

One Minute Reflection

Teacher gave a short exercise to revise and consolidate previous learning, so that students could continue learning from a consolidated foundation.

The motivating exercise worksheet used in the lesson conducted on 19th March 2014 is shown below. For the actual lesson scene, please refer to the video.

Motivating exercise: Four examples of poor (i.e. not very constructive) feedback are given below. Please point out the problem of each of the feedbacks and suggest constructive way of making the feedback. Please write the suggestions on the boxes provided.

1. "This is dreadful work."

What's wrong?	
How to make it more constructive?	

2. "You clearly do not understand the difference between metaphor and simile, having used the terms incorrectly several times."

What's wrong?	
How to make it more constructive?	

3. "3/10. A very weak essay. Do pay attention to your spelling - I've noted endless incorrect spellings."

What's wrong?	
How to make it more constructive?	

4. "Quite good. 5/10."

What's wrong?	
How to make it more constructive?	

Reflection:

- ▶ When will you use feedback in teaching, in what situations/occasions?
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Another example of one minute reflection is selected from the lesson conducted on 20th March 2014. In the clip the teacher tried to recall students' experience in primary, secondary or tertiary education of receiving feedback from teachers. This sections aims to relate the topic of that lesson to students' own personal experience.
