1D   Learning to judge and judging to learn: using technology to support student-authored Situational Judgement Tests

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Learning how to make appropriate judgements, particularly in a professional context, is becoming increasingly important for our graduates as they begin their careers. Of particular note, *situational judgement testing* has been adopted as a method for selection to foundation training for UK medical graduates (ISFP 2011). A *situational judgement test* (SJT) presents a professional-world scenario representing a dilemma, challenge, or opportunity to demonstrate judgement. Alongside the scenario, several possible actions or responses to the situation are listed. The scenario may be presented as a real or simulated video or (most commonly) as a written description. The respondent is asked either to rank the responses from best to worse, or to select one or more preferred options.

This workshop will present the findings of a pilot study at the University of Glasgow using the specially developed SJTwise software. In the study, final year students worked in groups to create, discuss and test their own SJTs. Participants will have an opportunity to try out SJTwise, and to discuss how SJTs might be useful for, and could be integrated into, their own context.

References

ISFP, M.S.C. (2011) Final report of the Improving Selection to the Foundation Programme project. ISFP Final Report. Available at:
http://www.isfp.org.uk/ISFPDOCUMENTS/Pages/FinalreportofPilots.aspx. Accessed 13/11/2013