



Guided Interaction, Authentic Assessment and Teachers' Learning Outcomes in School-Based Trainings and Activities

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Abstract

This study explores the impact of guided interaction and authentic assessment on teachers' learning outcomes in school-based training and activities. The aim is to investigate how these educational strategies influence the professional development and competency of teachers. Guided interaction refers to structured and collaborative learning experiences that promote active engagement and peer feedback, while authentic assessment involves real-world tasks that evaluate teachers' practical skills and knowledge application. This study utilized a descriptive and correlational type of research wherein it used survey questionnaire through the help of google form for the fastest distribution and collection of data. The respondents of the study were 95 elementary teachers who are currently employed in nine schools in the District of Sampaloc, Division of Quezon that conducted last April 2024. This study examines the impact of guided interaction and authentic assessment on the learning outcomes of teachers in school-based training and activities. The research involved predominantly young, married female teachers with some master's degree units and less than five years of teaching experience. Findings indicate that guided interaction, characterized by setting expectations, increasing motivation, initiating interaction, and creating an inclusive environment, is effectively practiced by the teachers. Similarly, authentic assessment, which adapts tasks for deeper student learning, promotes mastery of the subject matter, and involves students in their own assessment, is also effectively implemented. The study reveals that teachers' learning outcomes, encompassing intellectual skills, verbal information, motor skills, discipline-specific skills, and behavioral/transferable skills, are rated as very efficient. Moreover, a significant positive relationship exists between these learning outcomes and both guided interaction and authentic assessment. Consequently, the hypotheses that guided interaction and authentic assessment do not significantly affect teacher learning outcomes are rejected. The study recommends that school heads incorporate these strategies into professional development activities, teachers engage actively in such initiatives, and future researchers explore additional variables to further understand teacher professional development.

Keywords

Guided interaction, Authentic assessment, Teachers' learning outcomes, School-based training and activities

INTRODUCTION

In recent years, there has been an increased emphasis on student-centered learning, as well as a greater requirement for teachers to build the abilities required to effectively construct learning experiences for their students. The student-centered learning movement has played a significant role in driving this requirement. Three critical components for effective teaching and learning are directed interaction, authentic assessment, and teacher learning outcomes in school-based trainings and activities.

Teachers play a crucial role in the teaching and learning process. When education and learning are at their peak, pupils thrive. Effective teaching and learning requires competent teachers. In general, teachers, like students, must be proficient in all academic subject areas as well as other aspects of life.

Teacher training is the process of developing the skills and values required for teachers to be effective, as well as improving their confidence in teaching. Furthermore, Teacher Effectiveness Training (TET) is a component of teacher training that focuses on the key skills of communication and conflict resolution. It aims to strengthen teachers' social skills so that they may effectively manage their students, resulting in improved performance. Because teachers play such an important role in education, teacher preparation is essential to the success of any educational system (Boudersa, 2016). In the field of educational advancement, the relationship between guided interaction, authentic assessment, and teachers' learning outcomes has emerged as a critical emphasis, particularly in the context of school-based training and activities. Guided interaction refers to structured and supportive engagement among educators, which fosters a collaborative climate favourable to professional development and instructional efficacy. Authentic assessment, which includes assignments that reflect real-world issues and applications, has gained popularity as a better way to evaluate both student and teacher competencies.

It is proposed that the inclusion of these two components in school-based training programs will greatly improve the learning results for teachers. Through guided interaction, educators can work together to investigate pedagogical approaches, exchange experiences, and get helpful criticism, which promotes a deeper comprehension of the material and teaching techniques. By providing useful evaluation instruments that closely match real-world teaching situations, authentic assessment enhances this process even further and helps teachers identify areas for growth and increase their efficacy.

Studies suggest that when teachers are actively engaged in guided interactions and subjected to authentic assessments, their professional development is markedly improved, leading to enhanced instructional practices and better student outcomes (Darling-Hammond, 2017).

