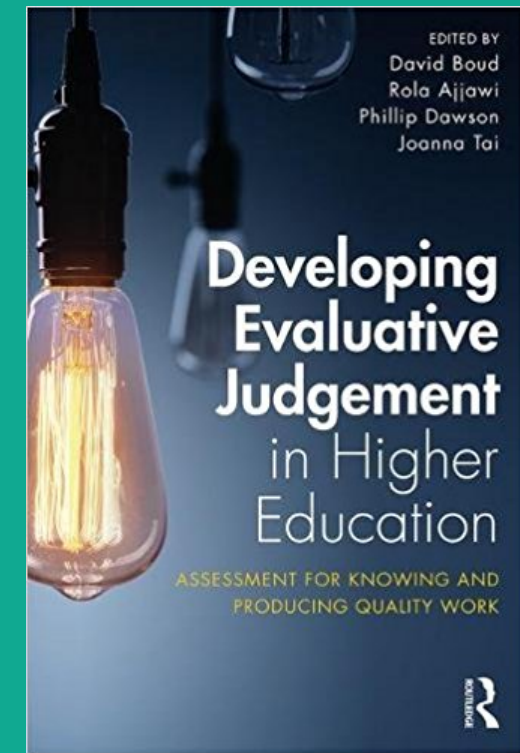


Teaching students to judge the quality of their own and others' work

Dr Joanna Tai & A/Prof Phillip Dawson

Tuesday 11 February
University of Queensland FAN



deakin.edu.au/learning/enhancing-your-practice/cradle

In 1989, Sadler suggested that teachers' “qualitative judgments” should form the foundation for formative assessment. Qualitative judgment—or “evaluative judgment” as it is now called by those guarding the legacy of **Sadler (Boud et al., 2018)**—is an evaluative process, which is not only essentially different from the psychometric understanding of assessment, but also more attuned to the in-the-moment judgments made by teachers as an integral part of teaching.



Anders Jönsson*

Faculty of Education, Kristianstad University, Kristianstad, Sweden

There are standards... and then there's quality...



“Quality is something I do not know how to define, but I recognise it when I see it”
(Sadler, 2013)



 @DrJoannaT @phillipdawson



Outline

- What is evaluative judgement?
- Why is evaluative judgement important?
- How does evaluative judgement fit in with other ideas?
- How can we develop evaluative judgement?
- Implementing strategies to develop evaluative judgement



What is evaluative judgement?



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Definition of EJ

“The capability to make decisions about the quality of work of self and others”

(Tai, Ajjawi, Boud, Dawson & Panadero 2017)



Why is evaluative judgement important?



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Why is evaluative judgement important?

Underpins students' capacity to engage in feedback conversations,
through a better understanding of standards

(Tai et al. 2016)

Being able to judge the quality of one's own and others' work, is
necessary for lifelong learning; sustainable assessment

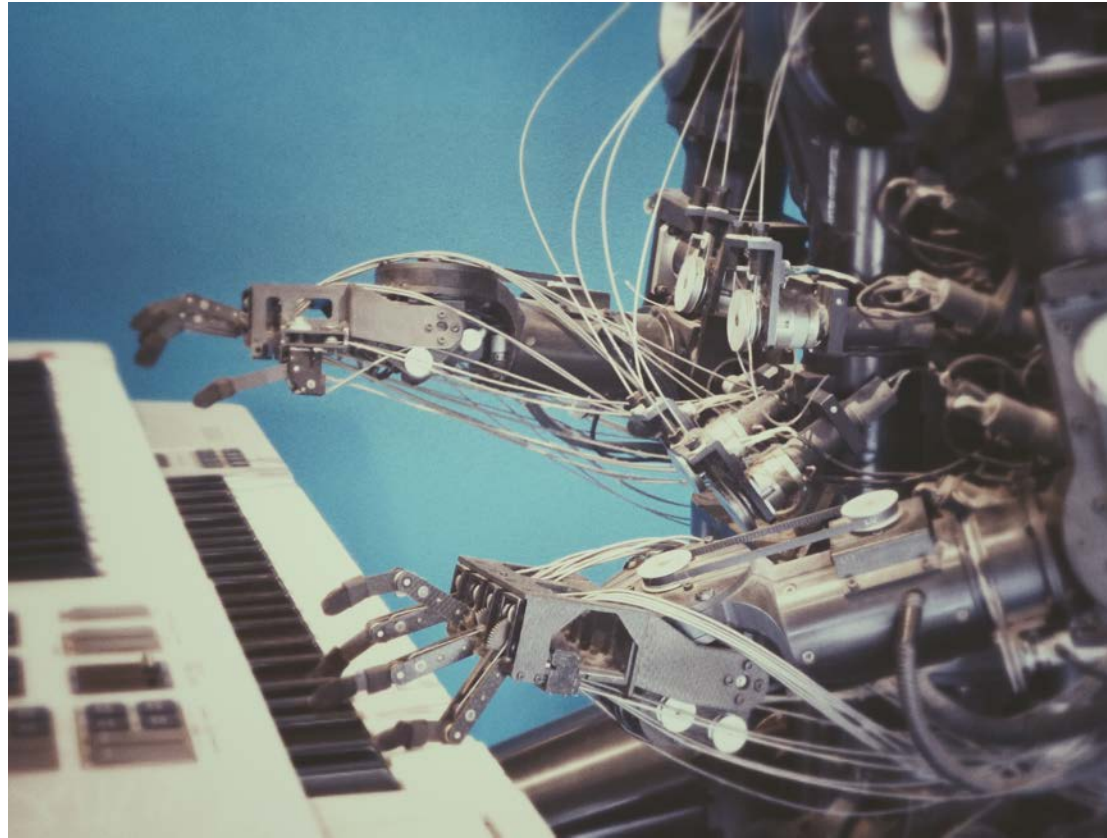
(Cowan 2010, Boud & Soler 2016)

