



# REGULAR COURSES

FOR FISCAL YEAR 2023/2024 (BATCH 2)

**6 – 31 MAY 2024**  
**SEAMEO RECSAM, PENANG, MALAYSIA**

**RC-SM-148-4:**

**IMPLEMENTING CLASSROOM-BASED ASSESSMENT  
(CBA) IN SECONDARY MATHEMATICS EDUCATION**

**COURSE SUPERVISOR: DR. WAN NOOR ADZMIN**

**MULTIPLIER EFFECT**

**CLASSROOM-BASED ASSESSMENT ENHANCES STUDENTS'  
DEEPER UNDERSTANDING OF SECONDARY MATHEMATICS**

**NAME: SAM LIZA**

**MULTIPLIER EFFECT PROGRAM**

**WORKSHOP ON**

**CLASSROOM-BASED ASSESSMENT ENHANCES STUDENTS' DEEPER**

**UNDERSTANDING OF SECONDARY MATHEMATICS**



**SAM LIZA**

**Position: Mathematics Teacher**

**Email. [sam.liza@ptec.edu.kh](mailto:sam.liza@ptec.edu.kh)**

Obekkhaom Secondary School, Phnom Penh, Cambodia

SAM LIZA  
Sam.liza@ptec.edu.kh

Date:20/Oct/24

*Phnom Penh Teacher Education College, St. 271, Cambodia*  
*Course attended in RECSAM: Regular Course RC-SM-148-4:*  
*Implementing Classroom-Based Assessment in Secondary Mathematics Education*

To:

The Center Director  
SEAMEO RECSAM  
Jalan Sultan Azlan Shah 11700  
Gelugor  
Malaysia

Dear Sir/Madam,

## RE: REPORT ON THE IMPLEMENTATION OF MULTIPLIER EFFECT

It is with much pleasure to inform you that the multiplier effect proposal has been implemented with the report attached.

I would very much appreciate if a certificate for this implementation be sent to me using the above address.

Thank you. Yours  
sincerely



Sam Liza

Supported, noted and certified:  
Director



Srey Saovina

# MULTIPLIER EFFECT IMPLEMENTATION REPORT

## A. PERSONAL INFORMATION

1. Name: SAM LIZA
2. Email: [sam.liza@ptec.edu.kh](mailto:sam.liza@ptec.edu.kh)
3. Mailing address:

Name: SAM LIZA Job Description: Mathematics teacher Name of School or Institution or Office: Obbekorm Secondary School Name of Country: Phnom Penh, Cambodia E-mail: <a href="mailto:sam.liza@ptec.edu.kh">sam.liza@ptec.edu.kh</a>
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Year, Course and Course Title attended in  
RECSAM: *Regular Course RC-SM-148-4*:  
Implementing Classroom-Based Assessment (CBA) in Secondary Mathematics Education

## PROGRAMME INFORMATION

4. Summary of programme implemented:  
Date : 15<sup>th</sup> & 22<sup>th</sup> August 2024  
Duration : 8 hours
5. Programme implemented:

### Day 1: 15<sup>th</sup> August 2024

Time	Activity	Facilitator(s)	Venue
13:30-14:00	Registration		
14:00-14:15	Open Ceremony	H.E. Dr. Set Seng	Phnom Penh Teacher Education College
14:15-14:30	Pretest	Participants	Google Documents
14:30-15:10	Trends and Issues of Secondary Mathematics Education	Dr. Meach Mon	Phnom Penh Teacher Education College
15:10-16:00	Type of Assessment	Ms Sam Liza	Phnom Penh Teacher Education College
16:00-16:40	Mathematics Challenges for Classroom Practices at lower Secondary School	Asst.Prof ,Hay Pahlen	Phnom Penh Teacher Education College
16:40-17:00	End for Day 1	All participants	Phnom Penh Teacher Education College

