



**GUIDED TEACHER REFLECTION
ENGLISH TEACHERS NETWORKS**

TOPIC 5: ICT FOR EVALUATION

**MINISTRY OF EDUCATION
ENGLISH OPENS DOORS PROGRAM**



INTRODUCTION

This guide aims to support your pedagogical and disciplinary work in your ETN monthly meetings and is part of a series of six guides for group discussions. Each guide outlines a topic for reflection which is aligned with the “MBE framework and curricular prioritization 2023-2025”. The guided topics were developed by considering the academic and professional interests of ETN teachers collected through a survey applied in September 2024. These guides cover relevant topics of academic and professional interest through a range of activities promoting the integration of learning objectives, the development of professional practices, and the promotion of collaborative and reflective work

Pedagogical reflection and its connection with the [MBE](#). (Table 1)

This guide follows competency descriptors presented in the MBE framework and curricular prioritization 2023-2025.

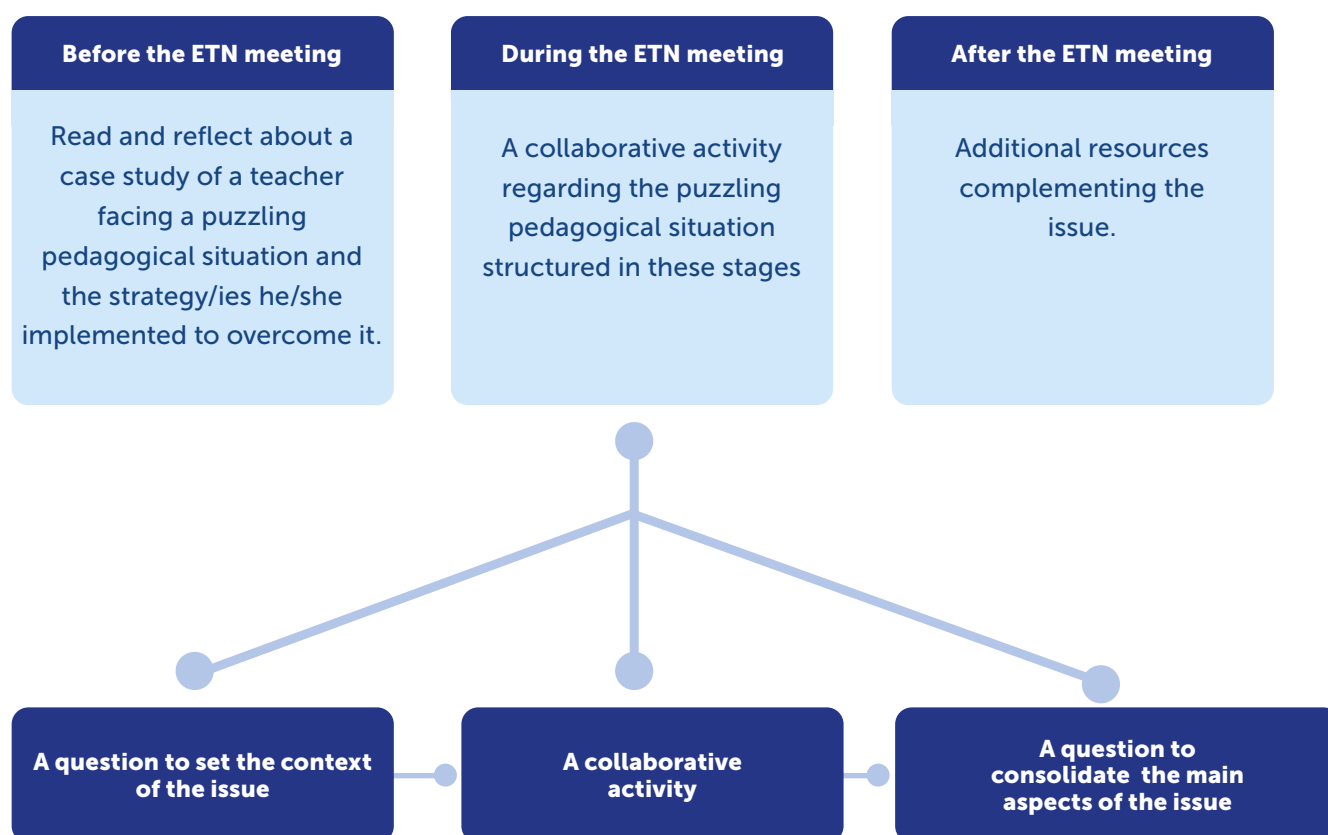
Table 1. MBE framework and curricular prioritization 2023-2025.

Tema	Dimensión MBE	Estándar	Objetivo priorizado transversal
ICT for Evaluation	C	9	OA3 Utilizar su conocimiento del inglés en la comprensión y producción de textos orales y escritos claros, con el fin de construir una postura personal crítica en contextos relacionados con sus intereses e inquietudes.

How do these guides work?

Each guide outlines a comprehensive structure to support your ETN work. It is advisable to work with the guides in a progressive way, as Figure 1 suggests.

Figure 1: How do these guides work?



For the ETN meeting's facilitator:

This suggested structure (table 2) aims to support the organization of your pedagogical reflection session within your monthly ETN meeting. The three stages support the understanding of the topic by addressing collaborative actions. Table 2 highlights the time allocated, the stage name and detailed considerations to remember.

