

## CURRICULUM VITAE: DAVID CARLESS (as at 5/2018)

### PROFILE IN BRIEF

- \* Professor, specialising in Educational Assessment (since July 1<sup>st</sup> 2012)
- \* Principal Fellow of the Higher Education Academy (PFHEA)
- \* Interim Dean (August 1<sup>st</sup> 2017-October 31<sup>st</sup> 2017)
- Associate Dean (Learning and Teaching): December, 2014-July 31<sup>st</sup> 2017
- Doctor of Education, Program Director (September 2013-December 2014)
- Head of Division of English Language Education (February 2009-April 2013)
- \* World-leading researcher of feedback in higher education
- \* Awards:
  - Winner, Faculty Outstanding Teaching Award (Team) 2017
  - Winner, University Outstanding Teaching Award 2016
  - Winner, Faculty Research Output Prize 2015-2016
  - Winner, Faculty Teaching Excellence Award 2015-16
  - Winner, Faculty Outstanding Researcher Award 2013-14
  - Winner, Faculty Outstanding Supervisor Award 2012-13
  - Winner, Faculty Research Output Prize 2010-11.
- \* Sole-authored books: 2015 *Excellence in University Assessment* (Routledge)  
2011 *From Testing to Productive Learning* (Routledge)
- \* Co-authored book: 2006 *How Assessment Supports Learning* (HKU Press)
- \* Co-Edited books: 2013 *Reconceptualising feedback in higher education* (Routledge)  
2017 *Scaling up Assessment for Learning in higher education* (Springer)
- \* Sustained track-record of high impact journal publications
- \* Google Scholar citations passed 6,000 May 2018 with an h-index of 35
- \* Major competitive research grants as PI e.g. 4 GRFs from 6 attempts
- \* Regular Keynote speaker at international conferences
- \* Editorial board member of ISI-listed Journals: *Assessment and Evaluation in Higher Education*; *Teaching in Higher Education*; *Innovations in Education and Teaching International*.
- \* Track-record of strategic leadership & mentoring in research and teaching
- \* Outstanding teaching consistently evaluated above 85% in SETL surveys
- \* Leadership in teaching and teaching-related staff development activities
- \* Strong social media profile on Twitter (2,000+ Followers)

### PERSONAL PARTICULARS

Name Professor David R. Carless  
 Date of birth May 27, 1960  
 E-mail [dcarless@hku.hk](mailto:dcarless@hku.hk)  
 Faculty Homepage <http://www.edu.hku.hk/dcarless/>  
 Personal Website <http://davidcarless.edu.hku.hk/>  
 Telephone (O) 3917-5893 (M) 9612-3649

### AWARDS AND QUALIFICATIONS

Principal Fellow of the Higher Education Academy (awarded June 2017)

Winner, Faculty Outstanding Teaching Award (Team) 2017

Winner University Outstanding Teaching Award 2016

Winner Faculty Research Output prize 2015-16

Winner Faculty Teaching Excellence Award 2015-16

Winner Faculty Outstanding Researcher Award 2013-14

Winner Faculty Outstanding Research Student Supervisor Award 2012-13

Winner Faculty Research Output prize 2010-11

King's College London/HKU Fellowship 2010-11

Ph. D. (2001). Curriculum innovation in the Primary EFL Classroom: Case studies of three teachers implementing Hong Kong's Target-Oriented Curriculum, University of Warwick, UK

M.A. (1993). Applied Linguistics, University of Birmingham, UK

RSA Preparatory Certificate (1987). Teaching English as a Foreign Language, International House, UK

PGCE (1984). Language Teaching, University of Wolverhampton, UK

B.A. (Hons) (Upper Second Class Honours) (1982). European Studies (French), University of Kent at Canterbury, UK.

### CURRENT APPOINTMENTS

Date Appointed: 1<sup>st</sup> July, 2012 – Present  
 Position: Professor with tenure  
 Organisation: Faculty of Education, University of Hong Kong

Date Appointed January 2016-April 2018

Position	Yunshan Visiting Chair Professor
Organisation	School of English and Education, Guangdong University of Foreign Studies
Date Appointed	4 <sup>th</sup> April 2016 -ongoing
Position	Honorary Professor
Organisation	Centre for Research in Assessment and Digital Learning (CRADLE), Deakin University
Date Appointed	3 <sup>rd</sup> August 2017-ongoing
Position	Honorary Research Fellow
Organisation	Faculty of Education, North-West University, South Africa

### MAIN PREVIOUS APPOINTMENTS

Date Appointed:	1 <sup>st</sup> September 2005 – 30 <sup>th</sup> June, 2012
Position:	Associate Professor (awarded tenure from July 1, 2011)
Organisation:	Faculty of Education, University of Hong Kong
Date Appointed:	September 1999 – August 2005
Position:	Senior Lecturer
Organisation:	English Department, Education University of Hong Kong
Date Appointed:	September 1995 – August 1999
Position:	Lecturer
Organisation:	English Department, Education University of Hong Kong
Date Appointed:	February 1993 – August 1995
Position:	Lecturer
Organisation:	Institute of Language in Education, Education Department, Hong Kong
Date Appointed:	October 1991 – January 1993
Position:	Language Instructor
Organisation:	Hong Kong Baptist University
Date Appointed:	April 1991 – September 1991
Position:	Senior Tutor, English for Academic Purposes
Organisation:	Open University of Hong Kong
Date Appointed:	October 1989- August 1990
Position:	Visiting Lecturer
Organisation:	Hong Kong Polytechnic University
Date Appointed:	January 1988 – August 1989
Position:	Expatriate English Teacher
Organisation:	Lee I Yao Memorial Secondary School, Kwai Shing, Hong Kong
Date Appointed:	September 1986 – December 1987
Position:	Tax Inspector

Organisation: UK Government  
 Date Appointed: September 1984 – August 1986  
 Position: French Teacher  
 Organisation: Barr Beacon Comprehensive School, Walsall, UK

## RESEARCH AND SCHOLARSHIP

My main area of current research and scholarship focuses on feedback processes for student learning. I am a world-leader in feedback research in higher education and my publications have made significant impact. My related research on learning-oriented assessment is also well-known. I have previously researched similar assessment for learning themes in schools. Before that, I also did research on English language teaching which I no longer pursue.

### Work in progress

1. A significant and well-developed work in progress is a 5-year longitudinal inquiry into students' experiences of feedback which aims to generate 4\* outputs for the next RAE. Data collection ended in May 2018 and the development of outputs is well in-hand.
2. Naomi Winstone, University of Surrey and I have a contract with Routledge to co-author a book with a working title of *Innovative feedback practice in higher education*. The submission date for the manuscript is December 2018.
3. My GRF project, 'Theorizing feedback processes in higher education' is in progress with Co-Is David Boud & Jessica To. We are collecting data on feedback in different disciplines: Landscape Architecture, Education, Medicine and Engineering.

