



Teaching English Through English

Module 4

Checking Comprehension and Providing Feedback

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Module 4: Start Here

"We expert teachers know that motivation and emotional impact are what matter." - Donald Norman

Feedback is one of the most important teacher-student interaction in any learning environment. This is especially true in effective language classrooms. By using appropriate language and feedback approaches, you will be able to create safer and more productive English learning environment for your learners. This module will help you explore goals and different feedback strategies in English to foster communicative language development in your learners.

By the end of the module, you will be able to:

- understand what to do after tasks or lessons to check comprehension and increase students' learning
- use appropriate teacher talk for feedback depending on different learning goals
- correct students' errors with different feedback strategies.

Explore

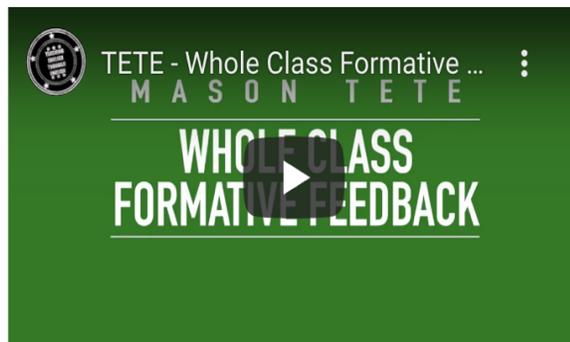


4.1. Watch

Explore ideas for checking comprehension and providing feedback by watching two videos.

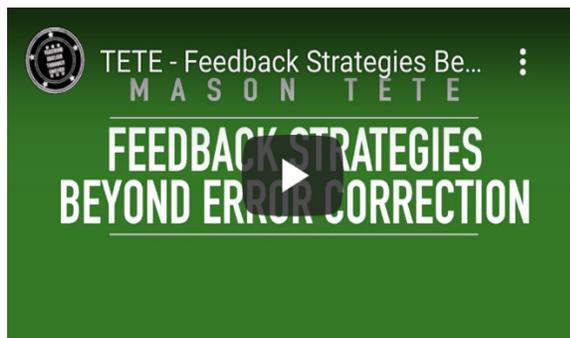
- **Video 1: Whole Class Formative Feedback**

- This video will introduce you the process of whole class formative feedback and error correction. Click [here](#) for a PDF of the script for Video 1.
- Link to YouTube: <https://youtu.be/MDfTefGYlw0>



- **Video 2: Feedback Strategies Beyond Error Correction**

- This video will help you use different types of feedback strategies and languages that can be used for different learning goals. Click [here](#) for a PDF of the script for Video 2.
- Link to YouTube: <https://youtu.be/xJin6J5zCpE>





- Video 3: Anxiety Free Corrective Feedback

- This video will help you use different types of feedback strategies and languages that can be used for different learning goals. Click [here](#) for a PDF of the script for Video 2.
- Link to YouTube: <https://youtu.be/YoK6lIKnE4Y>





Teaching English Through English Module 4 Video 1 Script Whole Class Formative Feedback

Hello English teachers! Are you ready to power up your English class? Here are some tips for using more English to provide whole class formative feedback in your English classroom!

After an interactive pair or group activity, what do you do to wrap up the lesson and help students reflect on their learning? In a language classroom, we often ask students to present what they have discussed or practiced. This gives teachers the opportunity to assess students' ability to use the language. It is also a chance for teachers to provide formative feedback. Formative feedback is used by teachers to help students reflect on their performance and mistakes they have made. Through formative feedback, students become aware of their strengths and weaknesses, and make improvements in learning.

For example, let's say your students just learned about how to give advice to a friend and are practicing how to use the Past Subjunctive. To encourage authentic communication in English, you put your students in small groups to have conversations where they share some problems they have and give each other advice. After they give each other advice in groups, you bring attention back to you and ask each group to present what they have discussed.