Table 2. ETN meeting suggested structure

Time	Stage	CONSIDERATIONS
5	Setting the context of the issue	ETN facilitator introduces the topic with the support of a reflective question.
20	Collaborative activity	ETN facilitator works collaboratively with the teachers in the collaborative activity presented.
5	Consolidation	ETN facilitator wraps up the key aspects of the issue with the support of a reflective question.

Action Symbols

STRATEGY	COLLABORATION	TO WATCH	REFLECTION	INTERNET SEARCH
				

TOPIC 5: ICT FOR EVALUATION

Before the ETN meeting (15 minutes reading)

Read Mario's case and strategies before the ETN meeting and reflect on his situation.

Mario teaches English in a vocational school in Arica. His students frequently use mobile phones in their daily lives—texting, scrolling through social media, and engaging with digital content. However, they are not accustomed to using technology as a tool for learning. Although they are digitally active, their interactions with mobile devices tend to distract them and pull them away from the educational process, rather than support it.

Mario has always been interested in evaluation and, more importantly, in finding innovative ways to evaluate his students with the support of technology. For the end-of-term test, Mario wants to move away from traditional assessments such as test-taking. Namely, Mario wants his students to put into practice the four skills in an integrated way. He also wants to address a core objective of prioritization (basal) (Mineduc, 2022) with technology. His aim is to change his students' learning habits to more transformative dimensions as table 3 shows.

Table 3. ICT for assessment

1. **Integrate Mobile Technology:** Leverage the students' familiarity with mobile devices by incorporating apps and tools that facilitate interactive and engaging learning activities.
2. **Encourage Digital Literacy:** Teach students how to use digital tools effectively and responsibly, enhancing their digital literacy alongside their language skills.
3. **Create Interactive Assessments:** Design assessments that go beyond traditional methods, such as recording a learning log, to evaluate students' understanding and application of the language in real-world contexts.

By implementing these strategies, Mario hopes to shift his students' learning habits towards more transformative and technology-enhanced dimensions, making the learning process more engaging and effective.



Table 4 describes Mario's skill-integrated evaluation activity by keeping a learning log. This table was crafted to organize the learning log activity planned for the lesson.

Table 4. Mario's learning log activity.

Title of the evaluation	"Our Learning log in the module"			
Level	9th and 10th			
General Description	In pairs, students should record three 2-minute entries about their main learning out of the module			
OA	Expresarse oralmente saludando, respondiendo preguntas, solicitando y dando información.			
Resources	Mobile phone, recording APP for voice recording			
Skills integration	Reading X	Writing X	Listening X	Speaking X
Activity Procedure	-Present the evaluation to the students with detailed descriptions -Explain the objective of the evaluation (OA) -Introduce the use of mobile phones for recording -Present the three questions to record: 1.Which was the most significant moment of the class for you? 2.Are there any readings that you particularly liked from the class? 3.What has been the main learning from the class? -Provide details about sending the evaluation by email in pairs			
Evaluation criteria	Students could be assessed on creativity, clarity of ideas, teamwork, and language use.			
References	Keeping a Learning Log Getting smart with speaking https://vocaroo.com/			



After reading the strategies, think about them and answer the question.

- What kinds of assessment opportunities could mobile technology enable that traditional methods might not?

During the ETN meeting

Setting the context of the issue

As we could see, Mario managed to integrate his evaluation through the uses of ICT tools that students are used to working with.



- **Have you ever assessed your students' learning with technologies like Mario did? What have you done?**

Collaborative activity

For this week's collaborative activity, please complete:

- **Can you think of an idea like Mario's? To describe your idea, please complete the table below in your ETN.**



Table 2. ETN collaborative activity

Title of the evaluation				
Level				
General Description				
OA				
Resources				
Skills integration	Reading	Writing	Listening	Speaking
Activity Procedure				
Evaluation Criteria				
References				

You are invited to share your search outcomes with your ETN colleagues.

Consolidation

What lessons can we learn from Mario's experience to improve the way we integrate technology into evaluation processes?



After the ETN meeting

Complementary resources:

- Have you ever thought about recording short TALKS with your students as assessment strategy? Take a look at Pedro's next project plan.

Would this be applicable in your context?

How can Pedro's project be improved?

Title of the evaluation	TALKS- "Social Media and Us"			
Level	11th and 12th			
General Description	In pair or in groups students should record a 3 to 5 minute TALK about social media in their lives			
OA	Producir textos orales y escritos breves y claros en contextos relacionados con sus intereses e inquietudes, con el fin de expresar una postura personal crítica que respeta otras posturas.			
Resources	Mobile phone, recording APP for voice or video recording,			
Skills integration	Reading x	Writing x	Listening x	Speaking x
Activity Procedure	-Present the evaluation to the students with detailed descriptions -Explain the objective of the evaluation -Introduce the use of mobile phones for voice or video recording -Brainstorm the students' ideas and attitudes related to the TALKS -Invite students to watch some samples of TALKS -In teams, students discuss key areas to talk -prepare prompts, questions and a simple script with the ideas to talk. Examples of questions: 1. What are our favourite social media? Why? 2. If we could only keep one social media app, which one would it be—and why? 3. Why social media is shaping our generation? 4. Have you ever taken a break from social media? What happened?			
Evaluation	Students could be assessed on innovation. clarity of ideas, teamwork, and language use.			
References	Samples: https://www.youtube.com/tededstudenttalks Experiences			

References:

Ministerio de Educación (2022), Actualización de la Priorización Curricular para la reactivación integral de los aprendizajes: noviembre 2022. Mineduc.

