

Native Knowledge 360° (NK 360°) Essential Understandings Framework: Reflections Using the Five Level Evaluation Model

Ashlyn Lafleur

Department of Education Studies, Stephen F. Austin State University

Faculty Sponsor: Dr. Sarah M. Straub

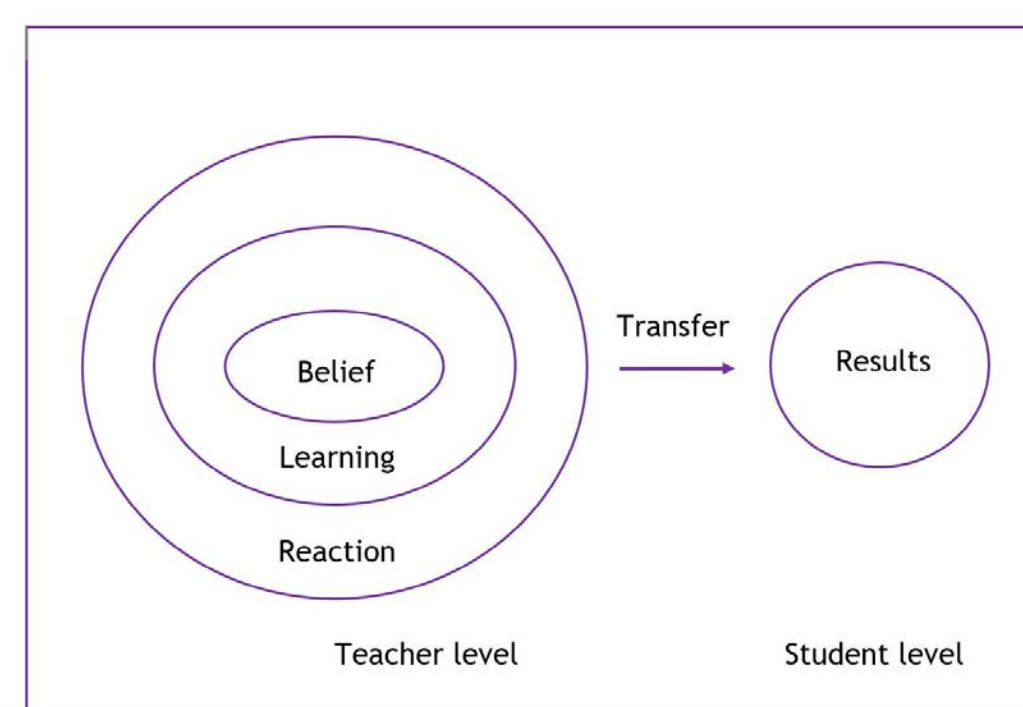


Abstract

Native Knowledge 360° (NK360°) is a program designed by the National Museum of the American Indian (NMAI) to “provide educators and students with new perspectives on Native American history and cultures” (NMAI, 2022). This initiative provides educational materials, student programming and teacher development. For the purpose of this reflection, the authors will focus on a professional development session offered in January 2022.

Introduction

This paper will serve as an evaluation of the NK360° training using the five level evaluation model (Kartal et al., 2019). While typically an evaluation would have more generalizable results with a larger sample size, as an undergraduate student, the goal of this project was two-fold: (1) to practice with a methodology and (2) to apply and reflect upon lessons learned in a synchronous, online professional development session in her classroom. The student researcher used a modified version of the Five Step Evaluation Model (Kartal et. al., 2019, p. 407) - see Materials and Methods for more detail:



Purpose

Native Knowledge 360° (NK360°) is a program designed by the National Museum of the American Indian (NMAI) to “provide educators and students with new perspectives on Native American history and cultures” (NMAI, 2022). This initiative provides educational materials, student programming and teacher development. For the purpose of this reflection, the authors will focus on a professional development session offered in January 2022.

Materials & Methods

The structure for this research design is based on a slightly adapted replication of the five-level design implemented by Kartal, Dogan, Irez, Cakmacki, and Yalaki (2019). Their study sought to evaluate a professional development program by using a new evaluation perspective. The initial study included a voluntary participant sample of eighteen middle school science teachers and their students. Through the implementation of this five-level design, the researchers found that the participants had improved views on the focus of their professional development, improved beliefs about teaching and learning in that particular area, and were able to develop classroom activities that aligned with the scope of the professional development. The aim of this original project was to motivate researchers to “consider multiple level evaluations of future professional development programs” (Kartal et al., 2019, 402).

Belief: The researcher modified the Research Comfort Level Inventory Survey (Levitt & DeArmond, 2021). This survey, included in full in the discussion portion of this paper, focused on comfortability as an indicator for the likelihood of positive self-efficacy and transfer to the classroom.

