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Abstract

Evaluative judgement is the capability to make decisions about the quality of work of oneself and others. In this paper, we propose that developing students' evaluative judgement should be a goal of higher education, to enable students to improve their work and to meet their future learning needs: a necessary capability of graduates. We explore evaluative judgement within a discourse of pedagogy rather than primarily within an assessment discourse, as a way of encompassing and integrating a range of pedagogical practices. We trace the origins and development of the term 'evaluative judgement' to form a concise definition then recommend refinements to existing higher education practices of self-assessment, peer assessment, feedback, rubrics, and use of exemplars to contribute to the development of evaluative judgement. Considering pedagogical practices in light of evaluative judgement may lead to fruitful methods of engendering the skills learners require both within and beyond higher education settings. (HRK / Abstract übernommen) Tai, Joanna, E-Mail:

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