Teachers have a significant impact on how students' learning journeys are shaped in the ever-changing field of education. Aware of the necessity of ongoing professional development to adjust to changing paradigms in education, teachers are giving improving their methods more weight. Training and activities that are conducted in schools are clearly crucial components that support teachers' professional development. This study investigates the interactions and effects of authentic assessment and guided interaction on the learning outcomes of teachers taking part in school-based professional development programs, training and activities.

Guided interaction goes beyond typical lecture-style training by utilizing a deliberate educational method that promotes instructor collaboration. It encourages thoughtful conversation, peer learning, and active participation. On the other hand, genuine evaluation assesses educators' performance in real-world situations, mirroring the difficulties they face in the classroom. This kind of evaluation bridges the gap between theory and practice by measuring the application of learned material as well as fostering the growth of practical skills. Guided interaction is an intentional teaching strategy that goes beyond conventional lecture-style training by promoting teacher collaboration. It encourages thoughtful conversation, peer learning, and active participation. On the other hand, genuine evaluation assesses educators' performance in real-world situations, mirroring the difficulties they face in the classroom. This kind of evaluation bridges the gap between theory and practice by measuring the application of learned information as well as helping to build practical abilities.

It is imperative to investigate how well various pedagogical approaches contribute to teacher professional development considering the growing diversity of the educational environment. This study aims to provide light on the connections between authentic assessment, guided interaction, and teachers' learning outcomes when they participate in trainings and activities that take place in schools. Gaining insight into the ways in which these elements work together will enable educational stakeholders to make well-informed decisions, maximizing professional development initiatives and developing a more flexible and proficient teachers.

In order to understand how guided interaction and authentic assessment affect teachers' pedagogical practices, instructional techniques, and overall professional development, this study examined the experiences of instructors who participated in school-based trainings. By conducting a comprehensive analysis, The goal of this study is to pinpoint optimal methodologies, obstacles, and possible avenues for enhancement, so aiding in the continuous advancement of professional development initiatives. This research contributes important new information to the ongoing discussion about successful tactics for developing a responsive and resilient teaching community, which is important as educators work to provide their students with engaging learning opportunities.

MATERIALS AND METHODS

The primary instrument that the researcher used for gathering data for the study was a self-made questionnaire through Google forms. The questionnaire was organized for guided interaction, authentic assessment and teachers' learning outcomes in school-based trainings and activities – using the five-point scale to assess respondents' perceptions on guided interaction, authentic assessment, and learning outcomes of teachers in school-based trainings and activities.

Construction

To get the relationship of the guided interaction and authentic assessment, with the learning outcomes of teachers in school-based training and activities, the researcher made use of a survey questionnaire with four parts which were demographic profile, guided interaction, authentic assessment and learning outcomes.

Part I. Profile. It was constructed as part of the research instrument to better characterize the respondents. It includes sex, years in service, highest educational attainment, and civil status of the respondents.

Part II. Guided Interaction. The researcher constructed the research instrument based on the sub-variables with the statements drawn based on the description provided in every sub variables in a way that suits with the respondents reaction.

Part III. Authentic Assessment. The researcher constructed the research instrument based on the sub-variables. The statements were drawn based on the description provided in every sub variables in a way that suits with the respondents' evaluation.

Part IV. Learning Outcomes of teachers. The researcher constructed the research instrument based on the sub-variables categorized by Robert Gagne's Five Learning Outcomes. The statements were drawn based on the description provided in every sub variable in a way that suits with the respondents' reaction.

Validation

To ensure the congruency and accuracy of the questionnaire the researcher submitted it to the thesis adviser and other panel members for corrections and suggestions for its refinement. The researcher requested for the content validation to be done by one (1) principal, one (1) head teacher and four (4) master teachers to ensure the quality of questions and alignment to the variables under study.

Run-Through

After the validation, the research instrument has undergone a run-through. Thirty (30) teachers in Sampaloc District were asked to be part of the run-through. It was done to test the index of reliability of the indicators understudy. With the use of Cronbach's Alpha the internal consistency of the indicative statements for each variable in the questionnaire were calculated.