### Scholarly Books on Assessment

Best work marked with \*

Citations refer to Google Scholar and are listed for significant publications.

1. **Carless, D.**, Bridges, S., Chan, C.K.W., & Glofcheski, R. (Eds.) (2017). *Scaling up Assessment for learning in Higher Education*. Singapore: Springer.  
 Book review by:  
 Joughin G. (2017). *Assessment and Evaluation in Higher Education*, online May 24, 2017.
2. \* **Carless, D.** (2015). [\*Excellence in University Assessment: Learning from award-winning practice\*](#). London: Routledge.  
 Rated 4\* in mock RAE.  
 Seven book reviews by:  
 Carver, M. & Wilder, K. (2017). *Assessment and Evaluation in Higher Education*, online May 25, 2017.  
 Geertsema, J. (2017). *Asian Journal of the Scholarship of Teaching and Learning*, 7(1), 83-90.  
 Morrison, D. (2016). *Innovations in Education and Teaching International*, 53(5), October 2016.  
 Klenowski, V. (2016) *Assessment in Education*, online August 2016.

- Taras, M. (2015). *London Review of Education*, 13(3), December 2015.  
 Zhan, Y. (2015). *Higher Education*, online June 16, 2015.  
 Burr, S. (2015). *Educational Developments*, 16(4), December 2015.  
 Sales figures at April 2017: 935 copies (753 paperback, 62 hardback and 120 e-books).  
 Winner of Faculty Research Output prize, 2016. Citations: 79
3. Merry, S., Price, M., **Carless, D.**, & Taras, M. (Eds.). (2013). *Reconceptualising feedback in higher education*. London: Routledge.  
 Sales as at 31/12/2016, 764 copies.
  4. \* **Carless, D.** (2011). *From Testing to Productive Student Learning: Implementing Formative Assessment in Confucian-heritage Settings*. New York: Routledge.  
 Book reviews by:  
 Ecclestone, K. (2012). *Assessment in Education*, 19(2), 275-276.  
 Hamp-Lyons, L. (2012). *Language Assessment Quarterly*, 9(4), 398-401.  
 Smith, C. (2011). *Journal of Second Language Teaching and Research*, 1(2).  
 Winner of Faculty Research Output prize, 2011. Citations: 180
  5. **Carless, D.**, Joughin, G., Liu, N.F., and Associates (2006). *How Assessment Supports Learning*. Hong Kong: Hong Kong University Press.  
 Book reviews by:  
 Dobson, S. (2010). *Assessment in Education*, 17(1), 107-110.  
 Kahn, S. (2007). *Assessment Update*, 19(3), 8-8.  
 Lee, V. S. (2007). *International Journal for Academic Development*, 12(1), 65-67.  
 Print run of 1000 copies sold out. Reprinted in 2016. Citations: 150

**Journal Articles (international refereed journals)** Best work marked with \*

I am publishing in the best journals in my field but there are few educational research journals with high impact factors. The impact factors of the journals are not particularly high but strikingly my papers often garner strong citations e.g. papers 11, 13, 14, 15.

Assessment for learning in Higher Education

1. \* **Carless, D.** & Boud, D. (2018). The development of student feedback literacy: Enabling uptake of feedback. *Assessment and Evaluation in Higher Education*, <https://doi.org/10.1080/02602938.2018.1463354>  
 Impact factor 1.391
2. Zhu, Q. & **Carless, D.** (2018). Dialogue within peer feedback processes: Clarification and negotiation of meaning. *Higher Education Research & Development* <https://doi.org/10.1080/07294360.2018.1446417>  
 Impact factor: 1.206
3. Espasa, A., Guasch, T., Mayordomo, R.M., Martinez, M. & **Carless, D.** (2018). A Dialogic Feedback Index measuring key aspects of feedback processes in online learning environments. *Higher Education Research & Development*, 37(3), 499-513. <https://doi.org/10.1080/07294360.2018.1430125>

Impact factor: 1.206

4. Deneen, C., Brown, G.T.L. & **Carless D.** (2017). Students' conceptions of eportfolios as assessment and technology. *Innovations in Education and Teaching International*, <http://dx.doi.org/10.1080/14703297.2017.1281752>  
Impact factor: 0.585
5. \* **Carless, D.** & K.K.H. Chan (2017). [Managing dialogic use of exemplars](#). *Assessment and Evaluation in Higher Education*, 42(6), 930-941.  
Impact factor: 1.075
6. Xu, Y. & **D. Carless** (2017). '[Only true friends could be cruelly honest](#)': cognitive scaffolding and social-affective support in teacher feedback literacy. *Assessment and Evaluation in Higher Education*, 42 (7), 1082-1094.  
Impact factor: 1.075
7. **Carless, D.** & J. Zhou (2016). [Starting small in assessment change: Short in-class written responses](#). *Assessment and Evaluation in Higher Education*, 41(7), 1114-1127.  
Impact factor: 1.075
8. To, J., & **Carless, D.** (2016). [Making productive use of exemplars: Peer discussion and teacher guidance for positive transfer of strategies](#). *Journal of Further and Higher Education*, 40(6), 746-764.  
Impact factor: 0.565
9. \* **Carless, D.** (2015). [Exploring learning-oriented assessment processes](#). *Higher Education*, 69(6), 963-976.  
Impact factor: 1.151 Citations: 55
10. Yang, M., & **Carless, D.** (2013). [The feedback triangle and the enhancement of dialogic feedback processes](#). *Teaching in Higher Education*, 18(3), 285-297.  
Impact factor: 0.545 Citations: 95
11. \* **Carless, D.**, Salter, D., Yang, M., & Lam, J. (2011). [Developing sustainable feedback practices](#). *Studies in Higher Education*, 36(4), 395-407.  
Impact factor: 1.036 Citations: 353  
Listed by Web of Science as top 1% citations (292 out of 46,203) 2010-2014.
12. **Carless, D.** (2009). [Trust, distrust and their impact on assessment reform](#). *Assessment and Evaluation in Higher Education*, 34(1), 79-89.  
Impact factor: 0.734 Citations: 130
13. **Carless, D.** (2007). [Learning-oriented assessment: conceptual basis and practical implications](#). *Innovations in Education and Teaching International*, 44(1), 57-66.  
Impact Factor: 0.644 Citations: 311  
No. 1 most cited article in the journal as at May 2018.
14. \* **Carless, D.** (2006). [Differing perceptions in the feedback process](#). *Studies in Higher Education*, 31(2), 219-233.  
Impact Factor: 0.922 Citations: 751

No. 6 most cited article in the journal as at April 2018.

