Faculty of Education
CUHK 中大教育

Department of Curriculum and Instruction

Creating and Sustaining the Judgement Space: Professional Judgement and Dialogic Inquiry in AI-Supported Higher Education



Date: 2 December 2026 (Wed)
Time: 10:30 a.m. - 12:00 n.n.
Venue: Room 107, Ho Tim Building, CUHK

About the speaker



Dr. Ji Ying
(University of Cambridge)

Dr. Ji Ying is a Research By-Fellow at Hughes Hall, University of Cambridge, an Associate of Oracy Cambridge, and a Visiting Professor at Northeast Normal University, China. Her research focuses on teacher professional learning and development through collaborative teacher inquiry, dialogic pedagogy, and transversal competencies. She is the lead developer of the Think-Talk Toolbox (TTT), a framework operationalising transversal competencies through dialogue and thinking skills, adopted across thirteen countries. Her current work examines AI-enhanced formative assessment of classroom dialogue, including, with Professor Neil Mercer, the evolving role of teacher professional judgement in AI-supported education, from basic education to higher education. She holds an MPhil and a PhD from the University of Cambridge and is a member of the Cambridge Educational Dialogue Research (CEDiR) Group at the Faculty of Education.

Abstract

Professional judgement, the situated, normative practice of weighing what is educationally desirable rather than merely technically effective, is central to educational professionalism. Yet frameworks for teacher and faculty development specify what individuals should know and do, while saying little about the conditions under which judgement is exercised, or how AI restructures them. This seminar introduces the judgement space: the pedagogical condition within which professional judgement is not only exercised but articulated, examined, and sustained. In AI-supported settings this becomes a three-party condition, as AI-generated evaluative outputs enter the interaction alongside the judgement of teacher and student, and the evidence base tilts towards what AI most readily captures. Dr. Ji presents the Dialogic Inquiry Triangle as the framework through which the judgement space is created and sustained, grounding it in a 15-month collaborative teacher inquiry study across two contrasting primary schools in China, and extending it to AI-supported higher education. The seminar closes with the Professional Judgement Audit, a reflective tool participants can use to locate their own practice.

Online registration: https://cloud.itsc.cuhk.edu.hk/webform/view.php?id=13745417

Registration deadline: 1 December 2026 (Tue)

Enquiries: 3943 1374 / shinylau@cuhk.edu.hk | 3943 8197 / ericcheung@cuhk.edu.hk