

Feedback for feedforward

in

Assessment for Learning

Mrs Geraldine Davies

Abstract:

In the assessment for learning literature (e.g. Wiggins, 2004, Black and William 2003, Hattie, 1999 and Tunstall and Gipps, 1996) there is a strong consensus that providing quality feedback to students following their participation in assessment tasks is the crucial link between assessment and learning. Despite its pivotal role however, the nature of teacher feedback in the classroom-based assessment of oral English as a second or additional language is under-theorized compared with studies of feedback in second language writing assessment (eg. Hyland & Hyland, 2007) and teacher-student interaction in classrooms more generally (eg. Wells, 2006, Gibbons, 2006).

This seminar reports on the results of an action research study of several Hong Kong secondary schools which sought to help teachers of junior secondary students to improve their oral English feedback practices. Drawing on interview data, teacher reflection, and the observation and analysis of actual feedback episodes between teachers and students following interactive tasks, this seminar aims to discuss how English teachers in Hong Kong interpret 'feedback'. This seminar also looks at contextual factors which inhibit the provision of quality feedback as well as practical strategies for enhancing feedback events, together with a typology of teacher feedback based on the literature as well as examples drawn from the action research study to provide teachers with a framework for reflecting on, discussing, understanding and improving their own feedback practices.

Geraldine Davies

Geraldine Davies is a teacher educator in the Faculty of Education at the University of Hong Kong where she teaches on B.Ed, PGDE and M.Ed programmes. She has been involved at the University of Hong Kong in running professional development sessions for teachers to introduce them to school based assessment. Her main research interests are in feedback in assessment *for* learning, Supervisory feedback in teacher education, reflective practice and the development of teacher language awareness.

(Chair: Professor Chris Davison, University of NSW/HKU)

**14 Nov 2008 (Friday), 5:00 - 6:30 p.m.
LG06 Hui Oi Chow Building,
The University of Hong Kong, Pokfulam Road**

All are welcome!

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Organised by the SBA Consultancy Team, Faculty of Education, HKU