than end of semester evaluations (Harris & Stevens, 2013), but student satisfaction improves immediately after evaluations as well as at the end of the course (Clemmensen et al., 2013; Veeck et al., 2016). The benefit to the instructor is that they have the knowledge to modify their course in real-time, and those students who have completed midterm evaluations give end of semester evaluations at a significantly more favorable rate than those who have not completed midterm evaluations (Clemmensen et al., 2013). Kim et al. (2000) found that students who perceive their professor as having a positive attitude tended to rate them higher in teaching effectiveness. This article further suggested “10 Commandments for Changing a Professor’s Attitude” of which one commandment was “Be open to constructive criticism.” Midterm evaluation/feedback techniques are certainly consistent with this commandment.

**References**

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