

Teacher Feedback in SBA:

A Motivating Force

Ms Rona Li

Abstract:

The introduction of SBA provides an ideal opportunity for teachers to enhance the feedback they provide for students. According to the Assessment Reform Group (2002), motivation to learn embraces components of motivation such as 'effort', 'goal orientation', 'locus of control', 'self efficacy', 'sense of self as learner', 'self esteem', 'self-regulation' and 'interest'. In addition to these components, the contextual factors (Cook-Cottone, 2004, Jalongo, 2007, Schunk, 2000) and cultural beliefs (Biggs, 1992, Rueda and Chen, 2005, Salili, 2001) held by teachers and students are also believed to be influential in affecting students' motivation to learn.

This seminar reports on the results of a longitudinal case study exploring the relationship between teacher feedback and student motivation in a secondary school in Hong Kong. The study also explores the contextual factors as well as the cultural beliefs teachers and students have that may affect the level of motivation. Drawing on the detailed analysis of feedback-giving episodes, interviews conducted with teachers and students, teachers' reflections and questionnaires, the study reveals some of the aspects of quality feedback that make it motivating to students. The seminar will also provide teachers with suggestions as to how they can maximize their capacity to deliver feedback that motivates students and helps them understand more about the role teachers and students play to make teacher feedback motivating.

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Ms Rona Li

Rona is a Year 3 EdD student at the University of Hong Kong. She is currently a Language Support Officer in the Education Bureau. She was involved in the School-based Assessment Project funded by the Research Grants Council (RGC). Her major research interest focuses around the role of teacher feedback in enhancing student's motivation.

(Chair: Dr David Carless, HKU)

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LG-01, Hui Oi Chow Science Building
The University of Hong Kong, Pokfulam Road

All are welcome!

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