Table 1 Level of Internal Consistency of the Validated Research Instrument

Subscales	No. of Items	Cronbach's Alpha	Interpretation
Guided Interaction			
Setting Expectations	4	.884	Good
Increasing Motivation and Engagement	5	.768	Acceptable
Initiating Interaction	4	.852	Good
Creating an Inclusive Environment	4	.892	Good
Authentic Assessment			
Adapting Assessment Tasks for Students to Deeply Learn	5	.865	Good
Promotion of Students Mastery of the Subject Matter	5	.866	Good
Participation of Students in their own Assessment	5	.896	Good
Learning Outcomes of Teachers in School-Based Training and Activities			
Intellectual Skills	4	.845	Good
Verbal Information	4	.866	Good
Motor Skills	4	.837	Good
Discipline-Specific Skills	4	.833	Good
Behavioral/Transferable Skills	4	.855	Good

Legend: $a \geq 0.9$ Excellent, $0.9 > a \geq 0.8$ Good, $0.8 > a \geq 0.7$ Acceptable, $0.7 > a \geq 0.6$ Questionable, $0.6 > a \geq 0.5$ Poor, $0.5 >$ Unacceptable

The table presents the internal consistency levels, measured by Cronbach's alpha, for various subscales within a validated research instrument. Across the different domains evaluated, most subscales demonstrate good reliability, as indicated by Cronbach's alpha values predominantly in the range of 0.8 to 0.9. Specifically, subscales such as Setting Expectations, Initiating Interaction, Creating an Inclusive Environment, Adapting Assessment Tasks for Students to Deeply Learn, Promotion of Students Mastery of the Subject Matter, and Learning Outcomes related to Intellectual, Verbal, Motor, Discipline-Specific, and Behavioral/Transferable Skills all exhibit Cronbach's alpha values above 0.8, suggesting good internal consistency. However, the subscale focusing on Increasing Motivation and Engagement stands out with an alpha of 0.768, falling into the acceptable range but indicating potential room for improvement in terms of its internal reliability.

Conceptualization

The topic as the focus of the researcher is based on the theory and concepts being explored. All the required protocols of the Graduate School and Applied Research office were strictly followed by the researcher. The concept undergoes a pre-oral defense whereas the panel members gave comments and suggestions for the refinement of the paper. Once approved, it will now be implemented.

Implementation

The researcher prepared a request letter for gathering data in the participant schools in the District of Sampaloc. The letter sent to the Public Schools District Supervisor of the said district and after the approval of Public Schools District

Supervisor the researcher sent another letter to the principals or school heads of the respondents to help him to conduct the study. After the approval of the Public Schools District Supervisor, Principals and respondents the researcher conducted the study by following the different procedure: First, the researcher sent a copy of the questionnaire through goggle form. Then the respondents submit it back to the researcher.

Data Analysis

The data answered by the respondents will be gathered. These will also be examined, analyzed, classified and tabulated for statistical treatment. The data are given to the researcher's statistician for proper treatment before its presentation through tables.

Ethical Consideration

The researcher made sure the confidentiality of the respondents' results and information. The results of the data in the survey questionnaire will be within the researcher and the thesis adviser. The respondents' names will not be included in this paper.

The descriptive statistics such as mean and standard deviation were used to describe the frequency of guided interaction and authentic assessment. The learning outcomes of teachers in school-based trainings and activities were measured, and as well as other relevant demographic variables of the participants.

Pearson correlated tool was used to compare the relationship of guided interaction, authentic assessment, and the learning outcomes of teachers in school-based trainings and activities.

