**Self-assessment and feedback - as the most important elements of formative assessment – training materials**

* Research shows that the assessment of one's own intellectual and social abilities or life resourcefulness clearly correlates with self-esteem, however, it is not its equivalent. That is why for such a long time the self-evaluation period was not related to the teaching process or the performance of tasks. The same level of global self-assessment does not necessarily mean the same detailed characteristics. Thus, it proves the varying degree of generality-specificity of self-assessment.
* People with high self-esteem have a clear, positive view of themselves, which makes them willing to accept positive feedback about themselves while ignoring most of the negative.

**Exercise 1)**

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| 1. You are useless
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| 1. You are stupid
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| 1. You can do nothing well
 |
| 1. Everything needs to be corrected after you
 |
| 1. You are always late
 |
| 1. You never praise me
 |
| 1. You are average as salary, you receive
 |
| 1. You make me feel angry
 |
| 1. Ann as always did the task better than you
 |
| 1. Kowalski, you are the last one, as usual
 |

- How did you feel when making announcements?

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- How did you feel listening to what your supervisor said to you ?

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- What was your reaction?

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- How did it affect your mood?

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**CONCLUSIONS**:

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POSITIVE SELF-ASSESSMENT

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HUMAN LIFE CONSEQUENCES

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NEGATIVE SELF-ASSESSMENT

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HUMAN LIFE CONSEQUENCES

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**High self-esteem helps maintain :**

* well-being,
* high quality of life,
* conviction of self-efficacy
* belief in the possibility of coping with difficulties

**Additionally:**

* is a source of positive emotions and beliefs about self
* has an impact on the perception of reality as friendly and non-dangerous

**Low self-esteem strengthens the belief that the person**:

⮚unable to cope with difficulties

⮚has a negative self-image

⮚has the feeling that is worse than others

⮚has low skills

**Additionally:**

⮚causes a person to experience many negative emotions about oneself

⮚has an impact on the perception of reality as a threat and a source of unpleasant feelings

* **What can I do to strengthen my students' self-esteem?**

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* **How will I do it?**

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**Exercise 2)**

**EXEMPLARY DISCUSSION TOPICS**

1. Your colleague has lost motivation to work. He is threatened with dismissal. You know, he spends a lot of time on social networks. Give him the correct feedback.
2. Your friend accuses you of being unfriendly because you did not want to replace her in giving the lecture for the 5th time in a row. At the same time, you know, these friends spent several evenings at a party in the club, so she could not appear in the morning classes, and you also had to prepare materials for previous substitutions. Give her correct feedback.
3. You're watching a great movie on your favourite channel. Suddenly your brother takes your remote and changes the channel. Be assertive and give him correct feedback.
4. You get the impression that your friend is treating you unfairly, accusing you of things you didn't do. Give her correct feedback.
5. A colleague is spreading rumours about your friend. She accuses him of stealing the rolls from the shop on the counter. You know your friend wouldn't do that. You don't want your relationship with the gossiping railroad to go downhill. Give him correct feedback.
6. Imagine you are a student. A new friend has joined your class. He comes from Asia, he is very nice and speaks Polish very well. However, two other colleagues laugh at him. You don't like this behaviour. Share them with correct feedback.

**Answer to questions:**

- What did you pay attention to when giving feedback

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- What did you focus on?

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- What was your goal in giving difficult feedback?

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**FEEDBACK**

**FEEDBACK**

It must be closely related to predetermined success criteria. In addition, feedback also has a supporting and motivating function. It is a rescue element for the teacher, especially in a situation where none of the criteria has been met.

- What is feedback?

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- When do we use it?

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- Why do we need it?

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**DISCUSSION ABOUT FEEDBACK METHODS**

* SANDWICH METHOD

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* Z-FUKO-PZK METHOD

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* **What kind of feedback have I given so far ?**

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* **What should I change in it ?**

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* **What elements of feedback should I introduce in my work with students ?**

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**Exercise 3)**

CHOSEN TOPIC:

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QUESTIONS FROM THE TEACHER

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TEACHER’S NOTES CONCERNING STUDENT’S ANSWERS

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FEEDBACK

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OBSERVER’S NOTES

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**CONCLUSIONS**:

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