

FEEDBACK TRAINING

Refer to PRACTICAL SHEETS n°:
PP40

Use these TOOLBOX resources:
Moodle, Google Meet...

Feedback exercises

Choosing the most adapted Feedback

Teachers must adapt their feedback format depending on the situation or the student. What kind of feedback can you give?

- Student 1 is usually a good student, pretty quiet and usually has good grades in your class. But the last test's result was very bad. The theory has obviously not been studied and even answers that just demand logic are wrong.
- Student 2 is very shy and has not been paying attention during the whole class, without being disruptive. This is a new student and your colleagues are usually satisfied with he/her, so you are surprised.
- Student 3 is steadily falling behind in grades. He/her tend to be disruptive in class and their year seems compromised if they continue like that.

Remember, effective feedback is structured around these four main questions:

- What can the student do?
- What can't the student do?
- How does it compare to other students?
- How can the student do better?

Choose the kind of Feedback to give these three students.

Student 1

Content of feedback:

.....

Kind of feedback (tone, etc):

.....

Timing:

Format:

Student 2

Content of feedback:

.....

Kind of feedback (tone, etc):

.....

Timing:

Format:

Student 3

Content of feedback:

.....

Kind of feedback (tone, etc):

.....

Timing:

Format:

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What to ask yourself before giving feedback

- What do you want to achieve with this feedback?
- Is the time appropriate to obtain this result?
- Is the format of the feedback the best suited to deal with this situation or student?
- Is my feedback constructive for the student?
- Is my feedback appropriate and proportionnal to the issue?

Remember:

- Feedback should be educative
- Involve learners in the process
- Ask the right questions
- Use one-on-one feedback sessions when possible
- Present feedback carefully
- Feedback should be well-timed

After your feedback session with your student, make a feedback session with yourself.

- Did I observe positive change after the feedback session? (Was it effective)
- If yes, was this change long term or short term?
- Did the student react positively to the feedback session?
- If I could improve something for next time, that would be?
- Is another feedback session necessary?
- If yes, how will I go about it this time?

Practical tip:

Try to keep track of the evolution of the student, but also of the evolution of your feedback techniques and sessions. What works, what doesn't.