

Mid-course Check in Fall 2018 – CODE BOOK	
0	N/A – test, n/a, no, not applicable
1	<b>Positive pacing (1)</b> indicates well-structured classroom sessions. Describes sessions that are easy to follow or slow down to accommodate confused students. Also indicated by in-class activities that check for understanding (as opposed to lecturing). Positive pacing is student centered and tracks with students where they are.
2	<b>Positive structure (2)</b> indicates a well-sequenced course structure overall; in session-to-homework or session-to-session flow, and/or well-organized course materials, including midterms and homework. Students can relate session-to-session activities, including homework.
3	<b>Positive professor (3)</b> indicates the instructor who is any combination of: helpful, patient, personable, easy to understand, encouraging or engaging, <i>e.g.</i> student centered.
4	The positive professor who is named by a student is a <b>Named Instructor (4)</b> .
5	<b>Positive community (5)</b> indicates active peer dynamics where students help each other to learn, feel like they belong to a group, and/or feel like the classroom encourages peer engagement/mentoring/learning. Also described by active learning in class, by good attendance, lively activity, and lots of participation from students.
	Positive student self-reports (6-9) include emotional valence (excitement or interest), goal setting and monitoring (Metacognitive) and reports of learning (Learning gains):
6	<b>Excited (6)</b> indicates positive valence, <i>e.g.</i> , fun, excitement, interest in the course, or eagerness to learn.
7	<b>Metacognitive (7)</b> means the student describes their role and responsibilities in the course and expresses accountability for own learning. Often the student will describe a goal s/he set for the course, or monitors behavior.
8	<b>Learning gains (8)</b> are student self-reports of learning in the course.
9	<b>Relevance (9)</b> indicates any course experience that students regard as relevant to their lives, including "real world" and experiential materials and applications. The student sees the course has having benefits beyond the class.
10	<b>Positive technology 10</b> indicates any technology such as LMS Canvas, i-clickers, online homework, online tutoring, that is seamlessly aligned within course structure and or materials. Students report learning using these tools.
11	<b>Positive Coordination with workshops/ co-req supports (11)</b> means students make connections between in-class work and supplemental instruction including co-requisite work and see both as one experience.
12	<b>Negative pacing (12)</b> indicates hard to follow and unstructured classroom sessions. Describes sessions that do not accommodate students who are confused or not following. Also indicated by a lack of in-class activities, too much --or too little –lecture.
13	<b>Negative structure (13)</b> describes course materials (syllabus, assessments) or session-to-session structures that appear unrelated or are confusing to students.
14	<b>Negative professor (14)</b> describes the instructor who may be impatient, hard to understand, does not communicate clearly, or is unable to connect with students personally.
15	<b>Negative community (15)</b> where students describe working on their own during class time, and/or feeling like the classroom discourages peer learning or community. Poor attendance or participation—or an overly quiet classroom also describes negative community.
16	<b>Bored (16)</b> Reports of disinterest, disengagement, or detachment in the class, or with course materials.
17	<b>Math fears (17)</b> indicate any reticence about math in general as a subject, regardless of the quality of pacing, structure, professor, or community.
18	<b>Unmet need (18)</b> indicates a perceived lack of support due to negative pacing, professor or structure.
19	<b>Irrelevance (19)</b> describes a course experience that appears irrelevant to students and does not connect with the "real world", or have practical applications.
20	<b>Negative technology (20)</b> indicates any technology such as clickers, online homework, or tutoring that appears unrelated to the course or the learning experience.
21	<b>Negative coordination with workshops/co-req supports (21)</b> Students do not see the link between in-class work and supplemental instruction, including any co-requisite work. Co-req feels like an add on to the course.
22	<b>Complaint (22)</b> Students mention or reference problems with the course as having to do with "other" (from math coordination of the course); "math department" "guy in charge" etc.