

Valuing Inclusive Teaching and Learning (VITAL) Toolkit

Learning Environment Observation and Teacher Reflection

OBSERVER REFLECTIVE DIALOGUE QUESTION BANK





The Schools2030 VITAL Observer Reflective Dialogue Question Bank

Classroom observation supports and reinforces the principles of effective professional learning by emphasising the importance of reflection and feedback on practice. It also demonstrates a powerful model of adult learning to students.

AITSL (2014) p.34

PURPOSE

The *VITAL Observer Reflective Dialogue Question Bank* helps observers prepare for post-observation reflective dialogue/mentoring sessions. The aim of the questions is to help teachers reflect on their teaching and students' learning in lessons observed.

How do I conduct a post-observation reflective dialogue session with the teacher?

BEFORE THE SESSION

1. Remember to share the Teacher Self-Reflection Form well before the observation and explain to the teacher how to fill it in after the lesson observation. This needs to be completed before the post-observation/mentoring session.
2. Ensure you have arranged a safe and quiet place for the reflective dialogue/mentoring session.
3. As soon as possible after the observation, allocate the levels for each behaviour and fill in the observation form, apart from the notes on teacher reflections at the bottom of the first page.
4. Use the Observation Reflective Dialogue Question Bank (page 7) to prepare and help you choose the type of open-ended questions to use on particular behaviours such as responding to students' needs or using a range of strategies.

DURING THE SESSION

1. Greet the teacher warmly at the start of the session and help her/him feel at ease.
2. Ask more general questions to begin with e.g. 'How do you feel the lesson went?'



3. Make sure that you listen deeply, and act as a mentor/coach, so you can understand the teacher's perceptions of the lesson and the extent to which s/he can be reflective, self-aware and self-critical.
4. Find something positive to comment on in every lesson-preferably around three points e.g.:
 - a. *"I really liked how you greeted the children..."*
 - b. *"The way you responded to Nadia was interesting.....what made you think of doing that?....."*
 - c. *I loved the way you used several strategies..."*

You always have to find a strength in every lesson because morale is so important.

Hagger et al. (1995)

This will give confidence to the teacher and enable her/him to hear feedback on areas that need improvement.

5. Ask the teacher to talk about what could be improved *'What do you think you could have done better? How?'*
6. Share your own reflections of the lesson using the evidence from your notes and the levels you have allocated and why. Relate these to the teacher's reflection in the Teacher Self-Reflection Form. Observe where the teacher has over- or underrated themselves.
7. Be specific focusing on behaviours you have observed, such as: *'I noticed your communication with the girl at the back – what do you think was happening?.....'*
8. You could then begin to build on responses e.g. *Do you remember the expression on her face?How could you have given her more helpful feedback?..... How might you tell her what she did right and help her arrive at the right solution?.....'*
9. Help the teacher be more reflective and analytical about teaching and learning. Provide support / guidance for further improvement and suggest ideas and strategies that could be used, taking care not to overwhelm the teacher.
10. Agree the focus of the next observation with the teacher and note this on the form for your record and preparation.

She decided to ask the student teacher direct, clearly focused questions to enable him to see for himself some of the problems..... 'What did you set out to achieve in that lesson? What was actually the aim of that lesson in your mind?' As the student teacher tried to explain his aims, he began to see that he hadn't been very clear in his own thinking in preparing the lesson.

Hagger et al. (1995)



AFTER THE SESSION

1. Note on the observation form how well you think the teacher was able to reflect on their practice and the goals they set.
2. Arrange the time for the next observation visit and arrange for the observation data to be entered into the database.
3. Arrange the timing for the next observation visit.
4. Arrange for the observation data to be entered into the database.

Quick Reference for Conducting the Post-Observation Reflective Dialogue/Mentoring Session

Before the Mentoring Session

1. Share the Teacher Self-Reflection Form.
2. Arrange a safe space.
3. Allocate levels for behaviours observed.
4. Fill in relevant parts of the Observation Form.

During the Session

1. Greet the teacher warmly.
2. Ask general questions about the lesson.
3. Listen deeply.
4. Make about 3 positive comments.
5. Ask the teacher what s/he could have done better.
6. Make specific comments on behaviours.
7. Build on responses.
8. Help the teacher reflect and analyse.
9. Agree the focus of the next observation and record this.

After the Session

1. Note how well the teacher was able to reflect.
2. Note the goals set.
3. Arrange the timing for the next observation visit.
4. Arrange for the observation data to be entered into the database.



