



Empowering Young Migrants ICT Migrants

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“Enhancing digital competences for youth workers working with young migrants”

Techniques for collecting feedback from young migrants

This section focuses on the techniques for collecting feedback from young migrants. First we will start with the importance of feedback in education. Then, we will see how it is recommended to collect feedback from young migrants in 5 simple steps. Concluding, we will highlight some tips on how to provide constructive feedback to young migrants.

Introduction: The importance of feedback in education

Brainstorming

- What is feedback?
- Is it important in education? Why?

Feedback is the most important element of effective communication.

Definition by Poulos and Mahony (2008):

“Feedback is not just **a tool for academic improvement** but also **a significant contributor to overall learning and achievement**. The effectiveness of feedback hinges on its **timeliness** and the perceived **significance** it holds for the student.”



➤ Why feedback is important for youth migrant students?

First and foremost feedback is important for youth migrants as it creates a positive learning environment. It is like a compass for youth migrants students to understand their progress. It sparks a sense of self-belief within them as they gain knowledge. As a result, it makes students more persistent and determined to learn. It promotes tailoring learning as it is different for each youth migrant student based on the student's learning needs. Moreover, it enhances self-reflection. Concluding, it strengthens teacher/trainer - student connection.



How to collect feedback from young migrants in 5 steps

There are many ways to collect feedback from young migrants. Here we will focus on 5 simple steps:

1. To start with **clarify intent**. As educator it is of utmost important to set your intention towards your young migrant students. You want them to improve their learning, so the feedback you will provide shall have a good intention.
2. Be **actionable and goal-oriented**. As a teacher you ought to show your students how to improve their learning and provide them specific examples. Be goal-oriented on the learning area they will have to improve.
3. **Consider migrant's feedback culture and context**. Showing respect towards your migrant students is the starting point to create a learning environment based on trust. To be aware of the cultural differences and contexts will make you as a teacher to better approach your migrant students and enhance their learning,
4. **Make them actively participate in the process**. The aim is to motivate your young migrant students and raise their interest to learn more in an active way. You want your students to pose questions to you, to discuss what they do not understand with you and actively participate in the learning process.
5. **Be respectful and supportive**. Considering all the previous steps, bear in mind that you have to be respectful and supportive. Respect your students' needs and different levels of learning and support them accordingly. As already mentioned above, each student is different, support therefore has to be customised.



Always remember that there is no perfect solution! You have to be flexible and adjust every time to the circumstances.

How to provide constructive feedback to young migrants

In order to provide constructive feedback to young migrants, it is essential to take into consideration the 10 aspects listed below:

1. Make them feel safe so that they accept it.

Feedback is not accepted by anyone. The person that is about to accept it has to be receptive towards it. Especially if it has to do with young migrants. You as an educator, teacher or trainer of young migrants ought to make them feel safe before providing feedback to them. If young migrants feel safe, they will accept the feedback provided by their teacher, trainer or educator.



2. Get them to know the why.

There is always a reason behind constructive feedback. Get your students know why you provide it to them. It is very important for young migrants to be aware of what is the point of the feedback they are going to listen to so that they can pay attention to it.

3. Set clear goals and expectations.

Once you have explained to your students who are young migrants why you provide them this specific feedback, set clearly what would you like them to do next. How can they improve? What their next learning goal shall be? What should they expect from it? All these questions have to be answered prior to the time you provide them constructive feedback.

4. Personalise it for each youth migrant student.

Each migrant student is unique and has his or her own specific areas that need to be improved. The constructive feedback provided to them has to be personalised based on their strengths and weaknesses. There are certain steps that each migrant student has to undertake to learn better and empower him or herself.

5. Provide specific details.

Adding to the previous steps, once you have personalised your feedback to your young migrant students, you have to provide specific details to them so that they know what exactly they need to do to become better. By having that clear on their mind, they will be able to incorporate the constructive feedback provided to them.

6. Non-comparative.

During the whole process of providing constructive feedback to young migrants it is of utmost important to adopt a non-comparative approach. As already stated above on the fourth aspect, each young migrant student is unique. Therefore the feedback provided should be unique. Combined to that no comparison among students is needed. Avoid comparing each student with another, because that only deteriorates their learning.

7. Allow migrants to respond

Give your students time. Do not rush and just provide them your constructive feedback, but also allow them some minutes to respond. They may have questions to pose or things to suggest. Time is needed for you to listen to whatever they have to tell you about the feedback you provided them with.

8. Give them opportunities for self-assessment.

Within the time you will spend in order to allow your young migrant students to respond, give them also opportunities for self-assessment. Sometimes, they may make mistakes because they are in a rush or tired or overwhelmed with other homework. Looking at their mistakes with a clear mind at a later day or time will make them spot their mistakes and correct them by themselves.

9. Promote dialogue.

Dialogue is what you want to promote between you as a trainer, teacher or educator and your young migrant students. Your feedback will be constructive if you listen to your young migrant students as already stated above. Allow them time to respond, but react on their responses: comment, praise them if they said something remarkable, add another suggestion, ask them further questions. Whatever enhances their learning is needed to be highlighted to the dialogue between you or in the classroom in case the feedback provided is open.

10. Continuous improvement.

Last but not least, all these aspects shall have as basis the continuous improvement of young migrants' learning. The aim is always to make them learn in a better way. In the way that is more effective to each of them so that every time from lesson to lesson they can be better and better.

Conclusion: Yes and No on providing effective feedback to young migrants

Below we have chosen seven actions that we encourage you to take as a teacher, trainer or educator of young migrants and another seven actions that you should avoid doing or creating when providing constructive feedback to young migrant students:

| YES ✓ | NO X |
|---------------------|--------------------------|
| Positiveness. | Fear. |
| Encouragement. | Criticism. |
| Specific. | Vague. |
| Timely manner. | After leaving long time. |
| Focus on a purpose. | Listing errors. |
| Explain. | Misunderstandings. |
| Praise and thank. | Negative feelings. |

We would like to close this section with a thoughtful quote by William Arthur Ward that every teacher should have on his/her mind that says:

*“The mediocre teacher **tells**.
The good teacher **explains**.
The superior teacher **demonstrates**.
The great teacher **inspires**.”*

Resources:

Online articles and blogs. All accessed on the 10th of May 2024.

- [“4 ways to build more effective feedback mechanisms”](#) on UNICEF’s website
- [“5 simple steps to giving effective feedback”](#) on Lucidspark blog
- [“5 Best Tips To Provide Meaningful Feedback to Students”](#) on SplashLearn website
- [Poulos and Mahony \(2008\)](#) on Taylor & Francis online