**Day 1: 22<sup>th</sup> August 2024**

Time	Activity	Facilitator(s)	Venue
13:30-14:00	Registration	Participants	Phnom Penh Teacher Education College
14:00-15:00	Introduction to ICT and Assessment <ul style="list-style-type: none"> <li>○ The Use of ICT in Assessment</li> <li>○ GeoGebra in Mathematics in lower Secondary</li> <li>○ Desmo of Application use in Mathematics Function</li> <li>○ Pickers Program</li> <li>○ Google Workspace</li> </ul>	Dr.Meach Mon Mr.Hay Pahlen Ms. Sam Liza	Phnom Penh Teacher Education College
15:00-16:00	Theories into Practice	Dr.Meach Mon Mr.Hay Pahlen Ms. Sam Liza	Phnom Penh Teacher Education College
16:00-16:30	Presentation the experiences for Video on all the Course Studying of Program in Penang,6-31 May 2024	Dr.Meach Mon Mr.Hay Pahlen Ms. Sam Liza	Phnom Penh Teacher Education College

6. Number of participants: 45

7. Description of participants (e.g. director, MOE officers, science teachers):

*Please attach attendance list with names and designations of your participants*

លរ	ឈ្មោះ	Name	M/F	Position
១	បណ្ឌិត សិត សេង	Dr. Set Seng	M	Head Director
២	ឯក លីម	Ek Lim	M	D.Mathematics
៣	ជា សុទ្ធ	Chea Soth	M	Vice Dean
៤	អូល សាយ	Ol Say	M	Lecturer of Math
៥	ជុំ វាសនា	Chhum Veasna	M	Lecturer
៦	សេង ច័ន្ទធីណា	Seng Chanthyna	F	Secondary teacher
៧	ទូច សុនីតា	Touch Sonita	F	Student Teacher
៨	អ៊ុំ ចាន់ធន	Um Chorn	M	Student Teacher
៩	ចាន់ ជាយែរ	Chan Daker	M	Student Teacher
១០	ប៉ាង សុខជា	Pang Sokchea	M	Student Teacher
១១	យីន ជេស្ដា	Yin Chesda	M	Student Teacher
១២	ជឹមមាស ច័ន្ទសុខា	Chemeas Chansokha	F	Student Teacher
១៣	ចាន់ ឧត្តម	Chan Udom	M	Student Teacher
១៤	ភឿន ផាណាត់	Pheorn Phanath	M	Student Teacher
១៥	អ៊ុំ ចាន់ថន	Um Chanthorn	M	Student Teacher
១៦	សឿន សុធារ៉ា	Seorn Sotheara	F	Student Teacher
១៧	ម៉ុំ ឌីណា	Mom Dyna	F	Student Teacher

១៨	ចំរើន យ៉ែកហ៊ាង	Chomreorn Yekheang	F	Student Teacher
១៩	សូ ចន្តា	So Chantha	F	Student Teacher
២០	ប៉ែន ចរិយា	Pen Chariya	F	Student Teacher
២១	ប៉ាក ស្រីនិច	Pak Sreynich	F	Student Teacher
២២	ជុំ សុភ័ក្រ្ត	Chhum Sopheak	M	Secondary teacher
២៣	ឈឿង សៅ	Chheang Sao	M	Student Teacher
២៤	ហូសាន់ រ៉នី	Hosan Rorny	M	Student Teacher
២៥	សំណាង ណាក្ការីន	Somnang Nagarin	M	Student Teacher
២៦	ទួន ដារ៉ាន់	Tourn Dawann	F	Student Teacher
២៧	ឆៃ ស្រីនីត	Chai Sreynith	F	Student Teacher
២៨	ឈាង ស៊ុនលី	Chheang Surnly	M	Secondary teacher
២៩	សុខា គារ៉ាន់	Sokha Kearan	M	Student Teacher
៣០	រឿន រូចនា	Veron Vuchnea	F	Student Teacher
៣១	ជួន ស្រីទាវ	Chhurn Sreyteav	F	Student Teacher
៣២	សេង ឧត្តម	Seng Udom	M	Student Teacher
៣៣	សេង ហុកឡេង	Seng Hokleng	M	Student Teacher
៣៤	ហ៊ាង ឌុន	Heang Don	M	Student Teacher
៣៥	សុខ ផារ៉ាត	Sok Pharoath	F	Secondary teacher
៣៦	ឆែម យូឡេង	Chem Yuleng	M	Student Teacher
៣៧	ស សីលា	Sor Seila	F	Student Teacher
៣៨	ស្រឿន ភារ៉ា	Seorn Pheara	F	Student Teacher
៣៩	សួ លាងតាង	Sour Leangkeng	F	Student Teacher
៤០	ណាត សុខណា	Na Sokna	F	Student Teacher
៤១	ដឿប ដារ៉ា	Deab Dara	M	Student Teacher
៤២	ឆោម បញ្ញា	Chorm Panha	M	Student teacher
៤៣	រិន រ៉ាដូ	Rin Rado	M	Secondary teacher
៤៤	ហុង សេងហ៊ី	Hong Senghor	M	Student Techer
៤៥	យុត សុខា	Khut Sokha	M	Secondary teacher