How do I use the VITAL Observer Reflective Dialogue Question Bank?

- a. The *VITAL Observer Reflective Dialogue Question Bank* provides **models** of the type of open-ended questions that the observer/mentor can use to prepare for, start and continue the post-observation feedback session. Please refer to the *How Might We Observe Lessons?* for further guidance on observation. All questions are not to be asked.
- b. These questions are designed to help the teacher reflect on the quality of teaching and learning during the lesson observed. The aim is to engage the teacher in a professional dialogue to help him/her to reflect on teaching attitudes and behaviours and how well students are learning. It is not easy for some teachers to reflect on their practice or examine personal biases and self-belief (Brussino 2021). The observer needs to be able to nurture and encourage this skill to enable teachers to participate in a professional dialogue and target areas for continuous improvement.

Reflection constitutes a disciplined way of thinking that entails calling into question one's existing beliefs and routines in the light of new evidence and altering teaching behaviours accordingly.

Camburn & Han 2015, Valli (1997) cited in
Stronge, J. (2018:229)



Schools2030 Vital Observer Reflective Dialogue Question Bank

SUPPORTIVE LEARNING ENVIRONMENT: EMOTIONAL CLIMATE

The teacher will have reflected on these statements within the Teacher Self-reflection Form. Underneath the statements are examples of the kind of questions you could use to help the teacher reflect on their teaching and students' holistic learning related to creating a supportive emotional climate.

1. EMOTIONAL CLIMATE		
1.1	I treat all students respectfully.	1.4. I do not exhibit bias <i>relating to gender, disability, colour, ethnicity, linguistic or socio-economic background etc.</i>
1.2	My interactions with students are positive.	1.5. I challenge stereotypes, <i>relating to gender, disability, colour, ethnicity, linguistic or socio-economic background etc.</i>
1.3	I respond to my students' emotional, physical and material needs.	1.6. Students in my class demonstrate sensitivity, empathy and respect towards each other and are willing to help peers.

EXAMPLES OF REFLECTIVE DIALOGUE QUESTIONS: EMOTIONAL CLIMATE

1. <i>How do you think you relate/related to your students? What do /did you do well- how do you know?</i>	8. <i>What differences did you notice in the way you treat different groups of students?</i>
2. <i>How could you foster more positive and respectful interactions with your students? What strategies could you use?</i>	9. <i>How often do you ask girls or boys, or students from different backgrounds, abilities/disabilities, questions and what type of questions? Where do they sit in your classroom?</i>
3. <i>What kind of relationships do you think you model in your interactions with various students?</i>	10. <i>How could you make your class more inclusive of students from different genders, abilities, colours, ethnicity, linguistic or socio-economic backgrounds?</i>
4. <i>How could you learn more about each of your students? What strategies could you use?</i>	11. <i>How could you work more on acknowledging biases you may have, not exhibiting bias and challenging stereotypes?</i>
5. <i>How do you respond if e.g. a student is late, has not done their homework, unusually starts getting into fights or often misbehaves, suddenly gets low marks, bullies others, cannot read work on the board or is upset? How could you do more to understand the reason behind the behaviour?</i>	12. <i>What strategies could you use to tackle bias and challenge stereotypes in your class?</i>
6. <i>Which students could you choose to prioritise developing a relationship and rapport so that you could get to know them more and help them, e.g. students with disabilities/special educational needs?</i>	13. <i>How could you better respond on noticing when students are in distress and respond with empathy?</i>
7. <i>In what ways are you sensitive to and responsive to all students' needs? What could you do to notice and meet the needs of students who need more help?</i>	14. <i>How well do you think the students relate to each other? How could you better foster warm positive and empathetic interactions among students?</i>

Effective teachers know and understand their students as individuals in terms of their abilities, achievements, learning styles, culture, and needs, and give greater emphasis to individualization in their teaching.

Stronge, J. (2018:21)

SUPPORTIVE LEARNING ENVIRONMENT: HIGH EXPECTATIONS

The teacher will have reflected on these statements within the Teacher Self-reflection Form. Underneath the statements are examples of the kind of questions you could use to help the teacher reflect on their teaching and students' holistic learning relating to communicating high expectations of every child.