Listed by Google scholar as a classic article in Education 2006-2017

[https://scholar.google.com/citations?view\\_op=list\\_classic\\_articles&hl=en&by=2006&vq=soc\\_education](https://scholar.google.com/citations?view_op=list_classic_articles&hl=en&by=2006&vq=soc_education)

15. Liu, N. F., & **Carless, D.** (2006). [Peer feedback: the learning element of peer assessment](#). *Teaching in Higher Education*, 11(3), 279-290.  
Impact Factor: 0.554 Citations: 582  
No. 2 most cited article in the journal as at April 2018.
16. **Carless, D.**, Joughin, G., & Mok, M. (2006). Learning-oriented assessment: principles and practice. *Assessment and Evaluation in Higher Education*, 31(4), 395-398.  
Impact factor: 0.734 Citations: 209
17. Keppell, M., & **Carless, D.** (2006). Learning-oriented assessment: a technology-based case study. *Assessment in Education*, 13(2), 179-191.
18. **Carless, D.** (2002). The 'mini-viva' as a tool to enhance assessment for learning. *Assessment and Evaluation in Higher Education*, 27(4), 353-363.

#### Assessment in schools

19. **Carless, D.**, & Lam, R. (2014). The examined life: Perspectives of lower primary school students in Hong Kong. *Education 3-13: International journal of primary, elementary and early years education*, 42(3), 313-329.  
Citations: 40
20. Xiao, Y., & **Carless, D.** (2013). Illustrating students' perceptions of English language assessment: Voices from China. *RELC Journal*, 44(3), 319-340.
21. Deng, C.R., & **Carless, D.** (2010). Examination Preparation or Effective Teaching: Conflicting Priorities in the Implementation of a Pedagogic Innovation. *Language Assessment Quarterly*, 7(4), 285-302.
22. Bryant, D., & **Carless, D.** (2010). Peer assessment in a test-dominated setting: empowering, boring or facilitating examination preparation? *Educational Research, Policy and Practice*, 9(1), 3-15.
23. **Carless, D.** (2007). Conceptualizing pre-emptive formative assessment. *Assessment in Education*, 14(2), 171-184.  
Citations: 93
24. **Carless, D.** (2005). Prospects for the implementation of assessment for learning. *Assessment in Education*, 12(1), 39-54.  
Citations: 226

#### English language teaching

25. Deng, C. R., & **Carless, D.** (2009). The Communicativeness of Activities in a Task-based Innovation in Guangdong, China. *Asian Journal of English Language Teaching*,

19, 113-134.

26. **Carless, D.** (2009). Revisiting the TBLT versus P-P-P debate: Voices from Hong Kong. *Asian Journal of English Language teaching*, 19, 49-66.
27. **Carless, D.** (2008). Student use of the mother tongue in the task-based classroom. *English Language Teaching Journal*, 62(4), 331-338.
28. **Carless, D.** (2007). The suitability of task-based approaches for secondary schools: perspectives from Hong Kong. *System*, 35(4), 595-608.
29. **Carless, D.** (2006). Collaborative EFL teaching in primary schools. *English Language Teaching Journal*, 60(4), 328-335.
30. **Carless, D., & Walker, E.** (2006). Effective team teaching between local and native-speaking English teachers. *Language and Education*, 20(6), 463-477.
31. **Carless, D.** (2006). Good practices in team teaching in Japan, South Korea and Hong Kong. *System*, 34(3), 341-351.
32. **Carless, D.** (2004). Issues in teachers' re-interpretation of a task-based innovation. *TESOL Quarterly*, 38(4), 639-662.  
Impact Factor: 0.646 Citations: 277
33. **Carless, D.** (2003). Factors in the implementation of task-based teaching in primary schools. *System*, 31(4), 485-500.
34. **Carless, D.** (2002). Implementing task-based learning with young learners. *English Language Teaching Journal*, 56(4), 389-396.

#### Managing innovation

35. **Carless, D.** (2004). Continuity and 'teacher-centred' reform: Potential paradoxes in educational change. *Curriculum Perspectives*, 24(1), 42-51.
36. **Carless, D.** (2003). Enhancing pre-service students' understandings of assessment processes. *Asia Pacific Journal of Teacher Education and Development*, 6(1), 19-39.
37. **Carless, D., & Dimmock, C.** (2001). The principal and curriculum change: A Hong Kong case study. *Asia Pacific Journal of Education*, 21(1), 30-44.
38. **Carless, D.** (1999). Factors affecting classroom implementation: Task-based curriculum renewal in Hong Kong. *International Journal of Educational Reform*, 8(4), 374-382.
39. **Carless, D.** (1999). Perspectives on the cultural appropriacy of Hong Kong's Target-Oriented Curriculum (TOC) initiative. *Language, Culture and Curriculum*, 12(3), 238-254.
40. **Carless, D.** (1998). A case study of curriculum implementation in Hong Kong.



*System*, 26(3), 353-368.

41. **Carless, D.** (1997). Managing systemic curriculum change: A critical analysis of Hong Kong's Target-Oriented Curriculum initiative. *International Review of Education*, 43(4), 349-366.

### **Chapters in Edited Books**

#### Assessment for learning in higher education

1. **Carless, D.**, Chan, K.K.H., To, J., Lo, M. & E. Barrett (2018). Developing students' capacities for evaluative judgement through analysing exemplars. In D. Boud, R. Ajjawi, P. Dawson & J. Tai (Eds), *Developing Evaluative Judgement in Higher Education*. London: Routledge.
2. **Carless, D.** (2017). Scaling up Assessment for Learning: Progress and Prospects. In D. Carless, S. Bridges, C.K.W. Chan & R. Glofcheski (Eds.), *Scaling up Assessment for learning in Higher Education*. Singapore: Springer.
3. **Carless, D.** (2017). Students' Experiences of Assessment for Learning. In D. Carless, S. Bridges, C.K.W. Chan & R. Glofcheski (Eds.), *Scaling up Assessment for learning in Higher Education*. Singapore: Springer.
4. **Carless, D.** (2017). Feedback as dialogue. In M. Peters (Ed.), *Encyclopedia of Educational Philosophy and Theory*. Dordrecht: Springer.
5. **Carless, D.** (2016). Diseñar el *feedback* para promover el dialogo. En Cabrera, N. y Mayordomo, R.M. (Eds.). *El feedback formativo en la universidad: Experiencias con el uso de la tecnologia*. Barcelona: LMI. (Coleccion Transmedia XXI). (In Spanish)
6. **Carless, D.** (2013). Sustainable feedback and the development of student self-evaluative capacities. In Merry, S., Price, M., **Carless, D.** & Taras, M. (Eds.), *Reconceptualising feedback in higher education* (pp. 113-122). London: Routledge.
7. **Carless, D.** (2013). Trust and its role in facilitating dialogic feedback. In D. Boud & L. Molloy, (Eds.) *Feedback in Higher and Professional Education: Understanding it and doing it well* (pp. 90-103). London: Routledge.  
Citations: 53
8. **Carless, D.** (2009). Learning-oriented assessment: principles, practice and a project. In L. Meyer, S. Davidson, H. Anderson, R. Fletcher, P. Johnston & M. Rees (Eds.), *Tertiary Assessment and Higher Education Student Outcomes: Policy, Practice, and Research* (pp. 79-90). Wellington: Ako Aotearoa.
9. **Carless, D.** (2008). Developing productive synergies between formative and summative assessment processes. In M. F. Hui & D. Grossman (Eds.), *Improving Teacher Education Through Action Research* (pp. 9-23). New York: Routledge.