At this point, how would you give students formative feedback? It can be hard, especially with a large class, to give students individualized feedback on their language use. However, you can provide whole class formative feedback that can save time but still be effective. This is most effective when you notice that many of your students are making common errors.

Let's take a look at a situation where a teacher gives formative feedback after student presentations. Feel free to use this example as a model of teacher talk when you want to give formative feedback to your whole class.

[On screen: Whole Class Formative Feedback Model of Teacher Talk]

Step 1: Facilitate groups to present

T: Class, it's time to present what you have discussed. First, decide which two group members will present. One person will describe the problem. The other person will give advice. I will give you all one minute to decide. (After a minute,) All right! Group A, who are your group's presenters?

Step 2: Give individual feedback focused on meaning



After each group presents, avoid correcting mistakes of individual students and focus on the meaning of students' communication. This will encourage students to speak out more and build confidence in their English communication skills.

"Great, Maria! You did a nice job! So, everyone, what is Maria's problem? Yes, you are right. Class, what was Kelly's advice? Did you like her advice? Do you have any other advice for Maria? Now, which group will go next? Come on up."

Step 3: Give whole class formative feedback

While each presenter speaks, you should listen carefully and write down errors you hear. After all the presentations are complete, you will be able to see which mistakes are common among the speakers. Then you can wrap up the lesson by pointing out the common mistakes without embarrassing any individual student.

"Thank you, presenters. You did an excellent job, Great! Now let's think about some of the common mistakes I heard from the presenters. When some of you gave advice to others, you used an incorrect form of the verb. Please look at the board."

*"If I was you, I would sleep a lot." (the teacher is also writing down the sentence on the board)
"Can anybody find the mistakes in this sentence?"*

Give students time to respond. When a student responds, the teacher can say,

"That's right" (underlining 'was') "were' is the correct form, not 'was.'"

Step 4. Practice together

You can practice the correct form with the whole class with another example.

"Well done, students! Let's practice giving advice using this form. "If I were you, I would..." [Write this sentence starter on the board] Class, I have a problem. I got a bad grade on my last math test. Do you have some advice for me?"

Give two or three students a chance to give advice using this construction. Write what they say on the board, then have your whole class read the advice using the form accurately.

What do you think about giving whole class formative feedback? Through this example, you saw that a teacher can

- encourage authentic communication with a small group discussion,
- facilitate each group to present a part of their discussion,



- give individual feedback focused on meaning,
- providing lots of praise and encouragement for communication in English, and then
- give whole class formative feedback that focuses on form but does not embarrass any individual student. [List each one]

It is an excellent way to give formative feedback that includes correction of common student errors. However, providing formative feedback is not just helpful for students. It is also helpful to teachers because they can monitor students' progress and challenges in the moment. In this way, teachers can make instructional adjustments to help students improve before giving a final or summative assessment.

Thanks for watching and learning. Now, let's go do it!



**Teaching English Through English
Module 4 Video 2 Script
Feedback Strategies Beyond Error Correction**

Hello English teachers! Are you ready to power up your English class? Giving feedback is a delicate process and there are different approaches to doing it productively. Let's think about the ways teachers can approach error correction through feedback strategies.

Direct feedback vs. Indirect feedback

First, decide what your learning objective for the lesson is. For example, if the lesson objective is in the accuracy of a grammar item or pronunciation, you should give 'direct and explicit feedback' on these learning objectives. However, if the day's lesson focuses on meaning and communication, it is more productive to allow the flow of student interactions to take place naturally and address mistakes later in a review activity.

Teacher correction vs. Peer correction vs. Self-correction

Next, think about who is going to correct the error. Depending on your strategies and decision, the teacher can tell the error and correct, or lead another student to say the correct form, or guide the student who made the error to self-correct. Let's see some examples and think about which strategy the teacher uses.

First, If the teacher wants to directly tell a student what the language error is, the teacher might say,

"You should say 'went'" or "the correct form of this verb is 'went'" or "you mean 'went'?"

