

Midterm Instructional Diagnosis (MID)

MID is a midterm evaluation process in which a faculty facilitator asks students three key questions and elicits ideas about the way a course is going.

The faculty facilitator gives the results to the faculty member in a confidential manner. The instructor then is free to change the course in any way he/she thinks appropriate.

Experience has shown that both having a MID done and facilitating one can be helpful in developing new perspectives on teaching. Most of the faculty who have tried a MID report improved end-of-term evaluations. They say students appreciate having a chance to diagnose the course at midterm while their comments may impact the course while they are taking it. Facilitators note that students are surprisingly open during the MID process, willingly sharing their ideas about the course and how it might be improved.

So with a limited investment of time and energy, MID benefits all parties involved. You **must register** on the LTC website to receive or facilitate a MID. Visit go.udayton.edu/ltc



University
of Dayton

Ryan C. Harris Learning Teaching Center

*University of Dayton
300 College Park
Dayton, OH 45469-1302
facdev@udayton.edu
937-229-5670*

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MID Process

Step 1 -- Plan:

Facilitator invites faculty member receiving MID to meet, discuss class, and plan MID. The facilitator describes the MID and learns instructor's goals and concerns for the course. Both should agree on a date and time for the MID (25-30 minutes, depending on class size) and a time to follow up with MID results. It's best for this to happen as soon after the MID as possible, because the faculty member should discuss the student feedback in the next class meeting.

Step 2 -- Conduct MID:

Faculty member leaves the room, and facilitator conducts MID. Facilitator is free to use his/her own words to describe the MID. **Here is a sample:**

The MID, or Midterm Instructional Diagnosis, is designed to provide the instructor with student feedback when the instructor can most effectively respond to your concerns about the course -- while you are still taking the course, not like end-of-semester evaluations. Your instructor has requested a MID; it has not been imposed on the instructor by the department chair or dean. The feedback obtained from MID will only be given to the instructor, and the instructor should respond

to your comments about the course in the next week.

The facilitator asks students to form groups of about five to answer the following three questions, which the facilitator should write on the board:

- What is helping you learn in this class?**
- What is hindering your learning in this class?**
- What suggestions do you have to improve the learning in this class?**

Each group identifies a recorder to write down all comments. Facilitator asks the students to begin question one, and after about eight minutes, to move to question two. S/he encourages all students to contribute to the comments.

After groups have had time to respond to the three questions, invite the recorders to write responses on the board. You can ask another student to record them, or you can capture a photo with a cell phone. Review the comments written on the board so that you understand and can communicate to the faculty member. Invite any additional comments/thoughts for each question. When all responses are recorded (or captured on a cell phone camera), completely erase the board and thank the students.

Step 3 -- Review/Discuss/Plan/Implement:

At follow-up meeting, the facilitator presents the notes or photo of responses and shares comments and observations as appropriate.

Facilitator's role:

Indicate which concerns are most significant based on student input.
Help instructor plan response to students' comments.
Share own teaching experience. Offer hypothesis for certain responses if experience is similar.

Instructor's role:

Clarify priorities with the facilitator, if appropriate.
Discuss student responses and select the changes which can be made.
Prepare an honest, reasonable response to class; it is not necessary to respond to every comment.
Tell the class what changes in the course will be made and why certain suggestions cannot be implemented.

Benefits of MID Include:

1) the students have an opportunity to voice their opinions about the course, and they will also benefit from an improved course, 2) the course instructor obtains valuable information which will help to improve his/her teaching and the course, and 3) the facilitator is able to assist a colleague and to interact with students in a manner which is difficult to achieve in other settings.