#### Assessment in schools

10. **Carless, D., & Lam, R.** (2014). Developing assessment for productive learning in Confucian-influenced settings. In C. Wyatt-Smith, V. Klenowski & P. Colbert (Eds.), *Designing Assessment for Quality Learning*. Dordrecht: Springer.
11. **Carless, D.** (2010). Classroom assessment in policy context (Hong Kong). In P. Peterson, E. Baker, & B. McGaw (Eds.), *International Encyclopedia of Education*, (3rd ed., pp.438-442). Oxford: Elsevier.

#### Innovation

12. **Carless, D., & Harfitt, G.** (2013). Innovation in secondary education: A case of curriculum reform in Hong Kong. In K. Hyland & L. Wong, (Eds.), *Innovation and change in English language education* (pp. 172-185). Abingdon: Routledge.
13. **Carless, D.** (2013). Innovation in language teaching and learning. In C.A. Chapelle (Ed.), *The Encyclopedia of Applied Linguistics*. Oxford: Wiley- Blackwell.
14. **Carless, D.** (1999). Large-scale curriculum change in Hong Kong. In C. Kennedy, P. Doyle, & C. Goh (Eds.), *Exploring Change in English Language Teaching* (pp.19-28). Oxford: Macmillan.

### MAJOR RESEARCH GRANTS AS PI

#### PI in competitive grants from Research Grants Council, General Research Fund

1. Theorizing feedback processes in higher education (January 2018-July 2020)  
\$571,494 HKU 17615217
2. Exploring a learning-oriented assessment framework: theorizing through case studies of award-winning teachers in higher education. (November 2012-April 2015)  
\$625,426 HKU 740812H
3. Developing formative instructional power from internal school tests (December 2009-April 2012) \$492,200. HKU 740609H
4. The implementation of assessment for learning in primary school English language teaching (September 2006-February 2009) \$459,282. HKU 7478/06H
5. From conception to action: Understanding eportfolios as assessment in higher education, (December 2012-November 2015) Original PI, Dr Christopher Deneen, I was at first a Co-I and took over as PI in August 2014 when Deneen left HKU.  
\$440,000. HKU 743412 H

#### PI in competitive University Grants Committee project

6. Learning-oriented assessment project (LOAP) (September 2002-August 2006)  
Teaching Development Grant - \$2 million

#### PI of University Teaching Development Grants (TDG)

7. Using Innovative Feedback Approaches to Enhance Student Learning (May 1, 2017 for 18 months) The University of Hong Kong - \$248,750
8. Exploring the use of exemplars (April 1, 2015-April 30, 2017) The University of Hong Kong - \$472,684
9. Too little, too late: Exploring the feedback conundrum (October 2008-April 2011) The University of Hong Kong - \$345,836

#### Major projects as Co-Investigator

10. Informing pedagogy through exploring and reforming assessment practices in EMI education, PI Lo Yuen-Yi, SCOLAR, HK \$1,515,207, January 2016-onwards
11. Aligning assessment with curriculum reform in junior secondary English language teaching (August 2006-July 2008) PI = Chris Davison. Quality Education Fund (QEF), Education and Manpower Bureau, HK \$2,359,000 (Co-I) (Completed)

### **EDITORIAL BOARD MEMBERSHIP**

#### ISI-listed journals

*Teaching in Higher Education* (since October 2017)

*Assessment and Evaluation in Higher Education* (since January 2011). I am also the Book Reviews Editor

*Innovations in Education and Teaching International* (since March 2011)

*Language Teaching* (2009-2013)

#### Non-ISI listed journals

*Higher Education Pedagogies* (2016 onwards)

*Business and Management Education in HE: An international journal* (2013-2015)

*Curriculum Perspectives* (March 2012-June 2013)

*Journal of Second Language Teaching & Research* (since 2011)

*Hong Kong Journal of Applied Linguistics* (2009-2013)

*Asian EFL Journal* (2005-Present)

*English teaching* (Korean Association for Teachers of English) (July 2002-Present)

### **INTERNATIONAL KEYNOTES BEYOND GREATER CHINA**

Keynote speaker, *Effective assessment and feedback designs*, University of Birmingham, June 29, 2018

Keynote speaker, *Feedback for the longer term: Developing student feedback literacy*, Assessment in Higher Education (AHE) Conference, Manchester, June 28, 2018

Keynote speaker, *Teaching for quality student learning*, York St John University, Talking

about Teaching conference, June 26, 2018

Keynote speaker, *Integrating the development of student and staff feedback literacy*, University of Surrey, Unravelling Assessment and Feedback Literacy Symposium, June 18, 2018

Opening Keynote, *Sustainable feedback and the development of feedback literacies*, University of Kent, Canterbury, Learning and Teaching Conference, June 21, 2017

Opening Keynote, *Scaling up Assessment for Learning*, June 9, 2017, Centre for Information Technology in Education Research Symposium, University of Hong Kong

Keynote speaker via Videolink, *Feedback in the first year: sustainable feedback and trust*, Y1 Feedback Project, Maynooth University, Dublin, January 27, 2017

Keynote speaker, *Developing course climates for sustainable feedback*, Forum on Cultures of assessment, Maynooth University, Dublin, June 24, 2016

Keynote speaker, *Using exemplars to develop student assessment literacy*, Teaching and Learning symposium, University of the Witwatersrand, Johannesburg, October 22-23, 2015

Keynote speaker, *Designing and implementing authentic assessment*, Transforming Learning Conference, Swinburne University of Technology, September 14-15, 2015

Keynote speaker, *Developing formative potential when summative assessment dominates*, post-RELC Conference, Chulalongkorn University, Bangkok, March 22, 2013

