Fada do feedback

Introdução

O objetivo desta atividade é estimular os alunos a refletir sobre as aulas, recordar o que aprenderam e dar feedback para o professor.

Os alunos escrevem seus comentários em diferentes partes da imagem de uma fada.

O formato visual ajuda os alunos mais jovens a aplicar um processo bastante complexo ao seu aprendizado.

Referência de tempo do webinar: 40:14 – 42:25

Nível: Qualquer idade ou nível

Duração: 10 a 20 minutos ao final da semana ou aula

Objetivo: Estimular os alunos a refletir sobre seu aprendizado e dar feedback sobre a atuação do professor.

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.
  

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