



Rethinking Assessment in Psychology: An experience of innovation and teaching reflexivity

Ivette González Sarkis¹ [0000-0003-1995-3947]
María Beatriz Cifuentes² [0000-0002-4122-2385],
^{1,2}Universidad de Chile
ivettegonzalez@u.uchile.cl

Abstract

Innovating in the evaluation of the contents of subjects in higher education means rethinking the ways in which the scientific knowledge of the various disciplines is approached, with the aim of making evaluation accessible to the different abilities of students. This research focuses on the teaching reflexivity of a work team of the subject of Psychology which designs an inclusive evaluation for the contents of the first unit of the subject. The minutes of meetings, evaluation instruments, work guidelines and the perceptions of the teaching team are analyzed. The results are ordered with the Systematization of the Experience method, exposing a synthesis of the experience in some factors: Conditions, Situations, Actions, Perceptions and Results. In conclusion, this innovative experience made it possible to diversify the evaluation mechanisms of the subject, contributing to practices that allow innovation in university teaching.

KEYWORDS: TEACHING INNOVATION, REFLEXIVITY, PSYCHOLOGY

Introduction

Innovation processes are a challenge for different teaching teams that are used to using traditional teaching methods, based on a traditional University in its way of approaching scientific knowledge.

Literature Review

Educational Inclusion is aimed at expanding the learning and participation opportunities of those who make up an educational community, is a complex process involving the transformation of Policies, Practices and Cultures of institutions (Ainscow et al., 2000). Inclusion is proposed for the benefit of all and the regulatory frameworks of universities take into account the need to facilitate access to students excluded from training processes (disability, autism spectrum condition, etc.), facing difficulties in accessing, participating and learning within the educational community (Fuller et al., 2004), pointing out the existence of barriers from educational and social contexts.

Implementing training processes that put these notions into practice is a challenge for teaching teams since they are the ones who design specific learning and evaluation devices, in addition, the results of the training processes must be adjusted to the knowledge declared in the exit profiles of the training plans. In this context, reflexivity is presented as a fundamental tool to accompany teaching

innovation processes. Reflexivity is an activity that involves awareness understood as “reworking” what happened in practice as an intersubjective product (Castorina, 2022).

Teaching innovations require a framework that gives them meaning, moving them away from “doing for the sake of doing”. Educational Inclusion can operate as the “framework of purposes and conditions” (Castorina, 2022) of teaching innovations aimed at expanding opportunities for access to universities for increasingly diverse students.

Method

An Experience Systematization was carried out (Barnechea & Morgan, 2010; Jara, 2023) based on the process of planning, implementation, and evaluation of the innovation of an evaluated activity that is carried out in the Psychology course. This systematization of experience was carried out by the teaching team of the subject

Participants: Teaching team composed of 5 professors and 5 assistants of the Psychology course of a selective university in the metropolitan area of Chile.

The course is taught in the first year of a 2-year curriculum, leading to the initial academic degree (Baccalaureate). The subject of Psychology is an introductory course whose objective is for students to situate this discipline in the Social Sciences, recognizing its object of study, its main areas and current currents. For the 2023 version of the subject, the team defined an innovative experience to evaluate one of the units of the course to generate an inclusive evaluation system. This innovation was developed in the regular team meetings before, during and at the end of the semester.

For this systematization, minutes of meetings, evaluation instruments, guidelines for the work and perceptions of the team regarding the work prepared by the students were analyzed.

Results

Some of the factors that organize the Systematization of Experiences (Jara, 2023):

Conditions: To make visible the functional diversity and neurodiversity present in the student body by demanding that the teaching team innovate in teaching and evaluation processes.

Situations: The Psychology teaching team is a cohesive group with a reflective practice strengthened during the confinement due to the pandemic.

Actions: The team designed a work guideline with to contribute to the reflection on psychology as a scientific discipline, considering the historical evolution and tensions. The students carried out group work, analyzing a current situation and relating it to concepts reviewed in class. This work was presented in a podcast containing: the current situation, fundamental concepts of psychology and reflective group dialogue.

Perceptions:

The teaching team evaluated this work favorably:

- There was an internal organization of the students, assuming various roles within the group functioning. Each student, according to their interests, selected the activities: designing script, recording, editing, etc.
- Students' interest in incorporating technological tools in their work, indicating enthusiasm for different forms of assessment.

- At the end of the semester, the students showed a positive attitude towards the acquisition of knowledge through the podcast.
- The teaching team positively pointed out how the groups of students organized the requested work.

Results: Based on the above, it was decided to continue the innovation for the entire program of the subject.

Discussion and Conclusions

This innovative evaluation experience made it possible to expand the learning possibilities of the students, deploying various skills and participating in instances that allow them to develop their potential, without the obligation to carry out more structured and rigid activities, thus contributing to a process that favors educational inclusion (Ainscow et al., 2000).

The tasks assumed by each member of the group allowed them to feel included, and active participants in the work and learn under the same conditions as their classmates (Fuller et al., 2004).

The students' perception of the activity motivates the teaching team in a process of reflexivity (Castorina, 2022), reworking both classroom teaching and the design of academic programs that focus on the needs of students, enhancing their skills and directly confronting educational and social barriers.

These experiences made it possible to diversify evaluation strategies, develop inclusive teaching practices and enrich the teaching experience.

Limitations and Projections

One of the limitations is not having had the evaluation of this innovation by the students who took the subject. It is important to be able to know the perceptions directly of the students.

On the other hand, this experience of innovation is projected in activities such as 1) Designing guidelines for the evaluation of activities that reflect the perception of students, to complement the perception of the teaching team and 2) Expanding inclusive experiences to classroom activities, to strengthen learning that focuses on student diversity, considering university demands.

References

- Ainscow, M., Booth, T., & Vaughan, M. (2000). Índice de inclusión. Desarrollando el aprendizaje y la participación en las escuelas. Centro de Estudios en Educación Inclusiva. Bristol, UK.
- Barnechea, M., & Morgan, M. (2010). La sistematización de experiencias: producción de conocimientos desde y para la práctica. *Tendencias y retos*, 1(15), 97-107.
- Castorina, J. A. (2022). La reflexividad en la Didáctica Profesional. Hacia un programa interdisciplinario de estudio. *Revista Análisis de las Prácticas*, (1).
- Fuller, M., Bradley, A., & Healey, M. (2004). Incorporating disabled students within an inclusive higher education environment. *Disability & Society*, 19(5), 455-468.
- Jara, O. (2023). Orientaciones teórico-prácticas para la sistematización de experiencias. Recuperado de <http://biblioteca.udgvirtual.udg.mx/jspui/handle/123456789/3845>.

The English version of this article used AI for its translation and editing, with the authors ultimately responsible for it.