Plenary speaker, *Developing formative potential when summative assessment dominates*, RELC Conference, Singapore March 20, 2013

Keynote speaker, *Task-based language teaching in Confucian-heritage settings: prospects and challenges*, Japanese Association of Language Teachers, Osaka, May 19-20, 2012

Keynote speaker, *Reconfiguring assessment to promote productive student learning*. New Directions: Assessment and Evaluation Symposium, British Council, Kuala Lumpur, July 6-8, 2011

Keynote speaker, *Learning-oriented assessment: Principles and practice*. Assessment as Learning: Learning & Teaching Forum 2011, The University of New South Wales, Sydney, May 5-6, 2011

Opening keynote, *Learning-oriented assessment and the development of student Learning capacities*. International Conference EVAL trends, Learning by Assessing at University Level: Innovative Experiences, University of Cadiz, Spain, March 8-10, 2011

Keynote speaker, *Learning-oriented assessment: principles, practice and a project*. Symposium on Tertiary Assessment and Higher Education Student Outcomes, Victoria University of Wellington, New Zealand, November 17-19, 2008

### KEYNOTES WITHIN GREATER CHINA

Keynote speaker, *Peer feedback in second language writing: potentials and challenges* 20<sup>th</sup> International Conference on TEFL & Applied Linguistics, Ming Chuan University, Taipei, March 16-17, 2018

Keynote speaker, *Developing dialogic feedback processes through peer review*, Assessment Symposium, Guangdong University of Foreign Studies, October 13, 2016

Keynote speaker, *Developing effective learning-oriented assessment processes*, Centre for Teaching and Learning Enhancement, Faculty Development Workshop: Assessments for Learning and Evaluation, University of Macau, September 7, 2016

Keynote speaker, *Assessment for student learning in Law and beyond*, (with Rick Glofcheski) International Conference: Assessment for Learning in Higher Education, University of Hong Kong, Hong Kong, May 14, 2015

Keynote speaker, *Tensions in assessment and examinations: A question of balance*. Academic Forum on English Language Testing in Asia, Hong Kong Examinations and Assessment Authority, Hong Kong, November 25-26, 2011

Plenary speaker, *Ways forward for assessment in East Asia*. Multiple Assessment Research Programme for Access English Project, Taipei, August 2010

Keynote speaker, *Task-supported teaching in Chinese contexts: principles and practice*. Third International Annual Conference of IATEFL China, Tonghua, China, August 2005

### SELECTED INTERNATIONAL INVITED TALKS/WORKSHOPS

*Learner agency, feedback ... and learning analytics*, Invited Talk, Digital Learning Summit, University of South Australia, March 13, 2018

*Managing dialogue around exemplars*, Invited Masterclass, Assessment in Higher Education Conference, Manchester, June 28, 2017

*Excellence in university assessment*, Centre for the Promotion of Excellence in Higher Education, Kyoto University, April 27, 2017

*Feedback designs to promote dialogue*, Open University of Catalonia, Barcelona, December 14, 2015

*Learning-oriented assessment in action*, Academic Development and Support Unit, North-West University, South Africa, October 21, 2015

*Designing and carrying out effective assessment*, Centre for the Development of Teaching and Learning, National University of Singapore, Sept 28, 2015

*Prospects for feedback as dialogue*, Centre for the Study of Higher Education, University of Melbourne, Sept 22, 2015

*Designing and carrying out effective assessment*, Invited Masterclass, Assessment in Higher Education Conference, Birmingham, June 24, 2015

*Developing feedback as dialogue*, Institute for Academic Development, University of Edinburgh, June 12, 2015

## KNOWLEDGE EXCHANGE

My research is applied research in that it explores problems faced by teachers in universities and schools, and develops theoretically-based solutions. I have used a number of strategies to promote the visibility and impact of my research as a means of Knowledge Exchange.

### Promoting visibility

To enhance my academic visibility, I set up a Personal Academic Website in October 2014: <http://davidcarless.edu.hku.hk/> to complement my Faculty webpage. The main aim of the website is to share and promote my research on assessment and feedback. The website has a number of functions, including links to my Google Scholar, academic social media and Slideshare profiles; downloadable resources, such as key publications; and short Webcasts. My Powerpoint presentations posted on Slideshare have attracted more than 18,000 views since November 2014.

### Social media knowledge exchange

In the last three years, one of the main ways I have been involved in knowledge exchange is through exchanging ideas and scholarly work with university staff and other educationalists via Twitter. More than half of my tweets focus on feedback research and contribute to my positioning as a worldwide leader in the theory and practice of feedback. I have more than 2,000 followers, mainly academics and including university senior management: <https://twitter.com/CarlessDavid>

### Print media knowledge exchange

I have contributed thought leadership to local and international debates on assessment and feedback in shorter more accessible formats than conventional publications, for example, through contributions to the “THE” (Times Higher Education) and South China Morning Post. Contributing to debates in this way raises my profile and that of the university, and aspires to impact beyond specialists in my fields.

Carless, D. (2018). [Evaluative judgment and the development of student feedback literacy](#), CRADLE blog, 10th May 2018.

Carless, D. (2015). [Can do better: here's how](#). *Times Higher Education*, August 13, 2015. [Article about feedback]

Carless, D. (2015). [Understanding teaching is more useful than measuring it](#). *Research Fortnight*, June 10, 2015.

Carless, D. (2015). [What's in a grade?](#) *Times Higher Education*, April 9, 2015.

Carless, D. (2012). [Testing primary children to the limit, and beyond](#). *South China Morning Post*, March 15, 2012.

Carless, D. (2011). Self-evaluation a key skill students must acquire for effective learning, *South China Morning Post*, June 26, 2011.

Carless, D. (2011). [Retesting the model: The historical place of exams in Chinese learning systems has to be reshaped for today's world](#), *South China Morning Post*, January 24<sup>th</sup>, 2011.

Carless, D. (2006). Reforms at risk in watered-down SBA. *South China Morning Post*, April 22<sup>nd</sup>, 2006.

Carless, D. (2006). Reforms sit between cynicism and hope. *South China Morning Post*, January 21<sup>st</sup>, 2006.

Carless, D. (2005). Tests themselves need to be tested against reforms. *South China Morning Post*, April 9<sup>th</sup>, 2005.

Carless, D. (2001). Reform needs marking to be given meaning. *South China Morning Post*, September 29<sup>th</sup>, 2001.

RTHK Radio 3 discussion, May 4, 2010: “Are we too exam-orientated”.