2. HIGH EXPECTATIONS

2.1	I communicate the highest behavioural expectations for learning activities.	2.4	I help students make ethical and socially acceptable choices.
2.2	I acknowledge positive student behaviour.	2.5	I provide opportunities for students to take on meaningful roles in the classroom.
2.3	I redirect misbehaviour by focusing on the expected behaviour.		

EXAMPLES OF REFLECTIVE DIALOGUE QUESTIONS: HIGH EXPECTATIONS

1. <i>How do your students know what is expected from them in terms of learning outcomes and behaviour?</i>	8. <i>How do you think your students respond to your beliefs about discipline and classroom management strategies?</i>
2. <i>What kind of expectations of students did you demonstrate? What could you do differently? How could you better communicate the highest expectations for all students and be consistent?</i>	9. <i>How could you manage transition moments better to increase learning time e.g. when students enter the class, when they move from one activity to the next, when they leave the class? How could you attend to any special educational needs?</i>
3. <i>How could you make your instructions clearer, repeat or adapt them in ways that students understand?</i>	10. <i>How do you deal with misbehaviour? How could you better focus on the expected behaviour and re-direct student misbehaviour?</i>
4. <i>What are the ways that you could better acknowledge students' positive behaviour?</i>	11. <i>How could you better understand the reasons behind misbehaviours and the needs that may be being expressed behind these?</i>
5. <i>How could you get students involved in creating the classroom rules or agreements to enable them to learn together well and have ownership and voice?</i>	12. <i>How can you improve on helping students make ethical and socially acceptable choices? How could you integrate activities into your lessons on this?</i>
6. <i>If you have class rules, do the students uphold these and if so, how? How could you get students to own the class rules more?</i>	13. <i>What can you do to help students develop more leadership and responsibility?</i>
7. <i>How can you become more aware of what is happening in different parts of the classroom?</i>	14. <i>How could you provide students with more meaningful roles in your classroom?</i>

A strong teacher-student relationship is the key to reducing discipline problems and correcting behaviours, both in and out of the classroom.

Stronge, J. (2018:191)

Effective teachers believe in their students and expect all of them to learn, regardless of their skill levels and starting points. Moreover, effective teachers believe that students can learn, therefore, their students do learn.

Stronge, J. (2018:102)

QUALITY TEACHING AND LEARNING PRACTICES: FACILITATING LEARNING

The teacher will have reflected on these statements within the Teacher Self-reflection Form. Underneath the statements are examples of the kind of questions you could use to help the teacher reflect on their teaching and students' holistic learning relating to the effective facilitation of learning.

3. FACILITATING LEARNING		
3.1	I explicitly articulate the expected learning outcomes of the lesson and relate learning activities to these outcomes.	3.5. I provide students with choices.
3.2	I explain concepts and content clearly.	3.6. I adjust teaching and provide activities relevant to the levels of the students.
3.3	I relate the lesson to previous learning, other content knowledge and/or to students' daily lives.	3.7. I provide a beginning, middle and end to my lesson/s with good sequencing and pacing.
3.4	I use a variety of appropriate learning strategies, tasks and materials, e.g. <i>auditory, visual, movement, play, role-play, multi-sensory, discussion, presentation, digital technologies etc. and objects, low-cost materials and those from the contexts/environment.</i>	3.8. All or most of the students in my classroom are engaged in learning activities.

EXAMPLES OF REFLECTIVE DIALOGUE QUESTIONS: FACILITATING LEARNING

1. <i>What was the top facilitation technique you applied in your lesson that was most effective? Why? What could you have done better?</i>	10. <i>How could you more meaningfully relate content to students' daily lives to build on their experiences in homes and communities or to previous learning or from learning from other subjects?</i>
2. <i>How do students know what they are expected to learn in your classroom?</i>	11. <i>What are the learning needs and differing abilities of your students? How did you consider them in planning the lesson/s?</i>
3. <i>How do you make clear what you expect students to learn? How could you make the expected learning outcomes more explicit and relate activities to these meaningfully?</i>	12. <i>What strategies did you use to support students at different levels such as for those who are struggling or those who can easily complete the work? What more could you do?</i>
4. <i>How could you explain concepts and content more clearly? What strategies could you use for students with disabilities or special educational needs?</i>	13. <i>How could you provide a more interesting or exciting start to your lessons? How could you sequence activities in the middle of the lesson? Or change the pace so that you keep students engaged? How could you provide a clear end to the lesson- what strategies could you use to ensure students think about whether they have achieved the learning outcomes?</i>
5. <i>How could you include more variety of strategies, learning tasks and materials in your lesson? What other materials could you have included? How can you use the textbook in a more exciting way? How could you support students with disabilities/special educational needs?</i>	14. <i>How do you know that all students were happy to participate in activities? How could you get more students engaged in the learning activities? How could you create more fun and enjoyment?</i>
6. <i>What are some different ways you could use to explain the concept or practise the activities and link them better with the expected learning outcome? How could you adapt these for students with disabilities/ special educational needs?</i>	15. <i>How could you have better prepared for the lesson in relation to, e.g.plans, subject knowledge, examples, materials, resources, equipment, management of transitions and classroom space, individual needs, assessment strategies?</i>
7. <i>How could you have used the classroom/outdoor space better?</i>	
8. <i>What kind of choices can students in your class make? How could you include and/or widen student choice?</i>	
9. <i>How did you build on students' previous learning, other content and their daily lives?</i>	

