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Research Article

ENHANCING COMPETENCIES OF FUTURE ELEMENTARY EDUCATION TEACHERS IN QUALITY ASSESSMENT THROUGH INTERDISCIPLINARY INTEGRATION

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ABSTRACT

This article emphasises the significance of interdisciplinary integration in enhancing the competencies of future primary education teachers for comprehensive evaluation of education quality, thereby expanding their capabilities. It outlines methods to help teachers better understand the complex factors influencing educational outcomes.

KEYWORDS

Future teacher, education quality, integration, assessment, competence, education, student.

INTRODUCTION

In today's dynamic educational landscape, the necessity for interdisciplinary integration is increasingly evident. This approach combines diverse disciplines, methodologies, and perspectives to enhance the competencies of future elementary education teachers. As educational quality assessment becomes more sophisticated and multifaceted, educators require a diverse skill set to effectively evaluate and elevate students' learning experiences.

Interdisciplinary integration offers a holistic framework that transcends traditional disciplinary boundaries, promoting creativity, critical thinking, and adaptability among educators. By integrating insights from fields such as psychology, sociology, pedagogy, and educational technology, teachers gain a nuanced

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understanding of the complex factors that shape educational outcomes. This enriched perspective equips them with the tools to identify strengths, address areas for improvement, and apply evidence-based strategies that elevate education quality.

Although few scientific books specifically focus on interdisciplinary integration for enhancing future primary education teachers' competencies in quality assessment, several scholars have contributed extensively to related areas. Key authors include:

1. John Hattie: An education researcher noted for his work on meta-analysis in education, particularly effective teaching practices. His books, such as Visible Learning and Visible Learning for Teachers, explore methods for evaluating educational outcomes.
2. Howard Gardner: Known for his theory of multiple intelligences, Gardner's works, including Frames of Mind and Multiple Intelligences: New Horizons, discuss implications for education and assessment.
3. Linda Darling-Hammond: A researcher and policy expert, she has authored works like The Flat World and Education and Preparing Teachers for a Changing World, emphasizing the importance of teacher preparation in improving educational quality.
4. Deborah Ball: A researcher in mathematics education who explores the development of mathematical knowledge for teaching in Developing Mathematical Knowledge for Teaching.
5. Thomas R. Guskey: His work on assessment and grading, including On Your Mark: Challenging the Conventions of Grading and Reporting, addresses effective assessment practices and their influence on student learning.
6. Ken Robinson: An advocate for creativity in education, his book Creative Schools: The Grassroots Revolution That's Transforming Education promotes innovation and alternative measures of educational quality.

The following approaches illustrate how interdisciplinary integration can be applied to enhance future elementary education teachers' competencies in assessing educational quality:

1. Curriculum Design: Develop curricula that incorporate elements from various fields, such as educational theory, psychology, sociology, and assessment methods, to provide teachers with broad perspectives on educational quality.
2. Cross-Disciplinary Learning: Create learning experiences that explore intersections between fields; for example, combining child development theories with mathematics education principles.
3. Project-Based Learning: Use project-based activities requiring the application of multidisciplinary knowledge, such as designing an

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assessment tool that combines educational theory with statistical analysis.

4. Collaborative Teaching: Enable faculty from different disciplines to co-teach courses, fostering interdisciplinary dialogue and exposing future teachers to varied approaches in quality assessment.
5. Field Experiences: Provide practical opportunities through partnerships with schools and community organizations for observing interdisciplinary efforts in quality assessment.
6. Professional Development: Offer ongoing professional development on interdisciplinary competencies, including workshops, conferences, or online courses that cover relevant interdisciplinary topics.
7. Research and Scholarship: Encourage research that integrates insights from multiple disciplines or involves collaboration with researchers across fields, allowing teachers to gain a richer understanding of educational quality assessment.
8. Reflective Practice: Emphasize reflective practices that encourage future teachers to critically assess their assumptions and biases, incorporating interdisciplinary insights into their professional growth.

Interdisciplinary integration thus plays a pivotal role in preparing future elementary education teachers with the competencies required to effectively assess and improve education quality. By fostering a multidimensional perspective that draws from various disciplines, educators are better equipped to navigate the complexities of modern education. As society evolves, the demand for adaptable and insightful educators will grow. Through interdisciplinary integration, we can cultivate a new generation of teachers ready to meet learners' diverse needs and uphold high standards of educational excellence.

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