<http://programme.rthk.hk/channel/radio/programme.php?name=radio3/backchat&d=2010-05-04&p=514&e=108037&m=episode>

#### Quality Education Fund involvement

Project Consultant (2008-2010) to QEF project Collaborative Blended Learning Curriculum Design Program. Seminar for participant teachers on “Student engagement and blended learning” in November 2009.

#### Selected invited seminars for school personnel

*Building productive collaboration between colleagues from different backgrounds*. Primary NET Scheme 10<sup>th</sup> Anniversary Conference, February 2<sup>nd</sup> 2013.

*Developing student learning power: Assessment for learning in the 21<sup>st</sup> century*. Pearson Seminar for 500 school teachers, March 17<sup>th</sup> 2012.

*Test follow-up for productive student learning*. ESF Educational Services Conference on Best Practice in Teaching and Testing English in HK Schools and Language Centres, Renaissance College, Ma On Shan, Hong Kong, May 17<sup>th</sup>, 2011.

#### International technology-assisted seminars

*Dialogic feedback*, Murdoch University Certificate in Learning and Teaching via Video Conference, September 14, 2017.

*Assessment for learning & digital education*, Global Adobe Connect Seminar, University of Edinburgh, MSc in Digital Education, February 13, 2017.

*Assessment, learning & digital education*, Global Skype Seminar, University of Edinburgh, MSc in Digital Education, February 26, 2015.

*Students' perspectives on assessment: voices of primary school students*, Invited Webinar, Association for Educational Assessment Europe, May 23, 2012.

## **LEADERSHIP AND MENTORING**

“I am so lucky to have benefitted from his expert teaching and mentoring” (colleague Kennedy Chan in letter of support for my teaching excellence application, September 2016)

“Exceptional dedication to mentoring” (colleague Gaowei Chen in letter of support for my teaching excellence application, September 2016)

“His record of leadership and mentoring in the time he has been at the university is striking” (External reviewer of tenure application, 2011)

Leadership and mentoring is evidenced here in three aspects: in relation to GRF; through Writing Groups; and in relation to teaching and learning.

#### Research Grants Council, General Research Fund (GRF) Mentoring

I have placed particular emphasis on using my success in GRF to mentor colleagues. A number of activities relate to this:

- Internal reviewer for English Language Education (ELE) Division to advise on draft GRF applications during seven GRF rounds 2008, 2009, 2010, 2012, 2013, 2015, 2016;
- Two GRF workshops for Faculty (June 2007 and June 2009);
- Leader in 2009 and 2010 of Division retreat sessions on GRF;
- Speaker at GRF Roundtable, April 26<sup>th</sup> 2012.

The success rate in external grants during my tenure as Division Head of ELE was particularly good and GRF grants were gained by six different colleagues.

#### Mentoring through Writing Groups

A further contribution lies in mentoring and support for assistant professors in the ELE Division. A particularly useful innovation I launched in the academic year 2009-10 and have sustained is a writing group: a form of mentoring circle which involves the circulation and face-to-face small group discussion of a draft output in progress. Overall 11 ELE colleagues have been involved in these writing groups and the processes have been fruitful in facilitating staff research outputs. The writing group I am currently managing is focused on developing 3\* and 4\* outputs for the next RAE.

#### Learning and Teaching mentoring

As Associate Dean (Learning and Teaching), I mentored colleagues in relation to learning and teaching. A mentoring priority involved working with new Assistant Professors who are relatively inexperienced in teaching; and colleagues on the teaching track who seem to be under-performing on the basis of evidence from teaching evaluations. Five strategies were adopted: a series of lunchtime seminars on teaching and learning; use of buddy scheme for peer observations; mentoring conversations around teaching with associated focused action plans; collaboration with Division heads in stimulating teaching development; and TDG projects with substantial buy-in from colleagues.

## **TEACHING**

I was awarded a University Outstanding Teaching Award in 2016, meeting the criteria of excellence in teaching and engagement with student learning; excellence in curriculum design, renewal and innovation; and reflection on teaching philosophy, teaching practices



and engagement with students.

### **Student evaluation**

My teaching has been consistently evaluated very positively by students, details below.

#### **Master of Education**

<b>COURSE CODE</b>	<b>MODULE</b>	<b>YEAR</b>	<b>TEACHING EFFECTIVENESS</b>
MEDD 6311	<i>English Language Curriculum and Assessment</i>	2008-2009	90.4
		2009-2010	78.5
		2010-2011	84.4
		2011-2012	80.2
		2012-2013	77.2
		2013-2014	76.1
		2014-2015	81.7
MEDD 7105	<i>Assessment for Learning</i>	2010-2011	81.5
		2011-2012	81.5
		2012-2013	83.3
		2013-2014	83.7
MEDD 6014	<i>Methods of Research and enquiry</i>	2008-2009	81.5
		2016-2017	94.1 (ELE) 76.4 (LAC)
MEDD6014-RM2	<i>Qualitative Research (3-Hour Mass Lecture) 1</i>	2016-2017	85.4
	<i>Qualitative Research (3-Hour Mass Lecture) 2</i>	2016-2017	85.6
	<i>Qualitative Research (3-Hour Mass Lecture) 3</i>	2016-2017	75.0
	<i>Qualitative Research (3-Hour Mass Lecture) 4</i>	2016-2017	80.4

#### **Doctoral courses**

<b>COURSE CODE</b>	<b>MODULE</b>	<b>YEAR</b>	<b>TEACHING EFFECTIVENESS</b>
EDUR 8020	<i>Socio-Cultural Perspectives on Language Learning</i>	2009-2010	92.5
		2011-2012	87.5
		2013-2014	94.4
EDUR7066	<i>Working with Qualitative Data</i>	2012-2013	89.3
		2013-2014	96.1
EDUR7068	<i>Developing Conceptual Frameworks and Theorizing in Educational Research</i>	2013-2014	94.4
		2015-2016	97.7
EEDD6900	<i>Issues in Education</i>	2014-2015	91
		2015-2016	92.4
		2016-2017	91.7
		2017-2018	95.5

EDUR6702	<i>Research Methods II</i>	2017-2018	
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### RESEARCH STUDENT COMPLETIONS AS PRIMARY SUPERVISOR (17)

Du Lijuan, Nancy (Ed D, 2017) Addressing Challenges in the Implementation of Formative Assessment in a Lower Primary School Chinese Language Classroom.

Yueting Xu ((Ph D, 2017) Assessment Literacy of University English Teachers in China: A Mixed Methods Study. Nominated for a thesis prize.

Wang Jing (Ph D, 2017) Analysing synergies between Assessment and Metacognitive Knowledge: Case studies of Three Award-winning University Teachers' Design and Implementation of Assessment in Hong Kong.

