



Grading in a Dilemmatic Space

An Exploratory Cross-cultural Analysis of Mathematics and Language Secondary Teachers

Article Summary

Numerous studies have shown that grading is a complex process that involves negotiating technical, social, and ethical factors. While previous research has primarily focused on the reliability, composition, and validity of teachers' grades, few studies have examined grading practices across cultural contexts and teaching subjects. The purpose of this exploratory study was to analyze how culture and teaching subject influence teachers' grading dilemmas. Based on individual and group interviews with 11 Canadian and eight Swiss teachers, and using a "dilemmatic space" conceptual framework, this article inductively identified five dilemmatic spaces across cultural contexts and teaching subjects. The paper concludes with a discussion of the cross-cutting dimensions across these five dilemmatic spaces and articulates implications for future research and practice.

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Pasquini, R., DeLuca, C., & Cheng, L. (2021). Grading as dilemmatic space: Exploring teachers' grading work in Canada and Switzerland, *Comparative & International Education*, 49(2), 51-70.



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