Another way of giving direct feedback is to ask class peers to provide the correct answer. For example, when the teacher asks:

T: Where did you go after class yesterday?

And the student answers

S1: I go home.

Then, one way of giving direct feedback is,

"T: 'Go,' is not in the past tense. Can anyone help us use the right past tense of the verb?"

Another student might answer with,

"S2: 'Went'"



Then, the teacher says,
“T: That’s correct. Thank you, Rosa.”

Finally, think about a situation that the teacher is ‘guiding’ the student who made the error to self-correct. Again, let’s say the teacher asks,

“What did you do after finishing your homework yesterday?”

Then a student answers,
“I have dinner.”

The teacher may respond,
“Let’s make the verb form correct. Can you recall the grammar we focused on in our lesson today?”

Do you notice that the student used the present tense instead of the past ‘had’? Here, instead of instantly correcting the form of the verb, the teacher generally reminds the student about the lesson, or the grammar rule they learned. This gives the student a chance to locate the error.

Types of Indirect Feedback: Giving a Pause, Recast, and Requesting Clarification

Now let’s see some examples of indirect feedback.

Giving a pause is a strategy that allows learners a chance to self-correct their errors. For example, the teacher asks, “Where are you going later?”

And the student answers “I am **go** to the supermarket”,

then the teacher repeats the student's initial utterance and pauses right before the error: “I am....?”

Then, the student may say
“Oh, I am **going** to the supermarket.”

Next, what kind of feedback strategy do you want to **use if your goal is to boost communication and fluency in your English lesson**? You can use indirect feedback. One strategy of indirect feedback is called “**Recast.**”

Recast means the teacher reproduces all parts of the students’ utterance except for the error. The error should be produced in the correct form. For example, when the student says,



S: *"I have gone to the movie theatre last night,"*

Then the teacher responds,

T: *"Oh, you **went** to the movie theatre last night. So what did you see?"*

In this feedback, the teacher does not directly say that the student made an error. However, students can easily notice that the wrong form of the verb was produced when hearing the recasting or rephrasing with the corrected verb form of **went**.

Finally, another indirect feedback strategy is **"requesting clarification."** The teacher can use *"Pardon me"* or *"I don't understand"*, or ask questions like, *"What do you mean by that? Or could you clarify?"*

When the teacher uses recast or clarification, learners can be corrected in their grammar, sentence structure, and pronunciation with less embarrassment or shame.

These indirect comments signal to students that there was some kind of an error or something was not clear in their message. Teachers can use this feedback strategy when wanting students to gain more confidence and actively engage in self-correcting their language.

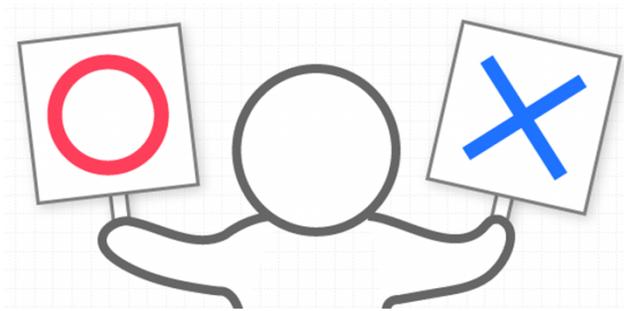
Remember, your feedback during the lesson has a long-term impact on your students' language fluency and accuracy. Feedback should not cause too much stress or embarrassment, but feedback should also be clear and helpful. Strategic approaches in providing feedback will help your students and you build a more communicative classroom in English.

Thanks for watching and learning! Now, let's go do it!

Teaching English Through English
Module 4 Video 3 Script
Anxiety-Free Corrective Feedback

Hello English teachers! Are you ready to power up your English class? Here are some tips for using more English to provide students feedback.

As teachers we care about students' language fluency and accuracy. When we think about giving feedback to our students, we often think about correcting their errors. Error correction is sometimes considered to be negative and demotivating. However, without some direct error correction, students might not notice errors that they make and keep using the language incorrectly. Corrective feedback can strengthen students' language production and encourage them to speak more confidently. It's all about *how* you do it! So, let's start with some examples of teacher talk for giving anxiety-free corrective feedback.



