

2013 Indigenous Teaching Forum

Workshops on the Evidence Base for Indigenous Teaching: Assessment and Evaluation 'Show and Tell' Sessions

Early in the day, Forum participants – mostly engaged in Indigenous teaching – had been asked to jot down on a worksheet, the various strategies they used to assess and evaluate their students' learning.

Participants then brought these sheets to one of 3 discipline-based interactive workshop sessions - Humanities & Creative Arts; Education & Social Sciences; and Health & Sciences - each with an expert facilitator, where they discussed the following two topics:

A. My most effective strategy for assessment of my students' learning outcomes

B. My most effective strategy for evaluating the effectiveness of my whole program

Finally, the workshop participants completed and submitted the sheets recording their assessment strategies. We have their permissions to disseminate those strategies (anonymously) on this website (below).

To respect contributors' individual voices we have only edited the comments in a minimal way. We thank all our Australian colleagues for their input.

A. My most effective strategy for assessment of my students' learning outcomes:

Humanities & Creative Arts

- I am not in a teaching position currently, but in the past I have found that the most effective strategy is to make sure the learning objectives are clear from the start.
- Student eye contact with audience; hear their voices; work collaboratively; combination of assessment tasks - solo, group, performance, and written tasks.
- Constructing aligned assessment; resources that transform; iterative assessment ie constant feedback loop.
- Getting students to place themselves in the shoes of an Aboriginal person and reflect on their learning from an Aboriginal perspective.

- Evidence of a demonstrated link between practical activity and written tasks – fostering this link through shared experience; looking for way to include Indigenous content within units.
- “Decolonisation begins with turning the lens back on oneself”. Non-Indigenous students were required to step outside their usual disciplinary methods and critically review - in light of Indigenous stories, engage on a personal level that was transformative.

Education & Social Sciences

- Reflection journals (trailing at the moment).
- Through my assessment – we use a variety of tasks to cover all of our learning outcomes: oral presentations, essays and critical reflective pieces. We also continually assess/encourage learning through seminar discussion contributions.
- Create a learning ‘resource’ and self reflection in it using (oral/written) Indigenous knowledge and western epistemology (Both Ways).
- Oral and written communication.
- Tutorial presentations. Students prepare a tutorial discussion on a topic related to the lecture which includes discussion activities to engage their peers and artefacts – workshop plan, personal contribution (individual, in pairs), analysis of references.
- Culturally inclusive experiences and reflection journal.
- I find the best examples have been those tasks that are practical and link to the profession (eg Teachers’ work) and diversity and reflective tasks (eg Critical Incidents).
- Debrief/discussion – best way to really understand how they have been transformed. Hardest thing to record.
- Taking students out to Country – the potential for effective partnership work is massive.
- Letting the class collaborate to create the ‘test’ questions plus blind peer reviewing of ‘test’ responses by class, based upon analysis and evaluations matrix.
- Opinion pieces; reflective engagement in interactive hands-on cultural interface activities; peer review; practical teaching implementation.

Health & Sciences

- Group oral feedback to Elders (Reflection) - after immersion experience – videotaped.
- Establishing evaluation framework and address each component = Likert scales (quantitative) + reflective questions on readiness to interact with ... Indigenous patients.
- Students presenting the patient's history and examination findings and identifying differential diagnosis and receiving immediate feedback.
- Evaluating class discussion/ student input – and emails - adds to assessment of student outcomes. Evaluating students' written work. Informal 'yarns' that merge and/or translate culture/education. Therefore, comparing oral/written responses
- Self-reflection – model the values and behaviours associated with an 'adult' approach to education and learning, to self-reflectivity – opportunity to recognise mistakes, blind spots, opportunities for improvement, ie getting students to become more self-aware re assessment, and tracking their learning journey.
- Reflection journals supported by criteria and modelling.
- Observation, clear and coherent learning outcomes, analysis of student progress.
- (Context: Medicine, Dentistry & Health Sciences research and resource development – health care communication) Transfer – observation of behaviours with patients reflecting cultural knowledge and respect (in practice and assessment contexts).

B. My most effective strategy for evaluating the effectiveness of my whole program

Humanities & Creative Arts

- To see that the program is constructively aligned. Learning objectives are aligned with learning and teaching activities, and outcomes.
- Fairly successful completion rate of both subjects.
- Student feedback, collegial chats.
- What the students write in their reflections on what they are learning, having placed themselves within an Aboriginal perspective.

- The establishment or evidence of an ongoing dialogue that extends and accumulates as the student moves from unit to unit.
- Involving traditional owners and Indigenous academics in assessment.

Education & Social Sciences

- Formal evaluation (feedback from overseeing reference group, students).
- Through informal discussion with students and other stakeholders and through internal surveying (independent of the CEQ survey*) – specific to the different aspects we want to focus on.
[Australia's national Course Experience Questionnaire survey]*
- Student feedback, student assessment.
- Multi-stakeholder evaluation taken over time across and within institution and frameworked against university objectives and strategy outcomes.
- Focus groups run at the end of the course, facilitated by another tutor. Having these transcribed and reading/discussing with others. It is expensive and time consuming but worth it. It is also good for new tutors.
- Conversations with the learner, then observing the 'data' in action. Observation.
- I have recently worked on a research project that used 'the most significant change' (evaluative) research methodology because it allows for oracy and story telling and could be adapted for programs.
- We work with our own research team who take surveys throughout the year and do big end-of-year studies.
- Dialogue/written reflection/ observation of what students 'do' with their experience.
- Having the students create an outline course for the following year's cohort, to understand what they valued the most.
- Student feedback/ group discussion/ formal course evaluation.

Health & Sciences

- Focus group with students.
- Student focus group discussions/Staff focus group.
- (Context: resources) Uptake and sustainability.
- Students' ability to present the patient's history and examination findings and identify differential diagnosis has improved; and ability to identify appropriate diagnostic test and management options.
- Informal and formal feedback: informal discussions with students and peers. Formal 'evaluation forms' and student evaluation meetings. Evaluate students (against) mainstream assessment criteria. Hard & soft evidence.
- Gathering and listening to open-ended student feedback
- Collecting '3 take home messages' on evaluation form after each day
- Develop systematic processes for evaluation: very critical to identifying outcomes.