Effective teachers ... respond to learner needs by differentiating the content (i.e. facts, concepts, principles, skills and attitudes), the process (i.e. learning activities) and the product (i.e. assessments).

Tomlinson 2004 cited in Stronge, J. (2018:98)



QUALITY TEACHING AND LEARNING PRACTICES: CRITICAL THINKING AND CREATIVITY

The teacher will have reflected on these statements within the Teacher Self-reflection Form. Underneath the statements are examples of the kind of questions you could use to help the teacher reflect on their teaching and students' holistic learning relating to developing critical thinking and creativity.

4. CRITICAL THINKING & CREATIVITY

4.1.	I ask open-ended questions <i>that require reasoning, explanation, generalisation or have more than one correct answer.</i>	4.3.	I provide thinking tasks <i>that require students to actively analyse content as opposed to rote learning or building fluency.</i>
4.2.	My students are happy to ask questions, including open-ended questions.	4.4.	I provide activities that encourage student initiative, curiosity, imagination, creativity and/or learning through play, e.g. use of art, craft & design, mime, movement, drama, music, poetry and playful pedagogies such as experiential learning, games, inquiry, problem-solving and project-based learning; use of outdoor activities.

EXAMPLES OF REFLECTIVE DIALOGUE QUESTIONS: CRITICAL THINKING AND CREATIVITY

1. <i>What kind of questions did/do you use in your lessons? How could you use more open-ended questions?</i>	7. <i>How could you provide tasks that require students to think more deeply e.g. explain, make connections, reason, discuss, analyse and apply?</i>
2. <i>How could you develop your questioning technique to enable all students to answer correctly? What strategies could you use for students with disabilities/special educational needs?</i>	8. <i>How many students are happy to answer and ask questions; if so, what kind of questions? If students do not ask questions, why do you think that may be?</i>
3. <i>How did/could you develop and use questions to extend student learning or challenge students?</i>	9. <i>How could you get students to ask more questions and open-ended questions?</i>
4. <i>How could you ask increasingly challenging questions and start to discuss or engage in dialogue with students?</i>	10. <i>How could you provide more activities that enable students to use their initiative, imagination, curiosity and creativity? How could you include playful pedagogies (e.g., art and craft/design, movement, drama, poetry and playful pedagogies such as experiential learning, games, inquiry, problem-solving and project-based learning). Where could you get ideas from? Who could help you?</i>
5. <i>How could you build upon student responses more? What could you say?</i>	11. <i>How could you integrate digital technologies if these are available?</i>
6. <i>What kind of tasks/learning activities do you provide the students? What kind of skill level do these require of them?</i>	

... effective questioning is characterized by flexibility, as the teacher adjusts questioning based on student responses to engage students in higher-order thinking.

Stuart & Marshall cited in Stronge, J. (2018:101)

Effective teachers ... make learning fun

Stronge, J. (2018:240)

Relishing intellectual challenge is one of the most powerful emotions that can result from school, and one of the most powerful determinants of success.

Lemov, D. (2015:115)



QUALITY TEACHING AND LEARNING PRACTICES: SOCIAL AND COLLABORATIVE LEARNING

The teacher will have reflected on these statements within the Teacher Self-reflection Form. Underneath the statements are examples of the kind of questions you could use to help the teacher reflect on their teaching and students' holistic learning related to social and collaborative learning.