Promotes holistic and explicit understandings of quality

Precursor to the development of expertise



We can do the jobs that robots can't



 @DrJoannaT @phillipdaws Photo by Franck V. on Unsplash



Complex appraisals are context dependent



“Making evaluative judgements is linked to a holistic and tacit understanding of the discipline”
p154



What does EJ look like in your context?



How does
evaluative
judgement fit in
with other ideas?



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Sadler (1989; 2010)

“providing direct and authentic evaluative experience is a necessary (instrumental) condition for the development of evaluative expertise and therefore for intelligent self-monitoring. It is insufficient for students to rely upon **evaluative judgments** made by the teacher.” (1989; p.143)

“This process would place responsibilities upon the teacher to bring students into a progressively mature capability in making **evaluative judgements** by providing real but non-threatening practice settings in which they also become calibrated to the norms or quality standards of the relevant discipline or profession.” (2010; p. 547)



Sustainable assessment

Assessment 'that meets the needs of the present and [also] prepares students to meet their own future learning needs' (Boud, 2000, p. 151).

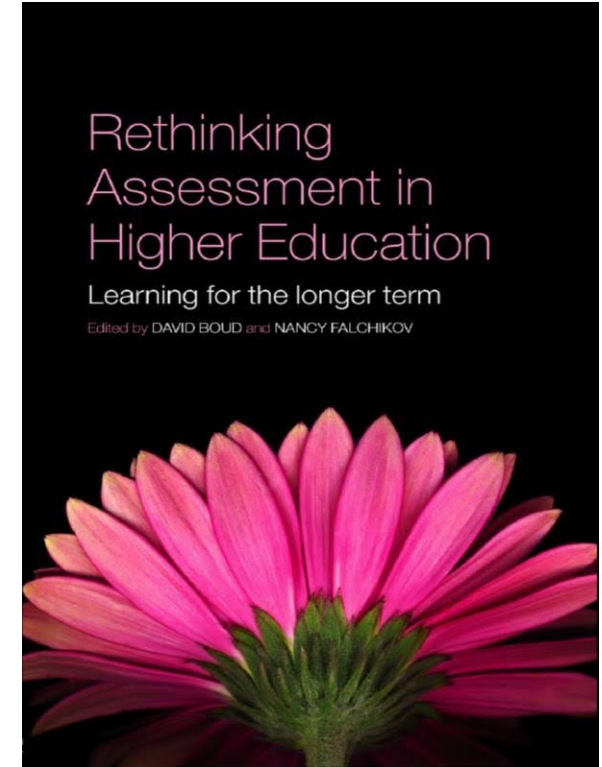
Develops students' ability to judge their own work or performance, where formal assessment does not occur



Informed judgement

“In thinking about building students’ **evaluative capacity** it is necessary to consider both the assessment components of courses and teaching and learning activities. While these have been conventionally separated, they must be viewed together if students are to learn about assessment and if assessment is to support their learning.”