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Leading Correction

It can be more effective if you can lead your students to correct their own errors. Can you think of ways to do this without being discouraging? You can say,

- Good try, but not quite right.
- Nice try, but let's think again.
- What is a better way of saying it?
- You made a small mistake here.
- That was almost right.



Encouraging Self-Correction

Sometimes teachers need to encourage students to keep going while they try to self-correct. To encourage your students, you can say,

- You are so close.
- Keep going!
- There is no hurry.
- Take your time.
- So far, so good!

Positive Feedback

Once your students are successful, give them some positive feedback. It wasn't easy to make a correction, so let them know they did well. It will boost their confidence and let them know you appreciate their good work. Don't hold back when you see that your students are doing well. Say it with me,

- Correct!
- Right you are!
- That was great!
- Well done.
- Excellent work!
- You did a very good job!
- I knew you could do it!

See how corrective feedback can be encouraging? Hopefully your students will be anxiety free with your style of corrective feedback. If they know you are there to support them and that mistakes are a part of the learning process, you will build a more communicative and engaging learning environment.

Thanks for watching and learning. Now, let go do it!



4.2. Read

Explore ideas for checking comprehension and providing feedback by reading at least two articles.

- **Article 1:** [Progress Check](#)
 - This article offers simple strategies for teachers to regularly use progress checks during instruction to evaluate students' understanding.
 - Source: American English resources. (n.d.). *Strategy three: Progress checks*. https://americanenglish.state.gov/files/ae/resource_files/promoting_learner_engagement_week_3.pdf

- **Article 2:** [The Importance of Feedback](#) by Sandy Millin
 - This article highlights the need for providing appropriate feedback to students when engaged in different types of tasks.
 - Source: Millin, S. (2015, March). *Sandy Millin: The importance of feedback*. British Council. <https://www.teachingenglish.org.uk/blogs/sandymillin/sandy-millin-importance-feedback>

STRATEGY THREE: PROGRESS CHECKS

Maintaining students' attention during class is an important part of supporting student engagement. One strategy that keeps learners focused and teachers informed about progress is integrating comprehension checks and metacognitive checks. Metacognition focuses on a person's self-awareness of his or her own progress through tasks and activities. Another definition from Merriam-Webster's online dictionary is "metacognition is an awareness or analysis of one's own learning or thinking processes" (metacognition, n.d.). For example, a student working on pronunciation of the sound *b* might be asked to explain what their mouth is doing as they say the sound *b*. The student might be then asked to explain what the mouth should be doing to correctly pronounce that sound. In doing so, a student gains a level of awareness about his/her own progress.

In this week's Teacher's Corner, we offer simple ways for teachers to check in with learners on their progress and evaluate learner understanding. The metacognitive checks give students a chance to evaluate their own learning as the learning occurs. Both metacognitive and comprehension checks give teachers a chance to assess how learners are feeling while completing a task and where teachers can best offer support. Both types of checks can occur at any time during a lesson, and both require learners to be ready to give feedback; therefore, together they prove useful in promoting learner engagement.

LEVEL

Any

PREPARATION

- Take time before class to identify moments in a planned lesson when you want to check in with students. Some examples of places for checks might include: after giving directions, while students are finishing a task, or while students are working through an activity.



- Remember to have other assessments in place. Check-ins are wonderful tools in a teacher’s toolbox, but depend entirely on students to self-report their progress. Students might be swayed to respond similarly to their peers in an effort to feel included. Use these checks as they are intended: to promote learner engagement and to offer small insights into learner progress.
- Prepare students to engage in check-ins regularly. Once students have practiced these strategies once or twice, they will be ready and eager to practice them throughout the year.

