



COURSE EVALUATIONS: PROVIDING HELPFUL FEEDBACK TO YOUR PROFESSORS

Professors often find student's written comments the most valuable element of course evaluation. In fact, professors tend to appreciate some feedback as opposed to none. To help your professors get the most out of your end-of-term feedback, please keep the following in mind.

1

Remember that you are writing to your professor. Unlike online review sites, this is not a forum for saying whether or not you recommend a course to other students.

2

Specific constructive suggestions that focus on your learning are far more useful than general praise or critiques. See the reverse for examples of ways you can provide feedback that helps professors understand how their instructional choices facilitate or hindered your learning. Both positive and negative feedback is most helpful when very specific.

3

Comments that are not related to your learning diminish the value of your feedback. For example, it is not helpful to comments upon a professor's appearance or to include personal insults in your feedback.

SOME EXAMPLES OF CONSTRUCTIVE FEEDBACK:



Less helpful: Vague critique or praise

More helpful: Specific suggestions that could improve your learning or explanations of why the course helped you learn.

“The professor just lectures.”

“The professor just lectures...”

“..., and a short break would help me pay attention for the full lecture.”

“..., but we need more time for student questions during lectures.”

“..., and I would learn more if I got more hands-on practice.”

“The readings were redundant.”

“The readings were redundant...”

“...I didn’t understand why we read so many different articles on the same topic.”

“...Could you offer more guidance on what we’re supposed to look for in the readings?”

“Discussions were awesome!”

“Discussions were awesome!...”

“...I loved how the prof created an environment where students were willing to share perspectives and disagree.”

“...It was really helpful that you kept notes on the board during our discussions.”

Adapted with permission from the Center of Research on Learning and Teaching at the University of Michigan

