**October 2019\***

**Midsemester Reflections on Student Learning and Instruction**

A break in the semester provides an ideal time for both faculty and students to take a step back and reflect upon the extent of student learning, and the effectiveness of instructional and assessment approaches in a course. Parrish (2016), refers to this opportunity as a “metacognitive pause”, or a time in which one can draw awareness to their thinking and learning processes. More specifically, this time allows both faculty and students a chance to plan, monitor, and evaluate their progress towards meeting student learning goals and objectives. Collecting and analyzing formative assessment information can be especially useful during this time. Formative assessments involve informal ways of gathering feedback about the extent of student learning and the effectiveness of instruction before or during an instructional unit. For example, instructors can encourage students to complete a brief survey about what they feel they have learned, have yet to learn, approaches that have helped them learn best, and areas of challenge. This information can enable students and instructors to adapt their approaches to learning and teaching midway through the semester.

**Check Out!:** Parrish, G. (2016). Transforming midterm evaluations into a metacognitive pause. Faculty Focus.

**Please share examples of how your program uses formative assessment information to reflect upon student learning and instruction:** If you have examples that you would like to share of how your program uses formative assessment data to inform instruction and student learning, please email them to me, and I will feature those examples on YU’s Learning Assessment Website.

**Please contact me if you need any assistance with designing, analyzing, and using formative assessment information.**