STRATEGIES

Thumbs up/Thumbs down

When to use: Use this strategy for comprehension checks when giving directions, seeing how much more time is needed to finish a task, or how students feel an activity is going.

Thumbs up/thumbs down is an easy way to check in with students during a lesson. This strategy works well with young learners who are often eager to show their involvement. During group work or individual work time, teachers can pause to check student understanding. Students either give a thumbs up if they feel they are doing well or a thumbs down to indicate that they are having difficulty. For example, while giving directions and explaining an activity, you can periodically stop to ask for a thumbs up/thumbs down to see if students are listening to and following the directions. The teacher might first say, “Everyone is going to take a colored piece of paper out of the bucket. All of the students with the same colored paper will be in one group. If you have a blue piece of paper, all students with blue paper will meet in the blue corner. Thumbs up or thumbs down?” All students give a thumbs up or a thumbs down to show that they understand what is being asked. This offers the teacher a chance to quickly scan the room to see which students are following and which ones aren’t. If necessary, the teacher can pause and offer another example to reiterate the instructions before moving on.

americanenglish.state.gov

Scale of 1-5

When to use: Use this strategy when students are working individually or in small groups to check progress.

The *scale of 1-5* check prompts students to share their progress. This strategy can give teachers insight into the level and comfort at which students feel they are progressing. As students work individually or in a group, ask them to hold up the number of fingers that match how they think they are doing. For example, if students are engaged in an individual reading task, once a few minutes have passed, you can ask, “On a scale of 1 to 5 how easy is this story to read? One means that this is a difficult story and 5 means this is an easy story.” Teachers can then make a note to see who has held up 1-3 fingers and who has held up 4-5 fingers. Those students who held up 1-3 fingers might need extra help. After the teacher checks with the students who find the story difficult, the teacher can ask the other students how they feel about the story and why it seems easy. The *scale of 1-5* serves as a starting point for teachers to hear from students about their own progress and to make adjustments and adaptations to further support learners.

Placards

When to use: Use any time teachers want to see and hear from all learners.

Placards are great additions to students’ materials and are easily made on pieces of paper. They are small signs that students can hold up showing their responses to questions and comprehension checks from teachers. One student might make a couple of placards. One piece of paper might have *YES* written on one side and *NO* written on the other. The yes/no placard can be used to check in during a lesson or review lesson content.



Another piece of paper could have *AGREE* written on one side and *DISAGREE* written on the other side.

Teachers can use the cards to check progress or review content. (Example question: Do verbs come before the subject in a sentence?) The agree/disagree placards can also be used to check metacognition. (Example prompts: I completed the task quickly; I got the results I expected). These are some examples of questions that target learner understanding and give teachers insight on student's feelings on progress.

The comprehension checks shared in this article are by no means exhaustive. Try to create additional ways to check learner comprehension using the materials, resources, and needs of your students as a guide. Check out some of American English's additional resources for designing comprehension checks and integrating metacognitive learning strategies.

[Metacognitive Reading Strategies](#)

[Vocabulary Strategy Work for Advanced Learners of English](#)

[Shaping the Way We Teach English: Module 7: Learning Strategies](#)

[Self-Assessment](#)

Sandy Millin: The importance of feedback

As a CELTA tutor, one of the main areas I notice candidates struggle with is what to do after a task is complete.



As a CELTA tutor, one of the main areas I notice candidates struggle with is what to do after a task is complete. How many times have you moved on to a new activity and the students are still asking questions about the previous one? Feedback is essential to give students a sense of closure and to validate what they have just done; otherwise, why did they bother doing it?

The way that you give feedback depends on the kind of task that the students have done. These can loosely be divided into 'closed' and 'open-ended' tasks. 'Closed' tasks are anything with fixed, clear answers which are unambiguous and where you can say 'I have the right answer', for example a reading or listening task, or a controlled practice exercise after you have introduced language. 'Open-ended' tasks are ones with no unambiguous correct answer, normally writing or speaking.