5. SOCIAL AND COLLABORATIVE LEARNING	
5.1	I use collaborative pair and group work effectively.
5.2.	I help students find ways to resolve conflict and reach agreements.
5.3.	I integrate a respect for diversity into lesson content and delivery, e.g. <i>respect for diverse perspectives, opinions, peoples, ethnicities, genders, abilities/'disabilities', neurodiversity, geographies, cultures, contexts, beliefs, languages.</i>

EXAMPLES OF REFLECTIVE DIALOGUE QUESTIONS: SOCIAL AND COLLABORATIVE LEARNING

1. <i>I noticed you used whole class teaching a lot- when is it appropriate to use whole class teaching? Why?</i>	7. <i>How could you extend group work e.g. group presentations, creating a product, designing a poster?</i>
2. <i>How do you use individual, pair and group work? How could you create more opportunities for collaborative learning?</i>	8. <i>How do you help students resolve conflict and agree on solutions? What skills could you practise with the students?</i>
3. <i>What was the purpose of the group work that you used in your class? In what ways was the task collaborative? What were individuals in the group doing?</i>	9. <i>How do you integrate a respect for diversity into your lesson content and facilitation? What more could you do? What strategies and /or materials could you use? How could you draw on children's different backgrounds, cultures and languages? Where could you go for help?</i>
4. <i>How do you form pairs and groups? What are the different ways you could use?</i>	10. <i>How could you encourage students to work with peers who are from different genders, abilities and backgrounds and respect each other's differences?</i>
5. <i>How do you think the progression from individual to pair to group work helped students learn? How could you have linked the activities more?</i>	11. <i>In what ways could you be more inclusive so that all students from different gender, abilities and backgrounds participate well? How could your materials be more inclusive?</i>
6. <i>How could you ensure that all group members work equitably and stay on task? What can you do when groups have a dominant member or one who does not participate at all?</i>	12. <i>What can you do to (further) explore students' thinking about gender, colour, people with disabilities, social class, ethnicity and faith?</i>

Effective teachers are described as being diversity-responsive, and equitable regarding race, culture, religion, and gender.

Williams et al (2021) cited in Stronge, J. (2018:219)



QUALITY TEACHING AND LEARNING PRACTICES: LEARNING TO LEARN

The teacher will have reflected on these statements within the Teacher Self-reflection Form. Underneath the statements are examples of the kind of questions you could use to help the teacher reflect on their teaching and students' holistic learning related to learning to learn.

6. LEARNING TO LEARN	
6.1.	I model learning to learn and/or offer guided instruction to help students think through how they will approach a task.
6.2.	I respond positively to student challenges.
6.3.	Students seek clarification and support.
6.4.	I provide opportunities for self-assessment and/or peer assessment
6.5.	I provide opportunities for students to set their own goals.

EXAMPLES OF REFLECTIVE DIALOGUE QUESTIONS: LEARNING TO LEARN

1. <i>How did/do you help students know how to approach a task?</i>	10. <i>How could you better help students understand that frustration, mistakes, and failure are a part of the learning process and that they can learn from these?</i>
2. <i>How did/ do you model learning to learn? How do you demonstrate and/or explain how to do a task more fully? How could you talk through a task with the students?</i>	11. <i>How could you encourage more students to seek clarification and support from you?</i>
3. <i>How could you help students think about what ways help them to learn?</i>	12. <i>How could you enable students to talk about mistakes and failures and learning from them in an open way?</i>
4. <i>How could you better encourage students to think about how they approach a task?</i>	13. <i>How did/do you provide opportunities for students to assess themselves and peers?</i>
5. <i>How could you help students take notes, organise their work more effectively? What strategies could you use for children with disabilities/special educational needs?</i>	14. <i>How could you employ mentoring and peer support to help students understand how they learn?</i>
6. <i>How could you encourage students to share how they thought through or visualised a task or how they took notes etc.?</i>	15. <i>How do you determine student success e.g. test scores, attitude, learning growth? What other ways could you use?</i>
7. <i>How could you encourage students to engage in self-questioning and reflect on their thinking patterns?</i>	16. <i>What strategies could you use to communicate the success criteria for a task?</i>
8. <i>When students have a challenge or are struggling how do you respond? How could you respond more positively to students when they are struggling?</i>	17. <i>How did/do you help students set both short-and long-term goals?</i>
9. <i>How did/ do you respond when a student makes a mistake?</i>	18. <i>How could you help students understand the importance of goal setting for learning and life?</i>

High hope teachers set goals with students. They work individually with each student to identify a specific goal, and support and guide the students in their endeavours to attain their goals.

