



Language Centre English Seminar

Promoting Student Learning through Classroom Writing Assessment

Presented by
Prof. Icy Lee (CUHK)

Date: 19 March 2018 (Monday)
Time: 3:30 – 5:00 p.m.
Venue: OEM906, 9/F, OEN Hall Building (Main),
Ho Sin Hang Campus,
Hong Kong Baptist University

Abstract

In traditional second language contexts, classroom assessment tends to focus primarily on the product of learning, with the teacher playing a dominant role in providing judgment of student learning at the end of instruction. Such an approach to assessment, referred to as assessment of learning, serves primarily summative purposes, where scores suffice for feedback and students play a minimal role in the assessment process. The notion of assessment for learning, which came into use in the late 1980s and early 1990s, underlines the pivotal role descriptive feedback plays in the assessment process. This approach to assessment recognizes the importance of assessment during instruction to provide teachers with information to fine-tune their teaching and to improve student learning. More recently, the term assessment as learning has been used to emphasize the active role of the learner in connecting assessment and learning, as well as assessment as a process of metacognition for students. With guided instruction from the teacher, students develop their capacity to reflect on, monitor, and assess their own learning. This presentation will explore ways in which assessment for and as learning can be implemented to promote student learning in the writing classroom.

Bio-data

Icy Lee is the Professor and Chair at the Department of Curriculum and Instruction of the Faculty of Education, the Chinese University of Hong Kong. Her research areas include second language writing, error correction and feedback in writing, classroom writing assessment, and second language teacher education. She has published extensively on these areas in international journals and edited collections. Currently she is Co-editor of the Journal of Second Language Writing and Senior Associate Editor of The Asia-Pacific Education Researcher.

ALL ARE WELCOME