



Evaluating learning through practice

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Introduction

- ◆ Responsive case study evaluation
 - Ongoing work in progress
 - Began with police recruit training
 - Integration of all stakeholders' views
 - Applicability across disciplines
 - Evaluation = effects, outcomes & impact
 1. Students
 2. Community – Organisations, Supervisors
 3. University



Two examples of Responsive Evaluation: Evaluating student work placement learning

- ◆ The nature of work placement programs
 - Case study methodology with interpretive constructivist paradigm
 - Student focussed
 - Action based (learning is in the workplace)
 - Problem based:
 - Program focuses on
 - Negotiated tasks (where ‘completion’ is vital; ‘utility’ of the product is the criterion)
 - Reflection on practice
 - Individually (in journals)
 - Collectively (in workshops)
- ◆ Students report on their learnings
- ◆ Learning as personal change



Example 1: The social work practicum

◆ Findings:

- Whose in charge?
 - autonomy or dependence.

- The assessment game:
 - Judgement or sentence?



Example 2: The criminology practicum

◆ Findings:

- The key challenges
- The principles of procedure
- The sequential model of teaching interventions
- The unified model for Action Learning, Action Teaching and Action Research

◆ Other outcomes:

- Development of legitimacy of practicum
 - GU expansion and Symposium
- Legitimacy of praxis
- Meeting Federal Government reforms



Evaluation for whom?

- ◆ Three levels of audience
 - Authorities, supervisors and students
 - Audience of institutional interests
 - The audience of ‘stakeholders’
 - The audience of ‘participant learners’
- ◆ Three kinds of report
 - The ‘outcomes’ report
 - The ‘procedures’ report
 - The personal report



A student's view of learning through practice

- ◆ What students want to learn?
- ◆ How do students become engaged?
- ◆ Why do students use learning through practice?
- ◆ How do students know it is working?
- ◆ How does evaluation help?



Stakeholders from the workplace as learners

- ◆ Is effective supervision occurring?
 - Administrative
 - Educational
 - Supportive
- ◆ What am I learning as a supervisor?
- ◆ What are the benefits for the organisation?



Teachers as learners

- ◆ Case Studies (of iterations) as the preferred method
- ◆ Convenor unifying the course
 - Academic teachers reflecting for learning
 - Supervisors reflecting for learning
 - Feedback loops (include students)
- ◆ Conflict model for learning tensions
- ◆ Permission, protection, potency
 - Permission to take risks, engage in new behaviours, etc.
 - Protection by institutions/organisation
 - Potency is the follow-through on the risk



Conclusion

- ◆ Characteristics of qualitative evaluations based on a constructivist framework
 - No fixed parameters
 - Concentrates on learning about the self
 - Relationships
 - Data gathering and methodology
 - Formal techniques
 - Journalistic techniques
- ◆ Like ‘reflection’, responsive evaluation is value centred and aims to empower the learner



Any questions?

◆ For further information please contact:

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