8. Photographs:



**Opening remarks by HE.dr. Set Seng**



**Participants**



**All participants were taking pre-test on 15<sup>th</sup> August**



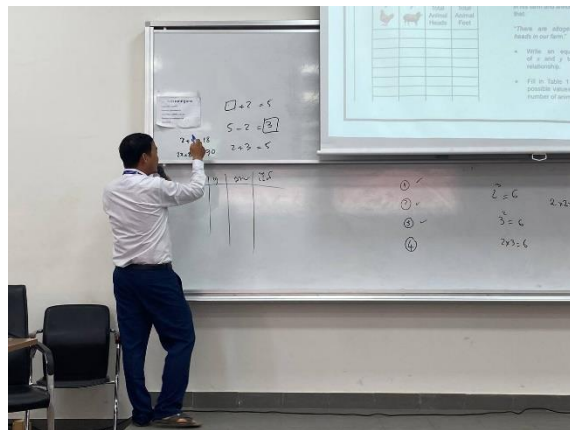
**Dr. Meach Mon presented about Trends and Issues of Secondary Mathematics**



**Miss. SAM Liza shared about types of assessment.**



**Breaking time**



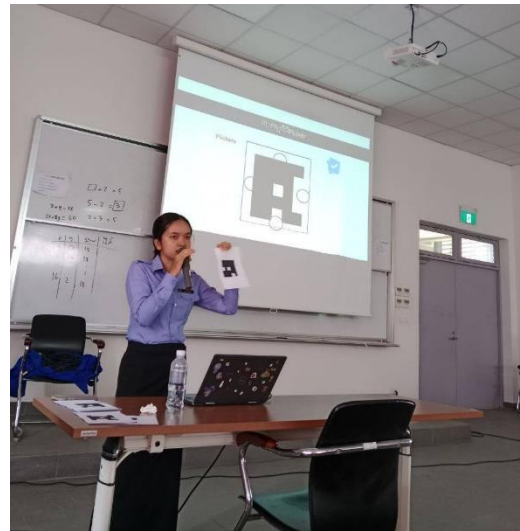
**Asst.Prof ,Hay Pahn shared about Mathematics Challenges for Classroom Practices at lower**



