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## Giving and Receiving Feedback Workshop Materials

### I. Feedback in the Classroom

1. Please make a few notes here on the part feedback plays in your teaching and/or training.

Discuss your notes with a neighbour, and compare them with the list below:

- to help us to understand how others see us
- to stop us from jumping to hasty conclusions and to correct wrong impressions
- to share responsibility with students
- to encourage students to reflect and to think about their learning
- to encourage us to reflect on our teaching
- to help learners to be more aware of their progress
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2. How do you get feedback on your teaching/training? Please make a few notes and compare them with a neighbour.

3. Three ways of getting feedback from your students.

- A. *A very general way.* Ask your students to complete the sentence:



A good English teacher.....

Then (if you are brave enough!) read their responses and reflect on what they are telling you about yourself!

- B. *A more specific way.* Give out slips of paper to your students in two colours. One colour for one thing they liked about your lesson(s) and the other for one thing they didn't like. They should give a reason in each case. Take all the slips home and read them. Then (if you are brave enough!) make a display of the slips in your next class and discuss

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everything thoroughly with your class. This activity is really useful for the purpose of a mid-term review of your course as well as for a single lesson.

- C. *A humanistic way.* At the end of a lesson or even a course, ask your class to stand in a circle, and invite people to state individually how they feel. Allow people the right to silence if they don't wish to contribute. This activity gives you valuable feedback on the emotional climate in a group. It is quite high-risk and you should be prepared for the unexpected!
- D. *More ways.* Space here for other suggestions from the group.

4. What do you do with feedback when you get it? Do you:

- act on it?
- think about it?
- get upset about it?
- hope it will disappear down a black hole?
- give feedback on feedback?
- react in any other way?



*How can I move forward if I don't know which way I'm facing?*  
*(John Lennon)*

*This is an activity I find useful to open up the issue of feedback at classroom or training level. It usually gives rise to a reflective and thoughtful session and raises issues which can be taken up in subsequent sessions.*  
*(Rod)*