

YU Assessment Tip of the Month!
November 2016

Please share with your faculty:

Midterm Reflections

Midterm exams and assignments provide opportunities beyond just evaluating students' performance in your course; they also provide an ideal time for students to reflect upon their learning processes and for faculty to examine their instructional approaches. Parrish (2016) refers to this opportunity as a “metacognitive pause”. Metacognition is thinking about your thinking. In an educational context, metacognition can involve thinking about learning goals, strategies, areas of strength and areas in need of improvement for meeting learning goals. Having students complete a brief questionnaire about what they feel they have learned, have yet to learn, approaches that have helped them learn best, and areas of challenge not only provide useful feedback for informing your instruction, but also can encourage students to reflect upon their learning during the midpoint of the course.

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

Please share examples of how your program uses midterms as formative feedback: If you have examples that you would like to share of how your program uses midterms 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 midterms or examining scores in light of program-level student learning goals and objectives.