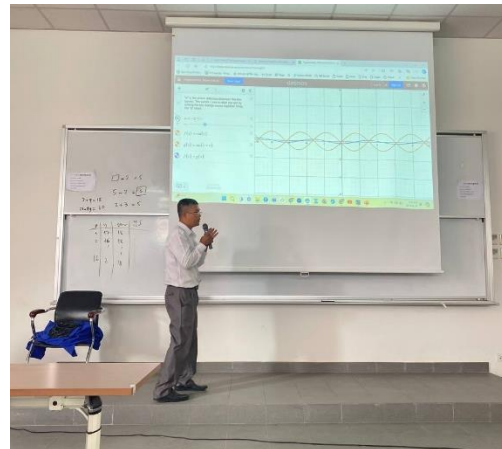


**End of Day 1**

**Start with Day 2**



**Ms. Sam Liza shared about using ICT in CBA (Plickers program)**



**Dr. Meach Mon shared how to use DESMOS and its effective.**



**Theories into practice.**



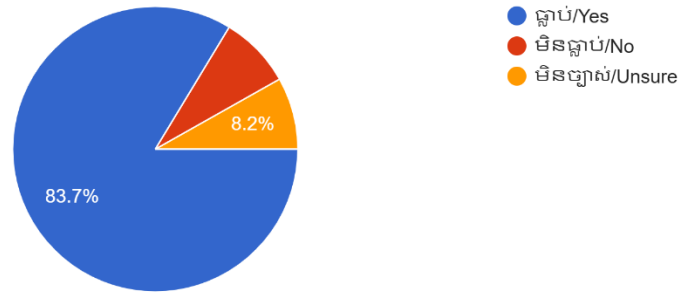
**End of Day 2**

## **B. YOUR PARTICIPANTS' FEEDBACK**

**Figure 1: Participants' experience with classroom-based assessment**

តើអ្នកធ្លាប់បានលឺអំពីការវាយតម្លៃពីមុនមកដែរឬទេ? Have you ever heard of assessment in education before?

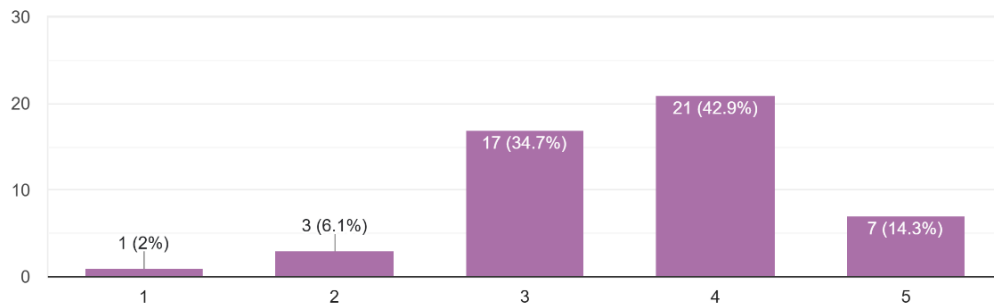
49 responses



**Figure 2:** Participants' opinions with classroom-based assessment can help your students develop students deep understanding

បើសិនជាមាន តើអ្នកគិតថាតេស្តនេះអាចជួយសិស្សរបស់អ្នកយល់ខ្លឹមសារមេរៀនបានស៊ីជម្រៅឬទេ?/If yes, how do you think this test can help your students develop deep understanding?

49 responses



**Question:** If you know about CBA, how do you think this test can help your students develop deep understanding?

1. Strongly disagree
2. Disagree
3. Neutral
4. Agree
5. Strongly disagree

According to a survey conducted after two sessions, and based on Figure 1, participants indicated that they had been introduced to assessment concepts during their time at Teacher Education College. While most participants were familiar with the general idea of assessment, they were not acquainted with Classroom-Based Assessment (CBA). Additionally, as described in Figure 2, participants' opinions on CBA implementation in real classrooms were

explored. As a result, most participants chose option 4, indicating their agreement that CBA can help students develop a deep understanding of the subject matter.

After two days of training, participants gained significant knowledge about CBA, including its definition, classroom implementation strategies, and the integration of technology into mathematics instruction. They were particularly impressed with the use of Desmos and Geogebra to create interactive visualizations, as demonstrated in both sessions.

However, some participants, particularly older ones, struggled to fully grasp the concept of CBA and the immediate feedback capabilities of technology due to their limited computer proficiency.

In conclusion, the survey results suggest that participants are enthusiastic about implementing CBA in their classrooms and incorporating tools like Desmos and Geogebra to enhance students' engagement and learning experiences.

❖ Feedback from participants:

Participants provided positive feedback, and suggestions to improve the workshop

- Participants felt amazed that this workshop were really important to improve their teaching.
- Participants requested to have the next sharing session to give more details on how to use Desmos and Geogebra.

Implemented by:



Sam Liza

Verified by:

Director



Srey Saovina