RESULTS AND DISCUSSION

Table 2 Correlation between Guided Interaction and Learning Outcomes of Teachers

Guided Interaction	Learning Outcomes of Teachers				
	Intellectual Skills	Verbal Information	Motor Skills	Discipline-Specific Skills	Behavioral/Transferable Skills
Setting Expectations	.537**	.420**	.415**	.498**	.467**
Increasing Motivation and Engagement	.582**	.532**	.551**	.601**	.530**
Initiating interaction	.540**	.476**	.558**	.548**	.562**
Creating an Inclusive Environment	.647**	.555**	.586**	.557**	.618**

** Correlation is significant at the 0.01 level (2-tailed)

Table 2 illustrates the correlations between different aspects of guided interaction and the learning outcomes of teachers across various skills domains, with all correlations being statistically significant at the 0.01 level (2-tailed).

The data reveals robust positive correlations between guided interaction practices—specifically, setting expectations, increasing motivation and engagement, initiating interaction, and creating an inclusive environment—and the measured learning outcomes of teachers. Setting expectations shows significant correlations (ranging from 0.415 to 0.537) with intellectual skills, verbal information, motor skills, discipline-specific skills, and behavioral/transferable skills. This suggests that clearly defined expectations positively influence teachers' abilities across multiple skill domains. Similarly, increasing motivation and engagement exhibits strong correlations (ranging from 0.532 to 0.601) across these domains, indicating that strategies aimed at enhancing teacher motivation and student engagement correlate strongly with improved learning outcomes among teachers.

Initiating interaction also demonstrates positive correlations (ranging from 0.476 to 0.558), emphasizing the importance of proactive interaction strategies in fostering teacher development in various skills.

Notably, creating an inclusive environment shows the highest correlations (ranging from 0.555 to 0.647) with all measured learning outcomes, underscoring the critical role of inclusive practices in promoting comprehensive teacher skill development.

The table presents the correlations between types of guided interaction and learning outcomes of teachers across five domains: Intellectual Skills, Verbal Information, Motor Skills, Discipline-Specific Skills, and Behavioral/Transferable Skills.

There is a significant positive correlation between setting expectations through guided interaction and all learning outcomes of teachers. Higher levels of setting expectations are associated with improved intellectual skills, verbal information skills, motor skills, discipline-specific skills, and behavioral/transferable skills among teachers.

Similar to setting expectations, increasing motivation and engagement through guided interaction shows a significant positive correlation with all learning outcomes of teachers. Teachers who effectively increase motivation and engagement to the Trainings and Learning Action Cell (LAC) Sessions tend to exhibit higher levels of intellectual skills, verbal information skills, motor skills, discipline-specific skills, and behavioral/transferable skills.

Initiating interaction through guided means also demonstrates a significant positive correlation with all learning outcomes of teachers. This indicates that when teachers initiate interaction effectively, they tend to have better intellectual skills, verbal information skills, motor skills, discipline-specific skills, and behavioral/transferable skills.

Creating an inclusive environment through guided interaction shows the strongest correlations with all learning outcomes of teachers compared to other types of guided interactions. This suggests that fostering inclusivity has the most substantial impact on enhancing various skills and competencies among teachers. Higher levels of creating an inclusive environment are associated with improved intellectual skills, verbal information skills, motor skills, discipline-specific skills, and behavioral/transferable skills.

The findings suggest that guided interaction strategies such as setting expectations, increasing motivation and engagement, initiating interaction, and creating an inclusive environment play significant roles in shaping the learning outcomes of teachers across different domains of skills and competencies. These findings underscore the importance of deliberate and effective interaction strategies in professional development and training programs for teachers.

Several studies have examined the influence of guided interaction on teacher learning outcomes. For instance, Johnson and Johnson (2018) investigated the effects of collaborative learning experiences among pre-service teachers and found that guided interaction facilitated deeper conceptual understanding and improved pedagogical skills. Similarly, Wang and Reeves (2020) explored the use of peer coaching as a form of guided interaction in professional development programs and observed significant enhancements in teachers' instructional practices and reflective capacities.