Zhou Jiming, Jamie (Ph D, 2016) Changing Assessment Perceptions and Practices in Chinese College English Classrooms.

To Kar-Yan, Jessica (Ed D, 2015) Exploring feedback processes in post-secondary classrooms in Hong Kong: Challenges and opportunities.

Helen Toraskar (Ed D, 2015) A Sociocultural Analysis of English Language Teaching Expertise in Pune, India (previously supervised by Professor Amy Tsui).

Jiang, Yan, Mandy (Ph D, 2014) Exploring classroom-based assessment activities and learner roles in two tertiary institutions in Guangdong, China.

Xiao Yangyu, Shirley (Ph D, 2014) Understanding students' responses to classroom English language assessment in the Chinese high school context.

Cai Yuyang (Ph D, 2013) Modeling ESP ability in reading: a focus on interaction among grammatical knowledge, background knowledge and strategic competence (with Professor Antony Kunnan).

Wang Xiang, Iris (Ph D, 2013) Curriculum-embedded formative assessment in two tertiary English for Academic Purposes writing classes.

Ma Jing-Jing, Maggie (Ph D, 2012) Chinese EFL university students' decision-making in peer review of second language writing.

Chan Shiu-Yip, Simon (Ed D, 2012) Consciousness-raising tasks for second language teaching grammar instruction.

Lam Che-Keung, Ricky (Ed D, 2011) The implementation of portfolio-based assessment: action research in two writing classrooms.

Deng Chunrao, Jessica (Ph D, 2011) The communicativeness of activities in Nanhai primary school classrooms.

Darren Bryant (Ph D, 2010) From origins to sustainability: native speaking English teachers as an innovation. Nominated for a thesis prize.

Lawrence Ho (MPhil, 2012) Understanding and interpreting assessment criteria in school-based assessment.

Simon Mann (MPhil, 2009) Putting assessment for learning into practice: A collaborative approach involving senior secondary students and teachers.

### EXTERNAL EXAMINING OF DOCTORAL THESES (24)

Ph D thesis, *What lies beneath tutors' feedback? Examining the role of feedback in developing 'knowers' in English studies*, University of the Western Cape (December 2017).

Ed D thesis, *Hearing voices: First year undergraduate experience of audio feedback*, University of Wolverhampton (April, 2017).

- Ph D thesis, *An analysis of feedback practices in a high-stakes exam-oriented context*, Nanyang Technological University (January, 2017).
- Ph D thesis, *To what extent is feedback in teacher education 'for learning'?* University of Lancaster (June, 2016).
- Ed D thesis, *Interactive peer assessment of academic writing at a wiki platform*, University of Bristol (May, 2016).
- Ph D thesis, *Achieving Change in Student Assessment in Vietnamese Teacher Training Institutions*, Southern Cross University, Australia (February, 2016).
- Ph D thesis, *Development of Vietnamese pre-service EFL teachers' assessment literacy*, Victoria University of Wellington (January, 2016).
- Ph D thesis, *Peer assisted learning in undergraduate clinical medical education: a mixed methods study*, Monash University, Melbourne (October, 2015).
- Ph D thesis, *An exploratory investigation of the practice of Assessment for learning in Vietnamese higher education: three case studies of Lecturer's practice*, Queensland University of Technology, Australia (September, 2015).
- Ph D thesis, *Student-directed assessment as a learning process for primary students: A mixed methods study*, Charles Darwin University, Darwin, Australia (July, 2015).
- Ph D thesis, *Assessment practices in Biosciences: University Students' and Teachers' views*. University of the Witwatersrand, Johannesburg (February, 2015).
- Ph D thesis, *An investigation into Chinese students' experiences of and attitudes towards tutor feedback at a Chinese University*. University of Warwick (February, 2015).
- Ph D thesis, *Assessment for learning: a school-based intervention study in Singapore*. Flinders University (March 2014).
- Ph D thesis, *English language writing assessment: Teacher practices in Thai universities*, University of New South Wales (October 2013).
- Ph D thesis, *Tasks in action in Vietnamese EFL high school classrooms: The role of rehearsal and performance in teaching and learning through tasks*, Victoria University of Wellington, New Zealand (September 2013).
- Ph D thesis, *The Effects of Standardised Assessment (NAPLAN) on teacher pedagogy at Two Queensland Schools*, Queensland University of Technology (February 2013).
- Ph D thesis, *Assessment policy change in relation to English language teaching and learning in China: A study of perspectives from two universities*, Queensland University of Technology (December 2010).
- Ed D thesis, *A culturally appropriate formative assessment in science lessons: Implications for initial science teacher education*, University of Waikato (November 2010).
- Ph D thesis, *Primary school teachers' responses the new curriculum reform in China and their mindsets*, La Trobe University (September 2010).
- Ph D thesis, *ESL teacher beliefs and Implementation of Task-based Learning in secondary schools in Hong Kong*, University of East Anglia (October 2009).
- Ph D thesis, *Collaborative interdisciplinary team teaching in Japan: A study of practitioner and student perspectives*, Macquarie University (August 2009).
- Ph D thesis, *Putting assessment for learning into practice in a higher education EFL context*, Macquarie University (August 2009).
- Ph D thesis, *Teaching English to Young Learners in Taiwan: Issues related to teaching, teacher education, teaching materials and teacher perspectives*, University of Waikato (December 2007).
- Ed D thesis, *Factors affecting the implementation of task-based language learning by teachers in Band One English-medium instruction secondary schools in Hong Kong*, University of Bristol (January 2007 and revised October 2008).

## LEADERSHIP IN STAFF DEVELOPMENT OF ASSESSMENT

Concluding talk, 'Linking assessment tasks to real-life uses of the discipline' in Authentic Assessment Symposium, HKU 3 May, 2018.

