

Facilitating students' academic judgement

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Aims

- Students should develop an ability to evaluate academic work (Sadler 2010).
- To investigate how first year students experienced Academic Judgement during formative peer review.

Findings

A thematic analysis of:

- Interviews
- Focus groups
- Student reflections

Revealed that during the process the following were important:

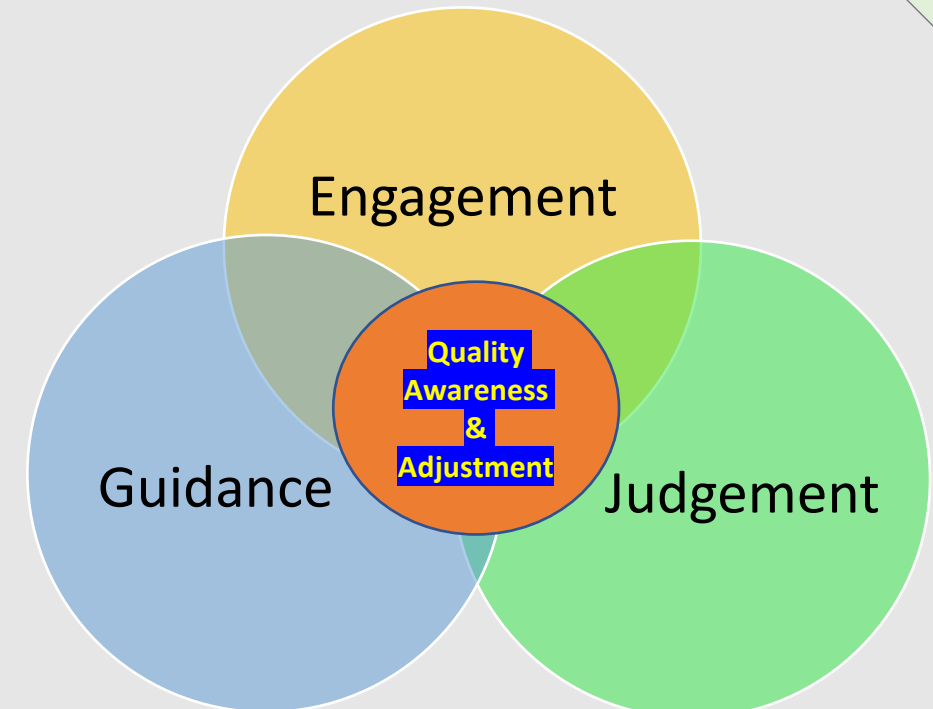
- Guidance
- Engagement
- Judgement

When all 3 were brought together it seems that students were better able to:

- Judge Quality
- Adjust their own work & suggest adjustments to their peers

Impact

- Educators can develop student judgement capacity by incorporating opportunities for students to judge academic work (during class time).
- The judgement of academic work by students should engender an awareness of Quality (formative approaches).
- A developed awareness of quality may support students' monitoring and regulation.
- Sustainability – students are our future professionals, learning how to judge or evaluate quality is a key outcome.



Key Points to take

- Explicitly developing evaluative judgement among students is important (Boud et al 2018).
- Provide opportunities for students to make judgements on work.
- Things like rubrics, exemplars, draft submissions, peer reviews with feedback, could help. However, **actively involve students.**
- To learn more read: Royce D. Sadler, David Boud, and David Carless.

References

- Boud, D., Ajjawi, R., Dawson, P., & Tai, J. (2018). Developing evaluative judgement in higher education: Assessment for knowing and producing quality work. London: Routledge
- Sadler, D. R. (2010). Beyond feedback: Developing student capability in complex appraisal. Assessment & evaluation in higher education, 35(5), pp. 535-550. DOI: 10.1080/02602930903541015