Table 3 Correlation between Authentic Assessment and Learning Outcomes of Teachers

Authentic Assessment	Learning Outcomes of Teachers				
	Intellectual Skills	Verbal Information	Motor Skills	Discipline-Specific Skills	Behavioral/Transferable Skills
Adapting assessment tasks	.541**	.368**	.492**	.501**	.496**
Mastery of the Subject Matter	.586**	.491**	.571**	.600**	.571**
Participation to own assessment	.417**	.359**	.435**	.480**	.430**

** . Correlation is significant at the 0.01 level (2-tailed)

Table 3 displays correlations between different aspects of authentic assessment and various learning outcomes of teachers, measured across different skills domains. The correlations are statistically significant at the 0.01 level (2-tailed), indicating strong relationships between authentic assessment practices and teacher learning outcomes.

Across the board, each type of authentic assessment—adapting assessment tasks for students to deeply learn, promoting mastery of subject matter, and encouraging participation in their own assessment—shows positive correlations with all measured learning outcomes of teachers. Specifically, adapting assessment tasks demonstrates moderate to strong correlations (ranging from 0.368 to 0.541) with intellectual skills, verbal information, motor skills, discipline-specific skills, and behavioral/transferable skills. Mastery of the subject matter exhibits similar strong correlations (ranging from 0.491 to 0.600) across these domains, indicating that teachers who excel in mastering subject content also tend to perform well in developing a range of teaching skills.

Furthermore, participation in one's own assessment also correlates positively (ranging from 0.359 to 0.480) with these learning outcomes, albeit slightly lower than the other two forms of authentic assessment. These findings suggest that actively involving teachers in the assessment process positively influences their acquisition and development of both cognitive and practical teaching skills.

In conclusion, the correlation data presented in this study reveal important insights into the relationship between authentic assessment and learning outcomes. The findings suggest that there is a strong positive correlation between the use of authentic assessment methods and improved learning outcomes. This implies that incorporating authentic assessment strategies in educational practices can significantly enhance teachers' learning experiences and achievements. As educators continue to seek ways to improve teaching and learning, the utilization of authentic assessment should be considered as a valuable tool for promoting meaningful learning and fostering a deeper understanding of the subject matter. Moving forward, further research and implementation of authentic assessment practices are encouraged to continue exploring its potential impact on learning outcomes.

In the realm of Professional and vocational training, Gulikers, et al. (2008) have argued that the notion of authenticity is subjective and students' perceptions of the authenticity of an assessment or a task can influence the quality of their learning. Their study has shown that there is a difference between teachers' and students' perceptions of assessment authenticity. As such, it is important to consider students' perceptions of meaningfulness or relevance of an assessment or a task to their real-life situations. Further, this finding also supports another crucial aspect of authentic assessment task design, that is, students must be involved in the process of determining and negotiating the assessment or task parameters.

CONCLUSIONS

Based on the findings, the critical role of structured interaction and authentic assessment practices in shaping and improving the learning outcomes of teachers. Effective guided interaction strategies, such as setting clear expectations, promoting engagement, initiating interaction, and fostering inclusivity, are shown to positively correlate with enhanced teacher skills and competencies across multiple domains. Similarly, employing diverse and purposeful authentic assessment methods contributes significantly to strengthening teacher capabilities and performance in various cognitive, pedagogical, and practical skills. These findings underscore the importance of deliberate instructional and assessment

practices in supporting continuous professional development among educators, ultimately contributing to improved educational outcomes for students.

The study highlights the importance of integrating guided interaction and authentic assessment into professional development initiatives for educators. School leaders may strategically plan and customize training sessions such as Learning Action Cell (LAC) sessions to meet the specific needs of teachers, ensuring they are well-equipped to implement effective teaching strategies. Facilitators may receive targeted training to effectively integrate these methods into their sessions, thereby enhancing the overall quality of teaching and learning in schools. Teachers may apply these strategies to improve their teaching practices actively. Emphasizing active participation in school-based training that incorporates guided interaction and authentic assessment is crucial for ongoing professional growth and fostering a supportive learning environment. Future research may should explore additional factors influencing teacher development beyond these methods, using the study's findings as a foundation to evaluate and enhance teacher training programs across diverse educational contexts.

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DECLARATION OF CONFLICT

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

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