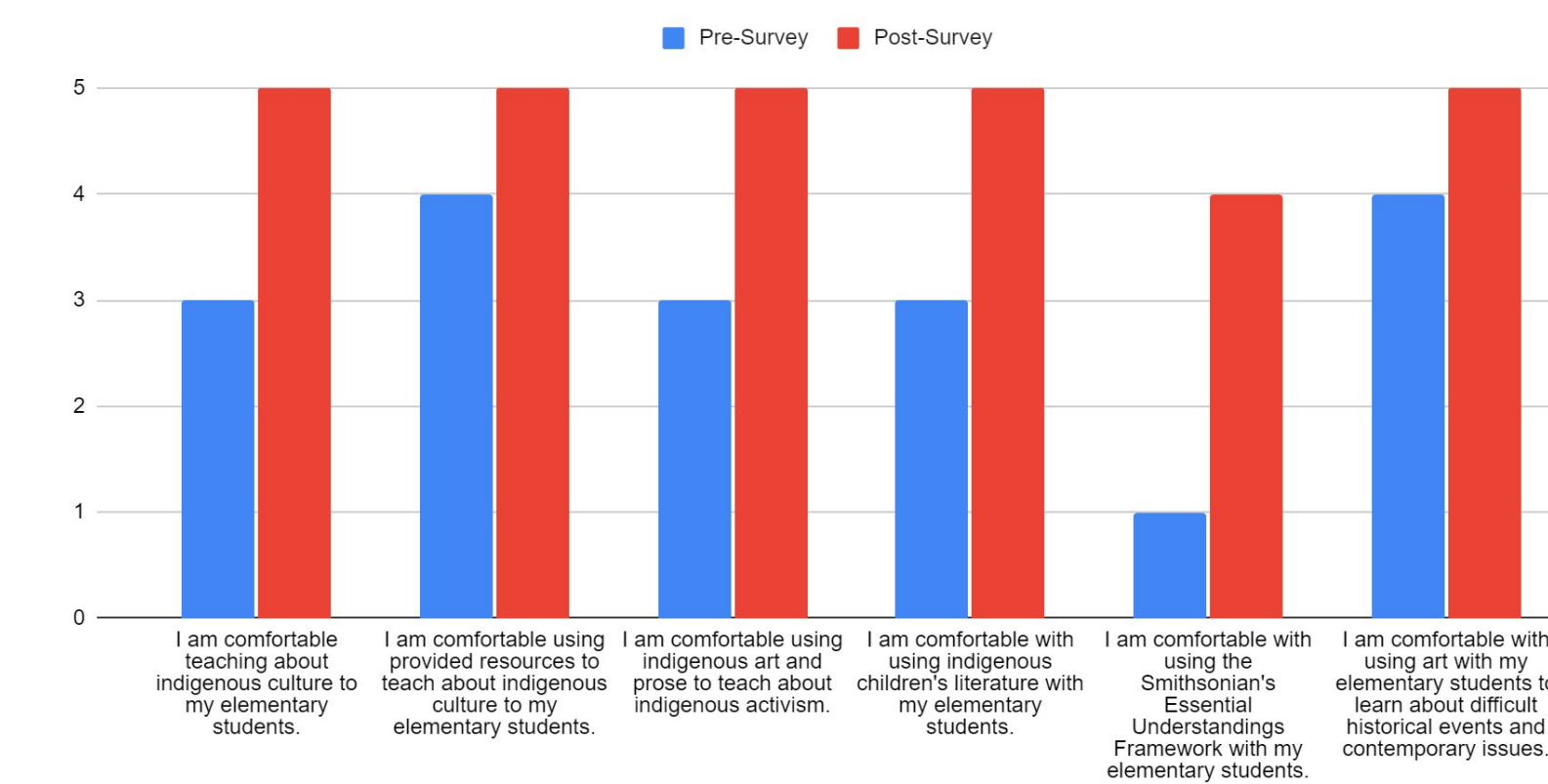
Learning: Learning required an open-ended response that was added to the Reaction Survey. It was coded for emergent themes.

Reactions: Reaction data was collected using a survey the researcher adapted from the Professional Development Survey for Educators and School Leaders PDE-3521 (Pennsylvania Department of Education, 2021). This specifically looked at the strategies that were presented, the opportunities for networking, the likelihood of future engagement in this topic, the usefulness of the resources that were shared, the knowledge gained and the likelihood of transferability.

Transfer: Transfer’s data source was the lesson plan that the faculty mentor and research drafted immediately after the workshop concluded, using the lessons learned and resources from that workshop.

Results: For this project, the results section included a more open-ended reflection. The researcher sought to describe her perceptions on the transferability of the workshop to the classroom lesson and included student work to reinforce her explanation.

Results



Indigenous Culture is Not a Monolith

It was a new and exciting experience to be exposed to indigenous culture as something more intricate and more nuanced than previous exposure had led her to believe. The researcher also learned about an old folktale which explained that plants made a pledge to create cures the animals have created

Critical Questioning Strategies for a More Authentic Classroom

See Think Wonder provides a structured and simple way for students to make careful observations and interpretations about visual imagery (Visible Thinking Project, 2019). This three-step routine can be intentionally set through asking students to use the sentence stems in either written or oral formats. It is a great activity for anticipatory hooks or for independent reflection because it creates a structure for in-depth observation.

Selected Materials

Think Wonder Table:

See	Think	Wonder
How did America Meredith's artwork and Mary Golda Ross's scientific contributions honor indigenous culture?	Respect People	How did she do that?

Who is America Meredith?

Who is Mary Golda Ross?

CLASSIFIED: The Secret Career of MARY GOLDA ROSS, Cherokee Aerospace Engineer

Conclusions

After engaging in the full five level evaluation model, the undergraduate student research was left with the recognition that attending a professional development session is not enough. Attending the session, with the intention of transferring the knowledge gained into an immediate action is how an educator can truly gain as much from the experience as possible. The initial session was the hook that the researcher needed to commit to continued learning about this topic for her own professional development.

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