Practice example

*Integrated assessment and academic writing in an indigenous health course*

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**Abstract**

The Graduate Diploma in Indigenous Health Promotion, available only to Aboriginal and Torres Strait Islander students, is run in Block mode (six sequential blocks of 7-10 days across one year). Course participants always come with extensive professional skills and experience in health and with the support of their communities but may have had limited previous exposure to academic literacies including writing valued academic text types. This fact and the delivery mode posed two dilemmas for assessment: how to develop assessment which relates to both community and professional needs and allows for a gradual development of skills over time, and how to improve students’ academic writing skills.

The session will demonstrate three work-and community-integrated assessment tasks that were developed for the whole year, avoiding fragmentation across units of study and included a range of assessment types, for example self- and peer assessment. We will show how they are closely integrated with teaching in the Blocks. The session will also show how academic writing skills development was closely integrated with both content and the requirements of one of the assessment tasks and will report on student evaluation of these initiatives. The audience will be challenged to consider how they might, using the above models, either (1) develop an assessment activity spanning more than one unit of study or (2) develop an authentic work-integrated assessment task or (3) integrate academic writing skills development with content and assessment before the fact (rather than as feedback).

**Theme**

Assessment tasks, practices and processes designed to integrate student learning across units, and across disciplinary, community and professional contexts (theme 2)