Boud & Falchikov (2007)



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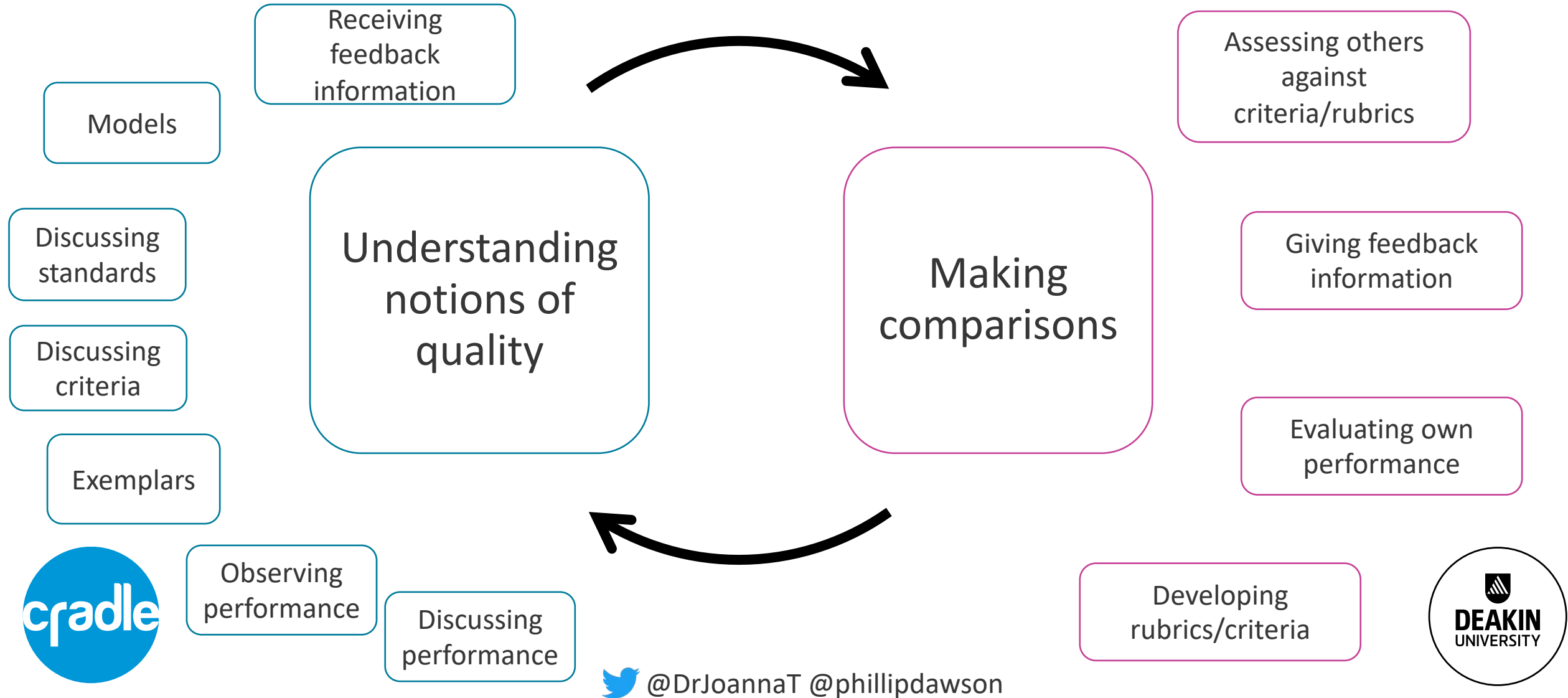


Features of EJ

1. To make a judgement about quality you need an understanding of quality
2. Recognition of a standard (implicit or explicit; individual or community)
3. A desire, opportunity or habit developed in learners for making these judgements as a way of *being* that is contextual, social and cultural
4. Requirement to articulate and justify these judgements – iteratively contributes to understandings of quality



Integral components of EJ



How can we develop
evaluative
judgement?

Many options, including...

- Self-assessment
- Peer feedback/review
- Feedback
- Rubrics
- Exemplars

High Educ (2018) 76:467–481
<https://doi.org/10.1007/s10734-017-0220-3>



Developing evaluative judgement: enabling students to make decisions about the quality of work

Joanna Tai¹ • Rola Ajjawi¹ • David Boud^{1,2,3} •
Phillip Dawson¹ • Ernesto Panadero^{1,4}



Do you use any of these strategies in ways that might develop EJ?