QUALITY TEACHING AND LEARNING PRACTICES: CHECKS FOR UNDERSTANDING

The teacher will have reflected on these statements within the Teacher Self-reflection Form. Underneath the statements are examples of the kind of questions you could use to help the teacher reflect on their teaching and students' holistic learning related to checking for understanding.

7. CHECKS FOR UNDERSTANDING

7.1.	I use questions, prompts, or other strategies to determine students' levels of understanding.	7.3.	I acknowledge and focus on students' effort and attitudes (rather than focusing only on results, intelligence or 'natural' abilities).
7.2.	I monitor students during independent and group work.		

EXAMPLES OF REFLECTIVE DIALOGUE QUESTIONS: CHECKS FOR UNDERSTANDING

1. <i>How did/do you determine what and how much students understood in your lesson? What other methods could you use?</i>	7. <i>Were you aware of how the students at the back right hand corner were working?</i>
2. <i>How could you use questions and/or prompts more effectively to determine student level of understanding?</i>	8. <i>Where did/do you situate yourself in the lesson? How could you more effectively monitor student learning in the classroom and be aware of what is happening in different parts of the classroom?</i>
3. <i>Did you notice how many and which students put their hand up to answer a question? What does this tell you?</i>	9. <i>What kind of records do you keep of student progress- how do you use these to inform your teaching?</i>
4. <i>How could you ensure every student responds to questions rather than a few or the same ones? What strategies could you use?</i>	10. <i>How did/do you praise students? Why did you praise x student – what exactly did you praise her/him for?</i>
5. <i>How could you build upon students' level of understanding through e.g. questions, prompts or other strategies?</i>	11. <i>How could you acknowledge students more for their efforts and perseverance rather than their scores, or how intelligent or talented you think they are? How could you create more of a growth mindset in students as opposed to a fixed mindset?</i>
6. <i>How did/you monitor students in class?</i>	12. <i>How could you develop more of a growth mindset in yourself- believing that you can improve your intelligence and teaching through effort and practice and that every student can improve if they believe that they can?</i>

Do you think of your slower students as kids who will never be able to learn well? Do they think of themselves as permanently dumb? Instead, try to figure out what they do not understand and what learning strategies they do not have. Remember that great teachers believe in the growth of talent and intellect and are fascinated by the process of learning.

Dweck, C. (2017:222)



QUALITY TEACHING AND LEARNING PRACTICES: FEEDBACK

The teacher will have reflected on these statements within the Teacher Self-reflection Form. Underneath the statements are examples of the kind of questions you could use to help the teacher reflect on their teaching and students' holistic learning related to feedback.

8. FEEDBACK		
8.1.	I provide specific comments or prompts that help identify students' successes.	8.3. I provide opportunities for students to give constructive feedback to one another.
8.2.	I provide specific comments or prompts to help clarify students' misunderstandings.	

EXAMPLES OF REFLECTIVE DIALOGUE QUESTIONS: FEEDBACK

1. <i>How did/do you give feedback to your students in class? What other strategies did/could you use?</i>	8. <i>I saw the feedback you gave x, how could you provide more information to help/him her understand what they have misunderstood so that s/he can get it right?</i>
2. <i>What do you notice when you give feedback? What is the effect on students? How might you make your feedback more effective?</i>	9. <i>How do you help clarify students' misunderstanding of the content or task in a positive way?</i>
3. <i>Do you remember the feedback you gave x? What do you think your tone and words conveyed? Do you think this helped her? How could you have phrased this more positively?</i>	10. <i>Is there a better way you could give feedback on the homework to the whole class or individuals?</i>
4. <i>I liked the feedback you gave x, is there a way you could have been more specific? What exactly did s/he get right?</i>	11. <i>Could you get students to mark each other's work? What strategies could you use?</i>
5. <i>Is there a way you could find something positive to comment on and then ask the student what s/he found difficult and then break the task down?</i>	12. <i>How did/could you provide opportunities for students to give constructive feedback to each other?</i>
6. <i>How do you help students identify what they did well in the class? What could you say?</i>	13. <i>How could you enable students to learn to give constructive feedback to each other? What strategies could you use?</i>
7. <i>How do you respond when students have misunderstood something? What strategies could you use that would assist their learning and help them complete the task?</i>	

Feedback is especially effective when it focuses on developing students' skills, understanding and mastery and when it treats mistakes as opportunities to try new tactics and strategies, and to add to, refine, or restructure information in memory.