Successfully completed 3 day Professional Certificate in Leading Teaching and Learning in Higher Education (December 2016). Awarded Principal Fellowship of the Higher Education Academy (June 2017)

Sustained active collaboration with colleagues in the Centre for Enhancing Teaching and Learning (CETL)

Co-ordinator of Roundtable Discussion, How might assessment encourage effective student learning? CETL 1 day Conference, Influencing Teaching and Learning Practice: Achieving the Ripple Effect, March 8, 2017

Panelist at CETL forum on Assessment and feedback in experiential learning, June 8, 2016

Contributor to CETL Newsletter, 'Scaling up assessment for learning' (May, 2016)

Faculty of Education lunchtime forum on 'Feedback for student learning' with student representatives, April 29, 2016

Faculty of Education lunchtime forum on 'Clarifying learning goals and standards', with Patcy Yeung, January 15, 2016

Allocated a competitively-awarded Post-doctoral fellow position for Assessment for learning in HE and the candidate took up the position in January, 2016

Presenter at CETL lunchtime seminar: Engaging and assessing students through short-written responses with David Pomfret, 1st December, 2015

Presenter: Dialogic use of exemplars to support students' understanding of assessment with Kennedy Chan and Claire Wyatt-Smith, September 25, 2015

Contributed in 2015 an entry on "Feedback as Dialogue" to the Community of Practice resources on Wise Assessment organised by CETL

Member of the organising committee for a major international conference on Assessment for learning in higher education held in HKU May 14-15, 2015

Presenter: Peer learning, dialogic feedback and technology with Tim Hew, February 12, 2015

Allocated a competitively-awarded Research Assistant Professor (Assessment in Higher Education) position under my line-management (2008-2014)

Panelist at CETL forum, Current assessment issues (11 May, 2011)

Presented a CETL research seminar 'Developing Sustainable Feedback Practices' (March 31, 2010)

Presenter in seminar on enhancing the student role in feedback processes in the 8th UGC Symposium: Standards Based Assessment and Honours Classification (March 1, 2010)

CETL Seminar with Diane Salter: Community of Practice to Enhance Feedback: Making Practical Changes to Incorporate Sustainable Feedback (Feb 10, 2010)

Presenter on Assessment issues at induction program for new staff in HKU (Oct 2006)

## SERVICE AND ADMINISTRATION

### **Faculty (HKU)**

Interim Dean (August 1<sup>st</sup> 2017-October 31<sup>st</sup> 2017)

Associate Dean (Learning & Teaching) 1<sup>st</sup> December, 2014-July 31<sup>st</sup> 2017

Acting Dean (occasional short periods 2015-2017)

Program Director, Doctor of Education (Ed D), September 2013-December 2014

Head of Division, English Language Education (ELE), Faculty of Education (Sept 2009-April 2013) restructuring from Head of Division of Language & Literature (February 2009-August 2009)

Deputy Acting Associate Dean (Higher Degrees) (September 2008-January 2009)

Co-ordinator of M.Ed English Language Education strand, HKU (2006-2009)

### **Committee Membership**

#### *University*

Sub-Committee for Internal Support of Research Projects (Jan 2018-Dec 2019)

Selection Panel for Teaching Excellence Award Scheme 2017 (November-December, 2017)

Task Force on Research Postgraduate Places Allocation for 2019-22 Triennium (December 2017-June 2018)

Interim Dean (August 1<sup>st</sup> 2017-October 31<sup>st</sup> 2017)

Teaching and Learning Quality Committee (January 2015-July 2017)

Member, Focused Review of Capstone Experiences (May 2017)

QAC Audit Team member (November 2015)

Hong Kong University Press Committee (September 2015-March 2017)

Board of Professional Doctorates (January-December 2014)

#### *Faculty*

##### Current

Faculty Human Resource Committee (2011 onwards)

Faculty Promotion and Tenure Panel (2015 onwards)

Faculty Research Committee (2018 onwards)

Previous

Chair of Faculty Teaching and Learning Quality Committee (2015-2017)

Faculty Curriculum Development Committee (2015-2017)

Dean's and Associate Dean's Committee (2015-2017)

Dean's Advisory Committee (2009-2013 and 2015-2017)

Faculty Higher Degree Committee (2009-2015)

Board of Studies for BA/BEd (2010-2013)

Faculty Research Committee (2008-2010)

Master of Education Committee (2006-2009)

**Previous (non HKU)**

Chair, Research Committee, English Department, EdUHK (HKIED) (September 2001-August 2005)

Acting Head of English Department, EdUHK (HKIED) (various short periods from July 2000 - November 2000)

Acting Deputy Head of English Department, EdUHK (HKIED) (two periods of 3 months in 2000-2001)

**SELECTED EXTERNAL SERVICE**

External Evaluator of application for promotion to Senior Lecturer (University of Kent, May 2018)

Panel Member Quality Assurance Agency review of collaborative program involving Sheffield Hallam University and the School for Higher and Professional Education (SHAPE) Hong Kong (March 2018)

External Evaluator of application for promotion to Senior Lecturer (Lancaster University, January 2018)

External Evaluator of application for promotion to Associate Professor (University of Auckland, September 2017)

Research Grants Council Reviewer of completed GRF and PPR projects (June 2017 onwards)

Critical friend to a funded Society for Research in Higher Education project, How are cultures of feedback practice shaped by accountability and quality assurance agendas? conducted by Dr Naomi Winstone, University of Surrey (January, 2017 onwards)

External Evaluator of Australian Office of Learning and Teaching project, Feedback for learning: closing the assessment loop led by Associate Professor, Michael Henderson, Monash University (June 2016 onwards)

Consultant on feedback research, Open University of Catalonia, December 2015

Consultant on learning-oriented assessment and clarifying learning goals and standards,

University of the Witwatersrand & North-West University, South Africa, October 2015

Staff development workshop on assessment task design and implementation, National University of Singapore, Sept 28, 2015

Consultant on assessment policy and practice, Swinburne University of Technology, September 2015

Reviewer of grant proposal, National Institute of Education, Nanyang Technological University, Singapore (2015)

Reviewer of application for Professorship, University Sains Malaysia (2015)

Reviewer of draft Research Excellence Framework submission, Oxford Brookes University (2013)

External Evaluator of application for Professorship, United Arab Emirates University (2013)

External Evaluator of application for promotion, English Department, Hong Kong Institute of Education (2012)

Member of External Evaluation team for Associate Degree Programme on Language Studies proposed by Centre for Professional and Continuing Education, HKIEd (2010)

External Evaluator of tenure application for National Institute of Education, Nanyang Technological University, Singapore (2009)

Visiting Professor, Wenzao Ursuline University of Languages, Kaohsiung, Taiwan, two-week visit April 2008

Judge – Chris Brumfit doctoral thesis award, *Language Teaching* (CUP) (2008-2012).

External Assessor of book proposals, Routledge, Sage, OUP, Springer (2007-2015)

External Assessor, Research Audit, James Cook University, Queensland (November 2006)

Service to Hong Kong Examination and Assessment Authority (HKEAA):

- School Based Assessment training seminars 2006-2008
- Language Proficiency Assessment for Teachers: Examiner 1999
- Marker HKCEE writing 1997
- Setter of AS Level oral examination 1995-1996
- Oral examiner HKCEE 1990-1992

## OTHER TALENTS

International Chess Player (retired)

Hong Kong National Champion 1988, 1989, 1990, 1991, 1992

Represented Hong Kong in three Chess Olympiads:  
Novi Sad (1990), Moscow, (1994), Yerevan (1996)

2<sup>nd</sup> in British U-21 Chess Championship (1981)