Feedback on closed tasks

The default setting many teachers start with is this:

T: *What's number 1?*

S1: *C.*

T: *Yes, C. What's number 2?*

S2: *F.*

T: *No, it's A. What's number 3?*

...and so on.

This has a number of disadvantages:

- It's slow.
- Not everyone will necessarily catch all of the answers, and you may end up repeating them.
- It relies on the students' listening skills.
- It's pretty dull.
- The teacher is doing most of the work.
- There is no explanation for why particular answers are right or wrong.
- The teacher often moves around the room in a circle, calling on each student in turn. Students only concentrate on the answer they're going to give and don't pay attention to the others. Once they've spoken, they stop listening.
- If they allow anyone to answer, more confident/louder students will tend to dominate.
- Some teachers may add a little variation by calling on students at random, or by asking students why a particular answer is correct, but it's still unlikely that this is the most efficient use of anyone's time.

Here are a few tweaks you can make to this approach:

After any task where students have worked alone, add a peer check. With the simple instruction 'Check together' or 'Do you have the same?', students have the chance to speak more (increase STT), check their answers, fill in any blanks they don't have, and improve their confidence before having to answer the questions in open class.

Put the answers on the board as you go through the task. This provides visual support and avoids you having to repeat the answers because someone hasn't heard. Note: this isn't really necessary if there are only 2 or 3 questions.

Even better, have the students put the answers on the board. It's a good task for fast finishers. Be wary of having one student writing for a long time while everyone is watching – try to get multiple students up at the same time, for example by putting the numbers into columns. Rather than telling the students exactly what is right or wrong, ask them to check whether they have the same as what is on the board or challenge them: 'There are two mistakes. Can you find them?'

Written support is particularly important for any task where students have had to write an answer, not just a letter or number. Examples include putting words into the correct order to make a sentence, or writing words next to pictures when introducing vocabulary. Oral feedback is not enough here, as students need to be able to see that they have the right spelling/word order, and they need time to process it. I'd also recommend having students swap books when checking tasks like this, as they are more likely to notice a spelling mistake in somebody else's work than they are in their own.

You can find many more alternatives to open-class feedback, including much more student-centred ways of approaching it, in [Amanda Gamble's post on OneStopEnglish](#).

Whatever you do, you need to be sure that all of the students have all of the correct answers by the end of the task.

Feedback on open-ended tasks

Monitoring is key when students are writing or speaking. Remember that to monitor effectively you need to take notes, so always have a pen and paper handy during these tasks. No matter how good your memory is, it's impossible to remember everything you hear correctly, and by taking notes you can select the most important areas to give feedback on.

For open-ended tasks, you need two types of feedback:

- Feedback on content
- Feedback on language

Feedback on content is about validating what the students have just done, and taking it beyond just being something they did because the teacher told them to.

In speaking tasks, the simplest way to do this is to ask students to summarise what they spoke about, for example:

- Did you have similar experiences?
- What did Maria tell you, Fatih?
- Who heard a good story? (Be prepared to hear silence at this point and have a follow-up question prepared!)

Not everyone needs to tell the whole class at this stage, as the pace is likely to drop. Monitoring closely should tell you who is likely to have something to say. Encourage students to make eye contact with everyone, not just direct their response to you. Task set-up is key here, as students need to know what kind of feedback they're going to be required to give so they pay attention to those things during the task. It should also be clear whether they can take notes while listening or just have to remember the information.

The way you set up the task can also make feedback on content more rewarding and engaging. For example, rather than just setting a question for them to discuss like "Describe your perfect house", add a level of challenge and giving them a real reason to listen: "Describe your perfect house. Listen to your partner and decide if you want to live in their house." During feedback, your question will then be: "Whose house do you want to live in?"

This is true of writing tasks as well. You can display texts in a gallery around the walls, or switch papers between groups. By giving students a real reason to read each other's work, they will engage on a deeper level. Avoid the question "Choose the best text." as there are no criteria here and it is entirely subjective. For example, if students have written brochures advertising their city, you could ask them to choose which one the city should use. They will be more likely to give concrete reasons here, than if they're simply asked to choose the best one. Make sure they know that this is the purpose of the task before they start writing!



