

Course Evaluations

QUICK TIPS

Tips for Providing Constructive Feedback

BE RESPECTFUL

1. Derogatory comments or criticisms based on race, religion, gender, sexual orientation, etc. are not appropriate in course evaluations

REMEMBER

1. Your answers are anonymous, and the results are confidential to the instructor and Dean.

2. The instructor can not see the results until final grades have been submitted

Considerations when Answering Course Evaluation Questions

- Questions are asked on a 5-point scale: Strongly Agree, Agree, Disagree, Strongly Disagree, and N/A
- Choose 'N/A' when the question is not relevant to your course or instructor
- The questions have been designed to focus on your experiences during the course and your feedback should reflect that
- When providing feedback, if you are making a comparison, ensure that you are comparing other experiences at Loyalist rather than at other educational institutions

Considerations when Writing Comments

- Feedback should be specific, focused, and respectful and address aspects of the course that are positive as well as those that need improvement
- Speak based on your own experiences, not on behalf of your classmates
- Describe the situation you are commenting on
- Avoid personal or emotional comments instead, describe actual incidents
- Describe how a situation makes you feel to provide perspective and allow the instructor to gain a better understanding of the situation
- Offer alternative solutions to address your critiques of the instructor or the course
- Please provide both positive and negative comments in a constructive manner
- While an instructor has influence and control over many factors that influence the quality of a course, but in many instances, that influence is shared with students and/or administrators; When possible, make suggestions from your perspective as to actions that the instructor or administrators can use to improve the situation
- Focus your comments on behaviours that can be improved and describe the impact on your learning to help the instructor improve the learning experience

Instead of...

Try:

"We were really able to listen in class."

This leaves the reader wondering what the instructor did to allow this.

"It was great that the PowerPoint presentations were put online, that way you can follow in class and not have to worry about frantically take down notes and worry about not getting everything."

Instead of...

Try:

"The professor was often sarcastic."

This does not tell the instructor what the impact was.

"The professor was often sarcastic which made me not want to ask questions or participate in discussions."

This makes it clear to the instructor that there is a real impact on a student's learning experience.

Instead of...

Try:

"The exam was unfair."

"I found the questions in the final exam fair, but found the length of the exam unfair. I knew all the material but really struggled to finish the exam in time. I felt very stressed by the time pressure and may not have performed my best."

Example of a constructive solution:

"The course could be recorded which would help with studying, I could easily just go back and listen to a part of the class."

References

McGill University. (n.d.). *Provide Constructive Feedback*. Retrieved from <https://www.mcgill.ca/mercury/students/feedback>