

**24 May 2013**

**11:45am – 12:30pm**

**Room A308**

## **Roundtable Title: Feedback on First Year Student Academic Writing**

**Presenter:** Andrew Northern, The Hong Kong Polytechnic University

### **Abstract**

With the arrival of a double cohort of students, there is an unprecedented need across Hong Kong universities for educators to develop efficient, intelligible and useful feedback on students' academic writing in their first year of university.

This Roundtable will explore the formative feedback practices on academic writing courses currently in use in Hong Kong English Language Centres. The most fundamental question that this discussion session could aim to address is:

How do we ensure that our formative feedback strategies are effective and suit the needs and preferences of this group of first year learners?

Some related questions could be:

1. What should we prioritise in our feedback and at what stage?
2. How (and in what quantity) should feedback be provided?
3. Should the feedback practices for online writing be different compared to those on essay scripts?
4. How can we achieve interactivity in our feedback so students are not merely passive recipients?
5. How can we ensure that first year university students maintain motivation when coping with the demands and conventions of academic writing, compared to those of their final school examinations?
6. Should we view our feedback as 'feedforward'?
7. If so, should we focus on short term (assessment-driven) or long-term (related to student's academic and professional goals) objectives in our feedback?
8. How do we measure the success of our feedback?

### **Biodata**

Andrew Northern has worked as a language instructor in the English Language Centre at The Hong Kong Polytechnic University since January 2012. He is involved in teaching and assessing a variety of EAP and ESP courses to a high standard, reflected through the positive student feedback he has received, as well as materials writing, both classroom materials and online self-access materials. He has prior experience in EAP tutoring, lecturing and course design in China (Tsinghua University) and the UK (University of Southampton). Andrew's is interested in a broad range of research areas, including academic literacy,

writing feedback practices, academic presentation and seminar skills, blended learning in EAP and language learning in virtual worlds.