Feedback on language is ultimately what the students are in the room for. One of the most common things students request is to be corrected more.

While monitoring, whether of speaking or writing tasks, make notes of both successful and unsuccessful uses of language. The simplest way to give feedback is to put three to four examples of the language on the board and number them:

1. I recommend go to the museum.
2. When there is strong rain, stay at your hotel. Don't go out!
3. Why don't you go to the mountains?

Include enough context to help the students understand the problem. They work in pairs to decide whether the sentences are correct or not, again increasing student talking time and helping you to see who has problems with what. Then elicit the answers, and correct them clearly on the board, preferably using a different colour. It's important to include particularly good uses of language, not just mistakes, as this will make students take notice of it and justify them experimenting with language.

Of course, the focus here is primarily on isolated uses of language, and it's also important to provide feedback on areas such as turn-taking and interrupting in speaking, or paragraphing and layout in writing, but that would make this post even longer!

This is just scratching the surface of giving feedback, but I hope the tips are useful, and feel free to add other ideas to the comments.

Sandy Millin

March 2015



4.3. Search

Explore more teaching resources about checking comprehension and providing feedback .You can also search these websites for more teaching resources:

- [British Council: Teaching secondary](#)
- [Edutopia: Teacher Development](#)

(Hint: Try using these keywords: checking comprehension in English, giving feedback in ESL)

Take notes here:

Do



4.4. Think

How do you give feedback to your students? Do you use different feedback strategies for different needs? What are some of the goals that you have when you give feedback or correct the students' language errors?

Take notes here:



4.5. Create

This module introduced several different ways to provide corrective feedback. Based on your preference, choose one of the following tasks:

Are there any feedback strategies presented in this module which you have learned for the first time? If so, which ones? Create a list and describe how you would use these strategies with your learners.

OR

Are there any feedback strategies that you currently use, but are not presented in this module? What are they? Create a list and describe how you would use these strategies with your learners? Do these feedback strategies focus on correcting form or improving communicative skills?

Consider your teaching context and learner characteristics when thinking about this topic. Also think about if these feedback strategies focus on correcting form or improving communicative skills.

Note: This will be added to your Portfolio.



4.6. Share

Share in the group chat one of two feedback strategies that are currently used but not presented in the module, or a strategy that you might try after watching the module videos and or reading the article. You can create a word document, PDF, or a simple PPT slide.

You may use the following message as a template:

Example

Hello, Colleagues! The feedback strategy I want to share is called

_____. *This activity is effective because*

_____. *(Be sure to attach your activity file.)*



4.7. Apply

After you share your feedback examples, read through your colleagues' posts in the group chat. Find at least one or two that you can use in the next class.

Consider these questions when selecting your colleagues examples to apply in your classroom instruction:

- Which of the suggested ways of giving feedback do you think can be adaptable to your teaching context? Why and why not?
- How did the other teacher use it and what made these strategies effective?

OR

- If possible, record one of the lesson parts that you have taught this week using your camera or cell phone. Write which feedback strategies you have used, and how the students responses were, and how to improve your feedback in the future.

Take notes here:



4.8. Reflect

Write 1-2 paragraphs to reflect on Module 4 (300-500 words). You may use what you have created, shared, and applied in the previous tasks.

Note: This will be added to your Portfolio.

Take notes here:



Module 4 Checklist:

- I watched three videos.
- I read two articles.
- I searched for a few new web resources to help my teaching.
- I thought about my practice of giving feedback to my students and wrote down some reflections.
- I created a list of strategies (newly learned and/or currently used) of giving feedback to my students.
- I shared my feedback strategy with my colleagues on Telegram.
- I applied at least one new feedback strategy from my Telegram group in my teaching context.
- I wrote 1-2 paragraphs to reflect on my learning in Module 4.