

This document showcases my application of knowledge and skills gained from the course 'EDID 6509: Designing Learning and Performance Solutions' to solve a departmental problem at my organisation. As mentioned in my reflection, one of the learning environments that challenged me in this course and caused me to rethink and reshape my processes as an educator was that of the Problem-based Learning environment.

Problem Identified

At Mariville School, in the Spanish Department, there is a high failure rate in regional Caribbean Secondary Education Certificate (CSEC) in the Spanish General Proficiency examination. In 2022, there was an 11% pass rate in the examination. This high failure rate is consistent with previous years where the number of students failing surpass the number of students who pass.

Brief Background/ Context

Mariville School, named fictitiously, is a co-educational public secondary school in Barbados that caters to delivering a gamut of content areas to students between the ages of 11 to 16 years old (Griffith, 2021). Since its establishment in 1961, the educational institution has opened its doors to students who have performed less than satisfactorily on a national norm-referenced test where they are assigned to the school to further continue their formal education studies (Griffith, 2021). Teachers are then expected to deliver effective instruction that would sufficiently prepare those stigmatised students to sit regional examinations in five years (Griffith, 2021).

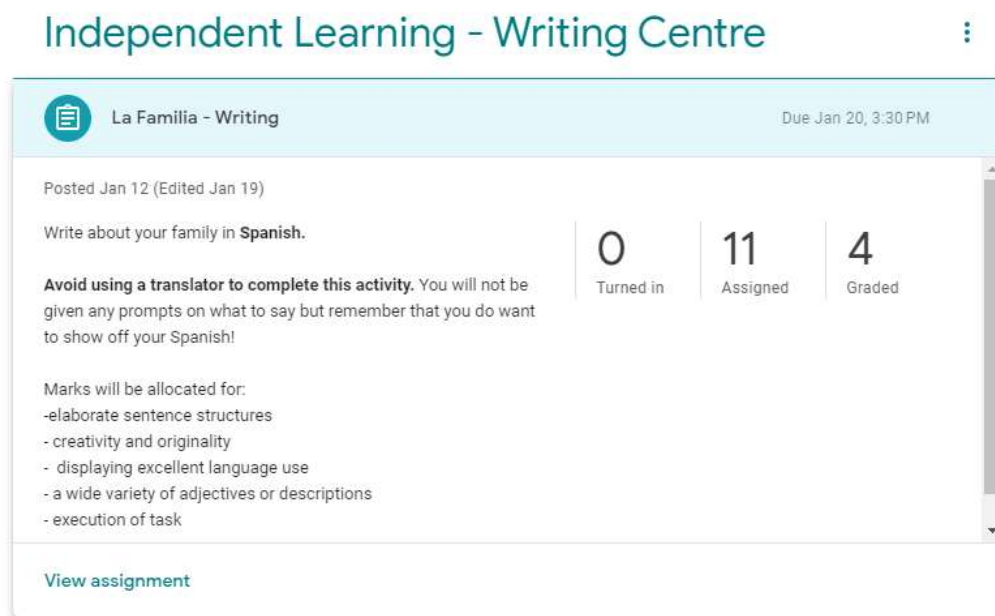
Proposed Solution

Allowing students to explore a problem-based learning (PBL) environment may help students to master competencies in the four language skill assessments which include reading, writing, speaking and listening.

Rationale

A PBL allows educators to facilitate learning experiences but yet, to have a hands-off approach on how learning is acquired. In this environment, students are allowed to make mistakes, reflect and to learn from those mistakes. This environment will challenge learners to self-regulate and to self-reflect. Consequently, their higher-order thinking skills will be developed and they should be able to pass the examination.

Snippets of the PBL environment



The screenshot shows a Canvas LMS assignment page titled "Independent Learning - Writing Centre". The assignment is "La Familia - Writing", due on Jan 20, 3:30 PM. It was posted on Jan 12 and last edited on Jan 19. The instructions are to write about the family in Spanish, with a warning to avoid using a translator. The grading criteria include elaborate sentence structures, creativity, excellent language use, and a variety of adjectives. The submission statistics show 0 turned in, 11 assigned, and 4 graded. A "View assignment" link is at the bottom.

Turned in	Assigned	Graded
0	11	4

Independent Learning - Writing Centre



La Familia - Writing

Due Jan 20, 3:30 PM



Reflection

Due Jan 20, 3:40 PM

Posted Jan 12 (Edited Jan 19)

Reflect on your writing. Think about the assignment you submitted and respond to the following questions:

0

Turned in

12

Assigned

3

Graded

1. What was your main strength?
2. What score would you grade yourself out of 25? Why?
3. How could you improve going forward?

[View assignment](#)

Independent Learning - Speaking



Speaking - La familia

Due Feb 10, 3:30 PM

Posted Feb 3 ▶ 14 students

Select the files. Listen to the voice notes and respond to each voice note in **Spanish**. At this stage, remember that you may not understand every word. I do not expect you to be perfect but I do want you to try your best!

1

Turned in

13

Assigned

Instructions to Respond to the Voice Notes:

1. You may send me a Whatsapp with a recording of your answer or response in Spanish or
2. You can visit <https://vocaroo.com/> or any other recording site or application and record your responses in Spanish and send them to me



Vocaroo 03 Feb 2023 13...
Audio



Vocaroo 03 Feb 2023 13...
Audio

[View assignment](#)

Independent Learning - Speaking

Speaking - La familia Due Feb 10, 2:38 PM

Reflection Due Feb 10, 2:40 PM

Posted Feb 3

Reflect on your speaking and listening skills. Think about the assignment you submitted and respond to the following questions.

1. What was your main strength?
2. Did you spend multiple times replaying the audio?
3. What score would you grade yourself out of 10? Why?
3. How could you improve going forward?
4. If you had to re-do this assignment, what would you do differently and why?

1 Turned in 14 Assigned

[View assignment](#)

Explanation

The PBL environment focuses on students developing independence and higher order thinking skills when solving or responding to questions in assessments. In the Google Classroom LMS, students have been assigned assessments based on one of the themes of the CSEC Spanish General Proficiency examination; that is, family. In the writing PBL space, students are not given any guidelines to complete the task. They are simply given the topic and asked to write an essay on the topic with basic criteria. With the instructor's minimalistic approach, students are challenged to be creative with their Spanish language writing skills and to be independent with their application in order to create a cogent piece. As a result, teachers will get a fair assessment of where students are with their knowledge acquisition in writing and provide constructive feedback as students make errors and learn from those mistakes. Moreover, to supplement this process, students are encouraged to self-reflect. This will allow students' metacognition to be developed as they start to self-evaluate on their performance and start to think about mastery, what they could have done differently and what was good and so on. Moreover, as previously mentioned, feedback is a huge component as it

will set the tone for mistake recognition and improvement. Similarly, the speaking PBL learning centre, allows learners to listen to questions and to answer them. Questions given are new to students and they have to listen in order to devise an appropriate response in Spanish. This activity also includes a section for students to self-reflect.