



Giving Feedback

The point of the feedback is to help someone improve. Anonymity is intended to foster honest and frank feedback but is not an excuse to be unkind or unprofessional. When giving feedback, consider how you would like to receive feedback to improve yourself and how you can continually refine your skills of providing feedback.

Tips for Giving Feedback Effectively:

1. Focus your feedback on directly observed behaviours rather than the person
2. Try to comment on both positive behaviours that should be reinforced and areas for improvement
3. Be specific, using examples when possible, and consider including concrete suggestions for improvement
4. Focus on a few aspects at a time; it is better to provide more detail on a fewer number of issues
5. Limit your feedback to things that can be modified, and avoid using absolute terms like never/always
6. Provide your feedback when it is still fresh in your mind
7. Remember that the feedback you give is your perspective on what you observed
8. The feedback you provide should be directed to the appropriate person and via the appropriate channel.

| Quality of Feedback | Examples | Explanations |
|-----------------------------|---|---|
| Well-constructed feedback | The lecture was difficult to follow because the lecturer changes order of slides from that distributed in advance | Specific and based on direct observation |
| | It is very helpful that the lecturer repeats students questions before providing her response | Reinforces good attributes |
| | My small group session feels rushed as the tutor arrives late and then has to rush to cover all of the content. It would be better to start on time or arrange to cover some of the content at another time | Specific, based on an observation, doesn't assume anything about why, accompanied by helpful suggestion |
| Poorly constructed feedback | The lecturer's posture suggests he is not interested in teaching students | Makes presumptions about what someone is thinking |
| | The seminar leader has a thick accent | Not modifiable |
| | I don't like the way this lecturer teaches | Too vague, what about their method does the student not like |