Reflection Report

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1. CBC, CBE, and CBA as a System

In the CBC context, quality learning goes beyond stating what students should learn. It serves as a tool to structure instruction, support progress, and provide a foundation for valid assessment. I applied the SMART principles in designing a 36-hour training module titled “Improving Teaching Content and Methods to Enhance Students’ Functional Literacy and Education Quality.” Learning Objectives: - develop lesson planning skills and assessment tools using innovative history and law teaching technologies. - integrate cross-disciplinary connections and assessment strategies that consider students’ abilities. - model effective pedagogical collaboration strategies that incorporate digital and innovative technologies. Each session lasted 45 minutes. The module helped participants: - plan lessons and assessments using modern history teaching tools; - apply cross-disciplinary strategies considering student needs; - design original projects showcasing effective collaboration strategies and share best practices in digital and innovative teaching in history education. SMART Criteria Applied: Specific: Each goal focuses on a clear skill or action. Measurable: Outcomes are observable and assessable. Achievable: Goals fit the module’s scope and timeframe. Relevant: Objectives support key subject competencies. Time-bound: Activities are scheduled within the 36-hour format. Areas for further improvement: • Refine assessment tools to better measure different aspects of students’ functional literacy. • Clarify which subjects are integrated in Objective 2 and how that supports historical understanding. • Explore various collaboration formats—professional learning communities, networks, mentoring, coaching—and their effects

on student development.

2. Curriculum Development and Learning Goals

In the context of the Competency-Based Curriculum (CBC), quality education is not just about listing learning outcomes—it is a structured approach that guides instruction, supports progress, and ensures valid assessment. I applied the SMART principles in developing a 36-hour module titled “Enhancing Content and Teaching Methods to Improve Students’ Functional Literacy and Education Quality.” Learning Objectives: - develop lesson planning and assessment tools using modern history and law teaching technologies; - integrate interdisciplinary connections and assessment strategies tailored to student abilities through new history teaching methods; - model collaborative teaching strategies that incorporate digital and innovative technologies for student development. The 36-hour module (sessions of 45 minutes) enabled participants to: - create lessons and assessment tools using modern technologies; - apply interdisciplinary strategies while considering student abilities; - design and present original projects that showcase effective collaboration and innovation in teaching history. SMART Criteria Application: Specific: Each goal focuses on clear teaching skills; Measurable: Outcomes are observable and assessable; Achievable: Goals are realistic within the module's timeframe; Relevant: Activities align with core subject competencies; Time-bound: All objectives are addressed within 36 hours. Suggestions for Improvement: a. assessment tools could more directly evaluate various aspects of students’ functional literacy; b. objective 2 could specify which subjects are integrated and how they deepen historical understanding; c. the module could explore broader forms of collaboration, such as mentoring, coaching, and school-based professional communities, and how they influence student growth.

3. Assessment Quality: Validity, Reliability, and Fairness

I am the author of a professional development program for history teachers titled “History Lesson: Practices for Creating Positive Emotional Engagement.” To improve the quality of learning, assessment is conducted at various stages: diagnostic, formative (intermediate), and summative. Diagnostic and summative assessments are carried out through testing. Diagnostic tests help identify participants’ initial knowledge levels, define starting points, and reveal learning gaps. To ensure the validity and reliability of assessment tools, test items are reviewed for alignment with expected outcomes and testing standards. Before developing test items, I create a test codifier to define what needs to be measured. For example, in Module 4.1 “Planning a History Lesson Using Digital Resources and Platforms to Develop Students' Functional Literacy”, a sample question might be: Question 1: Which digital tool allows you to

create historical texts, quiz questions, and check meaning? A) Canva Magic Write; B) ChatGPT; C) DeepL; D) TimeGraphics. This question is valid, as it reflects the intended outcome. It is fair if all participants are familiar with the tools. It is reliable, as only one correct answer exists. Assessment follows a structured, step-by-step process to gather, interpret, and use data about participants' progress. Formative assessment monitors learning and allows for instructional adjustments. Each participant receives personalized feedback. The final assessment evaluates content mastery. Interchangeable assessment tools are used to fairly measure learning progress. At the end of the course, a survey evaluates participant satisfaction with content, instruction quality, and practical application of acquired knowledge.

4. Grading and Standard Setting

When developing an educational program, I established a set of clear and objective criteria for evaluating assignments. These included the completeness, accuracy, and relevance of the learner’s response, as well as the clarity and coherence of their presentation. I also evaluated their ability to not only reproduce information but analyze it, draw conclusions, and offer diverse perspectives. Creative thinking was another key area—learners were assessed on their ability to generate new ideas and solutions. I required adherence to specific formats, lengths, or stylistic guidelines when applicable. To promote transparency in assessment, I created detailed rubrics that outlined performance levels for each criterion. This helped learners understand exactly what was expected and how their work would be judged. A transparent process builds trust and enables learners to focus on meeting the goals rather than second-guessing the standards. Fairness was also a priority. This meant ensuring the criteria were objective, free from bias, and offered all learners an equal opportunity to succeed. Context was considered as well—different learning environments may require slight adjustments to ensure equity. Alignment with learning objectives was critical. Each assignment was directly linked to a clearly defined goal, and assessment criteria were designed to measure the extent to which that goal was achieved. Cut-off scores in tests were based on the complexity of the objectives, expert input on mastery, and statistical analysis of learner performance. To improve the system, I would enhance assessment adaptability. Depending on the context and the learner's needs, criteria and strictness levels should be adjustable. Additionally, I would integrate visual tools and automated evaluation methods to make the assessment process more transparent, showing how each criterion contributes to the overall score. This would support both formative feedback and self-assessment, empowering learners to track and understand their own progress.

5. Use of Rubrics

A rubric is a chart or framework in which evaluation criteria are clearly defined. It helps learners clearly understand why they received a particular grade, and it helps the teacher ensure fair and systematic assessment. How do I use rubrics in teaching history? Rubrics are a central part of my teaching and assessment practice, especially in the context of project-based learning. How do I create rubrics? First, I establish a scale and select the learning outcome aligned with the instructional goal for a specific topic. I choose the learning outcome based on the academic curriculum. Using my professional judgment, I assess the trajectory of students' success on a scale from 1 to 3 ("Advanced," "Basic," "Beginning"). I define ratings by assigning appropriate labels to each value on the scale I chose: 3 = "Advanced"; 2 = "Basic"; 1 = "Beginning" I identify key characteristics by adding simple descriptions for each number on the scale: 3 – advanced ability to _____; 2 – basic ability to _____; 1 – beginning ability to _____. I formulate a description of what performance looks like at each level: 3 – the student is able to (description of desired outcome); 2 – the student is able to (description of desired outcome); 1 – the student is able to (description of desired outcome). Each criterion is assessed using a three-point scale: 3 (Excellent); 2 (Satisfactory); 1 (Needs Improvement) The rubric made expectations transparent for students and helped them understand their strengths and areas for growth. Advantages: - for students: Rubrics clarify expectations, support self-assessment, and make evaluation criteria transparent. - for teachers: Rubrics ensure consistency, reduce subjectivity, and simplify the feedback process. Key Success Factors: - clear, specific, and measurable criteria; - alignment with learning objectives; - involving students in understanding the components of rubrics; - using rubrics as part of feedback, not just grading.

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