 @DrJoannaT @phillipdawson



Example from my teaching

- Postgraduate education course at Go8 uni
- Blended, multi-campus
- Teaching portfolio assessment

Assessment & Evaluation in Higher Education, 2017

Vol. 42, No. 3, 347–360, <http://dx.doi.org/10.1080/02602938.2015.1111294>



Assessment rubrics: towards clearer and more replicable design, research and practice

Phillip Dawson*



 @DrJoannaT @phillipdawson



Prior to submission

- Students discuss rubric in class
- Students use rubric to assess exemplars
- Students use rubric to provide formative feedback on peers' work
- Students self-assess on rubric when submitting
- Students ask for specific feedback



After submission

- Marker assesses on a new copy of rubric
- Marker continues feedback dialogue
- Marker comments focus on difference between judgements
- Student uses feedback to inform understandings of quality for next task, which loops through same process



Implementing strategies to develop evaluative judgement



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Within your own topic, subject area, or discipline....

- Identify specific areas which require evaluative judgement development
- Help students learn to discern quality
- Foster students' judgement processes
- Recognise and manage biases
- Encourage students to explain evaluative judgements
- Provide opportunities to take action on evaluative judgements

(this is available as a CRADLE Suggests resource)



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More research is
required!



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Questions still to be answered...

- What does EJ look like in particular fields?
- What are the practices of EJ development in particular fields?
- How to measure/ascertain the development of EJ?
- How transferrable is the development of EJ?
- Other learning activities which may particularly contribute to developing evaluative judgement (e.g. portfolios, reflective tasks)



Summary

Evaluative judgement:

- Provides an explicit purpose of assessment
- Places focus on standards
- Enables refinements to existing pedagogies

We should employ EJ explicitly and systematically as an integrative and organising framework for designing learning objectives, learning activities and assessment



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Some resources...

Open access paper on evaluative judgement:
<https://rdcu.be/baONj>

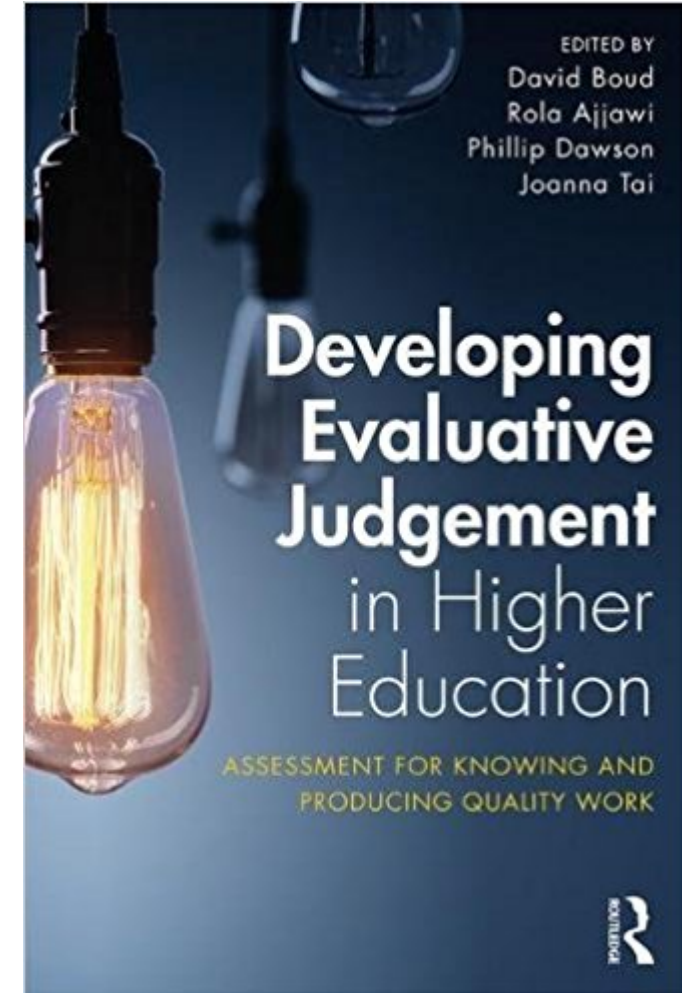
Evaluative judgement & SRL:
<https://link.springer.com/article/10.1007/s10212-018-0407-8>

Book: <https://www.taylorfrancis.com/books/9781351612524>

One pager: <https://www.deakin.edu.au/about-deakin/teaching-and-learning/cradle/resources-and-publications>

ASCILITE conference paper on peer assessment and EJ:
<http://ascilite.org/wp-content/uploads/2018/12/ASCILITE-2018-Proceedings.pdf#page=518>

Peer learning & EJ: <https://rdcu.be/boucL> (Tai et al 2016)
(Check Twitter @DrJoannaT also for these links)



Time for discussion!



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