



VIDEO 1

Creating rapport for effective two-way feedback

What is rapport?

- Mutual trust, respect and understanding
- Students-teacher, also student-student
- It makes everything smoother in class

Ways to build it:

- Learning student's names
- Showing real interest in them
- Using humor when appropriate
- Being consistent and fair

How to maintain it:

- Check in regularly
- Adapt to your students
- Be authentic



Reflection:

What is your relationship with your students? Do you know them at all? When you show interest in who they really are, they will do it back and everything will be smoother in class. Small talk every now and then won't be a waste of time, but a way to build a stronger relationship and making them genuinely interested in what you are teaching them.

Think about your last class:

- When did students seem most engaged?
- When did students seem hesitant, quiet, or disconnected?
- Which students participated most? Least?
- Did learners speak to you only, or also to each other?
- What emotional tone dominated the classroom?

Try one of these in your following classes and note how your students react:

- greet every student by name
- ask one genuine follow-up question per learner
- share a personal anecdote
- normalize mistakes explicitly
- incorporate learners' professional experiences
- increase pair/small-group interaction
- use more wait time before correcting



VIDEO 2

Giving feedback

Why is it important to give feedback correctly?

- So it doesn't get forgotten immediately
- To help your students make the most of it instead of feeling attacked

6 ideas to do it:

- Be specific and clear
- Focus on the task, not the person
- Give feedback promptly
- Balance positives and what needs more work
- Encourage student reflection
- Tailor the feedback to specific needs

Reflection:

Think of one of your latest classes and briefly note down:

- What kinds of errors or challenges students experienced
- When and how you gave feedback
- Which students received the most feedback
- How students appeared to respond emotionally
- Whether feedback led to improvement, confusion, silence, or confidence

Now think of that one student of yours that seems most confused in the end of your lesson, and write down how could you tell them what to work on next and at the same time motivate them. Probably, what you come up with will work with the rest (not the content, but the way to deliver the feedback).



VIDEO 3

Receiving and responding to student feedback

Problem: Students are oftentimes afraid of telling the teacher something is not working, and teachers might take it as a personal attack.

How to get student feedback (encourage it):

- Surveys
- Conversations
- Suggestions box

How to react to it:

- Reflect on what they tell you for a minute before reacting
- Look for the reason they tell you this and if it can be worked on
- Pay special attention when the same problem is repeated
- Acknowledge it out loud
- Talk with colleagues about it
- Grow on it, don't take it personally



Reflection:

Think of the last time you received feedback from your students.
Write down–

One thing you handled well:

One thing you would change about your response:

What students might have interpreted from your reaction:

Then rate yourself from 1-5 on this aspects:

Statement	Rating
I can hear criticism without becoming defensive	
I actively invite student perspectives	
I separate my identity from my teaching decisions	
I use feedback to guide professional growth	
Students likely feel safe giving me honest feedback	

And finally, write down 3 ways you can improve your own rating on each of the statements.

VIDEO 4

Formative VS summative feedback

What is formative feedback:

- It is given during the learning process
- Coaching tips for your students
- Corrections when they are practising

What is summative feedback:

- Given after finishing the learning process
- An exam grade or report card
- To understand whether they learned it or not
- They both need to be combined for effective learning to happen



Reflection:

Ask yourself these questions:

Formative Feedback Reflection

- How often do I give feedback students can immediately apply?
- Do students have opportunities to revise or improve after feedback?

Summative Feedback Reflection

- How much of my feedback is connected to grades, scores, or evaluation?
- Do students mainly associate feedback with judgment?

Here are some ideas you can apply in your next lessons

- include revision opportunities after assessments
- add reflective self-assessment tasks
- reduce emphasis on grades during practice activities
- provide more process-oriented comments
- use conferencing instead of only written correction
- separate practice from evaluation more clearly

Try to include one of them at a time (if you don't already do it) and observe the difference it makes among your learners.

VIDEO 5

Technology for feedback

Why it matters:

- Nowadays, everyone uses technology for many things
- It is more accessible, it lets students go back to the feedback anytime

4 ways of using technology to give feedback:

- Audio comments
- Digital comments bank
- Peer feedback protocols
- Screencasting (visual feedback)



Key message: Technology can be used in many ways to improve the learning experience. Explore each of them and use whichever suits you and your students best.

Reflection:

- How do you make your students notice their progress?
- Do you use any digital tools to give them feedback?
- Do you find it easier to do it this way? Or more difficult? What about your students?
- Will they be able to use those tools on their own at home?

Technology can increase efficiency and access, but feedback is also relational and emotional. How can I use digital tools in ways that support learning while still maintaining human connection, clarity, and responsiveness for learners?

Note down which of the shown tools would work for you and each of your classes. Show them to your students and try to begin working with them to see whether it improves the learning experience.

VIDEO 6

Issues to consider when using technology for feedback

To bear in mind:

- Privacy matters
- Emotional tone
- Cultural sensitivity
- Consistency of feedback

It is easy to lose contact when technology is involved.



Reflection:

Think of the tools you use more often, why you use them, and what problem they are intended to solve.

Try to answer honestly to these 10 questions:

1. Could technology make feedback feel impersonal?
2. How easily can students misunderstand tone in written digital comments?
3. Have I become dependent on tools that automate correction?
4. Do students rely on technology instead of developing independent language awareness?
5. How accurate are the tools I use?
6. Have I ever noticed incorrect, misleading, or oversimplified feedback from technology?
7. Do all learners have equal access to devices, internet, or digital literacy skills?
8. Which students may feel excluded or overwhelmed by technology?
9. Could excessive digital correction increase learner anxiety?
10. Am I mindful about privacy and data protection when using digital platforms?

After you have answered them, fill in these 3 sentences:

One concern I need to pay more attention to:

...

One technology practice I may need to reconsider:

...

One aspect of feedback that should remain deeply human:

And finally, note down 3 commitments based on your reflection, and then carry them out.

Here are some examples:

- reduce overuse of automated correction
- include more live feedback conversations
- simplify digital systems
- explicitly teach students how to interpret digital feedback
- combine technology with reflective self-assessment
- check emotional impact of online correction practices