

Feedback fairy

Introduction

This activity is designed to encourage students to reflect on their lessons, remember what they have learned, and to give some feedback to the teacher.



It's based around an image of a fairy, and students write their comments into different parts of the image. This visual format helps younger learners apply what is quite a complex process to their learning.

Webinar time reference: 40:14 – 42:25

Level: Any age or level

Time: 10 – 20 minutes at the end of the week or lesson

Aim: To encourage students to reflect on their learning and to get feedback on your teaching.

Preparation:

- Make copies of the feedback fairy template.

Procedure

- Show the students the template image.
- Ask them if they know what it is and elicit 'fairy'.
- Explain that it's a feedback fairy and the different parts are to help them reflect on the lesson(s).

- Tell them:
 - The star on the magic wand is for making wishes about things they would like to know/understand related to the lesson(s).
 - The brain is for things they want to remember or think they have learned from the lesson(s).
 - The speech bubble is for things they would like to tell someone else about the lesson(s).
 - The heart is for things they really liked about the lesson(s)
 - The case is for something they will take away and use from the lessons(s)
 - The bin is for something they didn't think was useful or didn't like from the lesson(s).

- Ask the students to think about the lesson and try to put things in each of the spaces. Note: They can do this in their first language if they are lower levels, as the reflection is more important than the language practice.

- Once they have finished, you could give them time to compare with other students and edit their feedback if they wish.

- Once they have finished, take the fairy and check through them at home.

- Try to remember to return them next lesson.

- You can use these after every lesson or series of lessons.

Materials:

Feedback fairy template



Additional resources

Feedback comes in many forms. But the best is a fairy!

- In this blog post, Emily shares a range of different ways of encouraging reflection and getting feedback using graphic facilitation templates and methods.

<https://emilybrysonelt.com/feedback-comes-in-many-forms-but-the-best-is-a-fairy/>

Getting student feedback

- Developing 'metacognitive awareness' (understanding of our own learning processes) is an essential skill for a learner and underlines the need for them to be active participants in the learning process.

<https://www.teachingenglish.org.uk/article/getting-student-feedback>

How technology can revolutionise the way we give feedback

- Russell Stannard outlines some changes that technology is driving in English language teaching, particularly in EAP.

<https://www.teachingenglish.org.uk/article/how-technology-can-revolutionise-way-we-give-feedback>