

Student Evaluation of Learning and Teaching

Tips for Giving Constructive Feedback

UOW regularly asks you for feedback on your learning and teaching experiences through the **Subject Evaluation by Students Survey (SEBS)** and **Teacher Evaluation by Students Survey (TEBS)**. We use student feedback to improve and enhance your university experience.

We strongly encourage you to complete these surveys and give us constructive feedback on what you think about your subjects and teachers.

You might want to let someone know they're doing well, comment on something that helped you or provide encouragement or support.

Negative feedback can also be helpful to our teachers, if it is constructive. That is, if it is provided in a way that avoids personal attack and instead offers useful comments and suggestions that could contribute to a better process or improved behaviours.

Knowing how to give constructive feedback is a valuable skill. There are two main elements that make feedback constructive:

- **The content of the feedback:** Constructive feedback is specific, issue-focused (rather than a value judgement about the individual) and based on what is observable (rather than assuming anything about the person's attitude or motivation). It also includes some specific direction on how to make improvements (where needed).
- **How the feedback is delivered:** To be constructive, feedback should not be delivered in a way that provokes hurt feelings, shame, defensiveness, resistance or a sense of failure. Honest does not mean tactless.

Examples of constructive feedback

Remember constructive feedback can be 'positive' (you're doing good things – keep doing them or do more) or 'negative' (something is not working and needs to change – here's a suggestion).

Here's some examples:

