

Developing evaluative judgement for continuing professional learning

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Questions and discussion

- *Please post questions in Q&A throughout the presentation, don't wait until the end*
- *If you see a question you would like to be addressed, click below it to give it a vote to help move it up the list*

The challenges of (all) work

*Confronted with a new task,
how do we know if we are doing well or not?*

How do we know if we are working well?

- Look for examples of good work of a similar type
- Ask our peers or co-workers
- Identify the basis on which we will be judged (protocols, contracts, specifications, etc.) and by whom
- Show samples of work to others

- Consult documentation
- Ask experts
- Ask one's line manager!

Outline

1. Repositioning assessment
2. The idea of evaluative judgement and where it fits in
3. Components of evaluative judgement
4. Designing development into courses
5. Examples in practice

1. Repositioning assessment

- If we are to learn, we must also assess
 - Lifelong learning = lifelong assessment!!
- Towards informed judgement for all
 - Assessment must help us learn, not just be a judgement

What does assessment always need to do?

Assure

Assure that learning outcomes have been met

- Summative assessment

Enable

Enable learners to use information to aid their learning now

- Formative assessment

Build

Build learners' capacity to judge their own learning

- Sustainable assessment

Assessment to build capacity for judgement

Build

Build learners' capacity to judge their own learning

- Sustainable assessment

Looking at assessment as if we were really serious about learning

- Whatever else we do in assessment should *also* build learners capability for judging their own work
- If they don't know what they know and can do, how can they take the next step?

2. The idea of evaluative judgement

Developing evaluative judgement

- If learners can't judge the quality of their own work, how can they learn?
- If registered practitioners can't judge the quality of their own work, how can they practice?
- If we can't help each other judge the quality of each others' work, how can they work with each other?

"If you can't describe what you are doing as a process, you don't know what you're doing."

— *W. Edwards Deming 1900-1993*



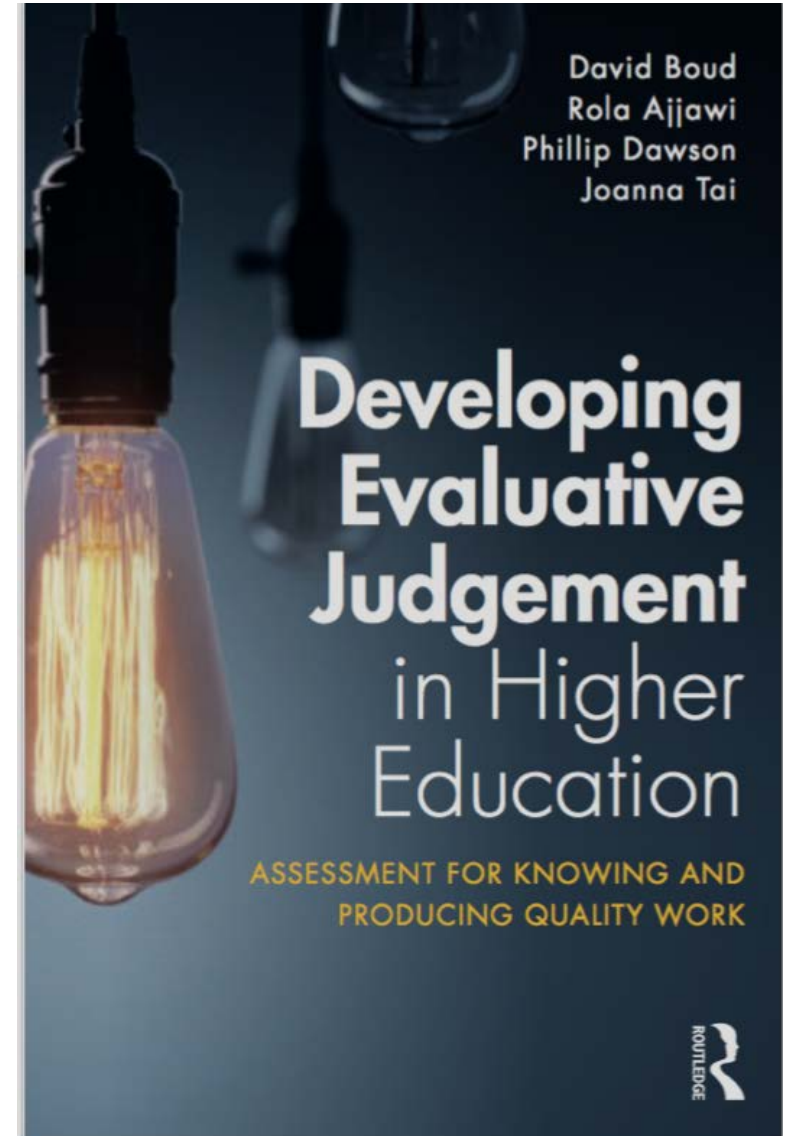
Why do we need a new term?

- Evaluative judgement focuses attention on what practitioners need to be capable of
 - Key element of sustainable assessment
- Positions assessment as an act to inform learners judgement, not one which makes unilateral decisions about them
- Highlights a key element of self-regulated learning in which we monitor our own performance and co-regulate with others

Evaluative judgement is:

the capability to make informed decisions about the quality of work of self and others

Tai et al (2018)



Don't we already do it?

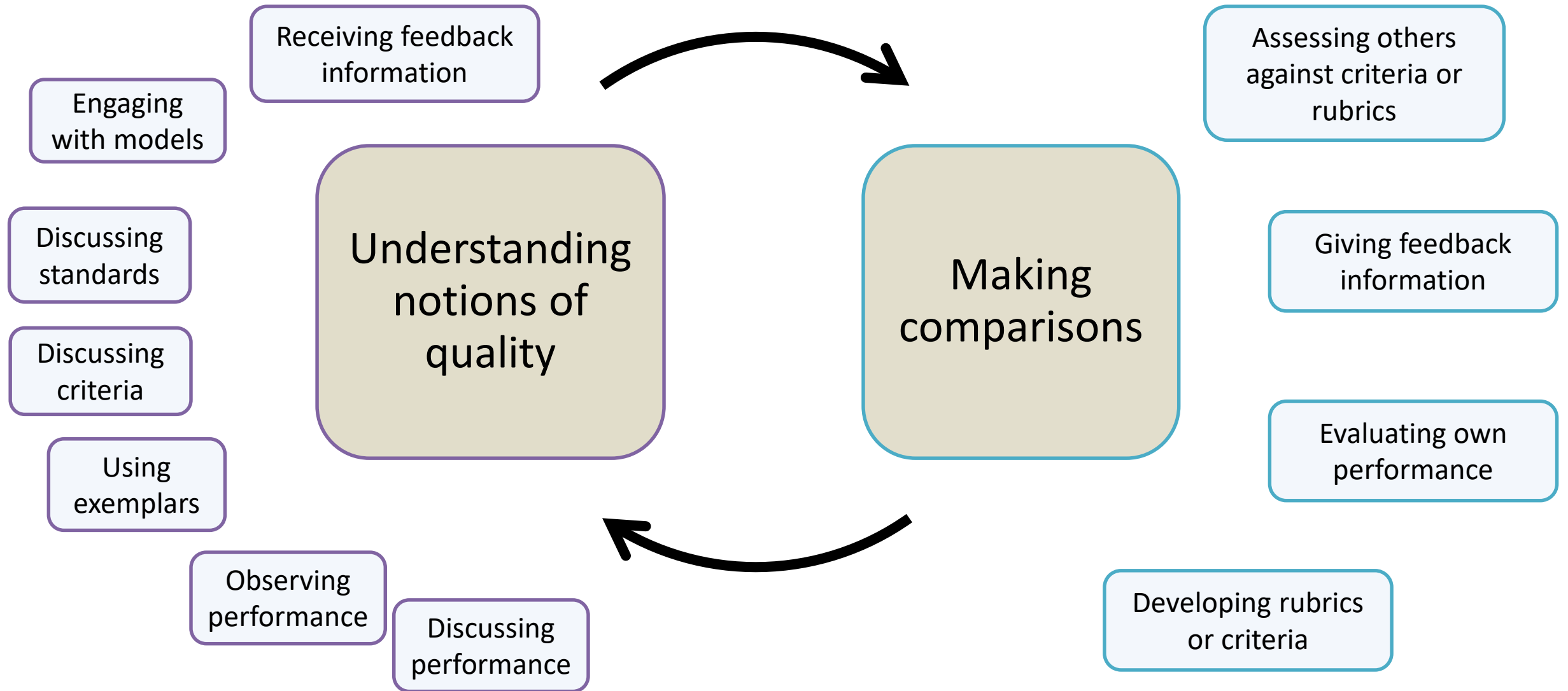
Yes, but:

- It is often informal and not an explicit or systematic focus
- It gets distracted by the fragmentation of practice
- Many conventional assessment practices displace or inhibit it, including in CPE

3. Components of evaluative judgement

- What are the key features?

