



CONSTRUCTIVE FEEDBACK

Student Learning Experience Questionnaire

Keep in Mind Before Completing your SLEQs

Confidentiality

Your SLEQs are completely confidential. No identifying information will ever be provided to your instructor.

Results

Instructors can only see the results 2 weeks after the final grade submission date has passed for the term.

Reminders

After the initial invitation, at least 3 reminders will be sent to non-respondents.

Guidelines to Students on Providing Constructive Feedback Course Evaluations

The feedback provided by students is a crucial part of the learning process here at Dalhousie.

The Student Learning Experience Questionnaires results are used by your instructor for course development and for various reasons within the university, including:

- Promotion and Tenure
- Teaching Awards
- Program review and accreditation



Considerations while writing comments

- Be respectful
- Be specific and provide examples when commenting on the course or the instructor
- Focus on observable behaviours of the instructor or on specific aspects of the course
- Comments about the personal traits (for example, accent or apparent unfriendliness) of the instructor often elicit strong emotions and should be made with sensitivity
- Avoid negative personal or emotional comments

Examples of constructive feedback

Instead of: *"The exam was unfair."* - **This leaves the reader wondering about what aspect of the exam is unfair.**

This is more helpful: "I found the questions on the final exam fair, but I 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."

Instead of: *"The instructor is a sarcastic loudmouth."* - **This is worded more as a personal attack, rather than constructive feedback.**

This is more helpful: *"The professor is sarcastic at times during lectures, which makes learning difficult and confusing."*

Instead of: *"We were really able to listen in class."* - **This leaves the reader wondering what the instructor did to allow this.**

This is more helpful: *"It was great that the PowerPoint presentations were put online, that way you can follow in class and not have to worry about frantically taking down notes and worry about not getting everything."*

Instead of: *"I couldn't understand the professor."* - **This does not tell the instructor why understanding was difficult.**

This is more helpful: *"The professor's accent was difficult to understand, and it would be helpful if they slowed down when they spoke because speaking quickly made the accent even more difficult."*

Contact Us

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For more examples and other related information:

