

# Self/Peer-Assessment: Stress-Free Consciousness-Raising and Reflection

**HKU Constituent Theme-  
Languages, Media & Communication:  
Language in Education & Assessment Seminar Series**  
~co-hosted by the Faculties of Arts and Education,  
in collaboration with the English Centre

Speaker

Dr Andrew E. Finch,  
Department of English Language Education,  
Kyungpook National University, Korea



**23 November 2006 (Thursday) 5-6:30pm  
Lecture Room T7, Meng Wah Complex Building, HKU**

## Abstract

Student autonomy has been identified as an essential goal of education. Yet this emphasis has not been reflected in assessment in traditional language-learning settings in Asia. This presentation offers practical suggestions for the promotion of self- and peer-assessment in the traditional learning situation. Given a non-threatening and warm-hearted learning environment, the use of learner-centred supplementary materials can raise student consciousness of the language-learning process, and can lead to informed goal setting, reflection on achievement, positive attitude change and enhanced learning. Self- and peer-assessment is thus feasible and beneficial in the test-driven classroom that is so common in Asia, though it implies a wider perspective of holistic education, in which learners are encouraged to take responsibility for learning. The presentation will investigate various methods and situations in which self/peer-assessment can be encouraged (including web-based applications), and will offer examples and sample assessment sheets.

**Dr Andrew Finch** is associate professor of English Education at Kyungpook National University, in the Republic of Korea. His research interests include alternative assessment, task-based materials design, and language-learning as education of the whole person. In addition to being an advisor for the national CSAT exam, Dr Finch is currently engaged in a project in which task-based teaching is being used by high school teachers in Korean high schools, despite the test-driven learning environment of those schools. He has co-authored a teacher-training book about Classroom-Based Assessment, along with a number of interactive, student-centred, language-learning textbooks, in which alternative assessment plays an important part.

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**All are Welcome. Enquiries: 2859 2395**