Integral components of evaluative judgement



4. Designing the development of judgement into practice

- What strategies can we introduce?

What is not likely to be effective?

- Single interventions in one-off workshops
- Practice without feedback on the effectiveness of judgement
- Assuming it easily transfers from one knowledge domain to others
- Waiting until we know more, or are more advanced or more mature

Pedagogical practices that, if designed suitably, can develop evaluative judgement

- Practice in identifying standards and criteria
not just those provided
- Specific types of feedback
to help learners' calibrate their judgements
- Co-creation of rubrics
With peers
- Systematic use of self assessment
using criteria, over time, over tasks
- Peer review processes
Qualitative, without grading
- Extensive use and discussion of exemplars
dialogue about multiple and contrasting examples

Developing evaluative judgement: agenda for practitioners

- Discerning quality
 - How do we recognise good work? Identifying suitable criteria
- Managing biases
 - How do I ensure I am not fooling myself? How do we ensure we are not fooling ourselves?
- Assessing quality trustworthiness of sources and others
 - Should I take information from this source into account?
- Seeking opportunities for practice
 - Where/how can I try it again?

5. Examples

Evaluative judgement is developed through practicing it

- A. Everyday discussion and interaction
- B. Peer review activities
- C. Building deliberate communities of praxis

A. We develop evaluative judgement through everything we do

- Look to aspects of what we do
 - Conversations with a variety of those with expertise (not necessarily on a specific task)
 - Conversations with peers
 - Ask:
 - What do they direct their attention to?
 - What examples have they found useful?
 - How they check their own understanding?
- Is what is occurring going well? What are the signs that it is going well?
 - Legitimise discussion of this as a normal part of all practice conversations with peers and others

B. Peer review processes

What is involved

- Subjecting our work to the scrutiny of others
- The 'others' are peers, not those in a position of authority over us
- A reciprocal process in which we engage for each other
- The focus is always improved work
- We choose what we put forward for scrutiny

Approaches to peer review

- Multiple strategies to consider
 - With immediate peers if working closely together
 - With those with similar scope of practice
 - With extended group
- Case-based approaches
 - Select 'normal' cases
 - Select 'challenging' cases
 - At a particular point in time or follow over time
- Issue-based approaches
 - Issues central to scope of practice
 - Issues to extend scope of practice

Features of peer review

- Peer review is controlled within the group
- Focus on the case or issue, not the practitioner
- Everyone is a peer: no one is positioned as 'expert', no matter what their experience
- Orientation: problem-solving together, not defending a strategy
- Deep respect for each person as practitioner
- Judgemental language is avoided
- No questions are 'silly'
- Turn-taking: every person has a turn/presents a problem or case
- Confidentiality: what is said in the room stays in the room

C. Building deliberate communities of praxis

- Beyond the simple peer review
- Commitment over time
- Aims to improve collective practice
- Builds on concepts and resources from within and outside the profession
- Leads to change and follow through

Resources to collectively consider building

- CPL-specific accounts of developing evaluative judgement
- Guidelines on establishing peer reviews of different kinds
- Collections of reports of cases with commentaries; multi-media as needed
- Establishing closed social media to share experiences, ask questions, etc.

Issues to be considered

- Voluntary or mandated?
- How should initial training be influenced to prepare for continuing professional learning?
- How to organize practically? Who? How? When?
- When does learning for ourselves move into learning beyond the group?

In summary

- Evaluative judgement does not develop uniformly, is never complete and it is often contestable. It involves the coming together of elements beyond the individual, requiring each to exert their individual agency no matter how unsupportive the context.
- It can be helped by how we organise clinical practice for ourselves and with others.
- Most of all it depends on creating a context in which we see the making of judgements for ourselves and with others as central to normal everyday practice.

Questions and discussion

Developing evaluative judgement references

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