

To cite this article: Nguyen Duc Vinh (2026). DESIGNING AN INSTRUCTIONAL PORTFOLIO SYSTEM FOR ORGANIZING HISTORY AND GEOGRAPHY TEACHING UNDER AN EXPERIENTIAL LEARNING APPROACH IN PRIMARY SCHOOLS IN HO CHI MINH CITY, International Journal of Education and Social Science Research (IJESSR) 9 (1): 216-229 Article No. 1195, Sub Id 1851

DESIGNING AN INSTRUCTIONAL PORTFOLIO SYSTEM FOR ORGANIZING HISTORY AND GEOGRAPHY TEACHING UNDER AN EXPERIENTIAL LEARNING APPROACH IN PRIMARY SCHOOLS IN HO CHI MINH CITY

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DOI : <https://doi.org/10.37500/IJESSR.2026.9116>

ABSTRACT

This paper clarifies the design of an instructional portfolio system for organizing History and Geography teaching in primary schools under an experiential learning approach, in order to meet the requirements for developing students' qualities and competencies in accordance with Vietnam's 2018 General Education Curriculum. The portfolio system is viewed as an integrated pedagogical toolkit that supports teachers in coherently planning and orchestrating the entire teaching-learning process: from developing an overarching instructional plan; designing plans for experiential learning activities; preparing worksheets, assessment tools, and criteria; compiling summary templates for aggregating and processing outcomes; to designing lesson plans. The study combines theoretical research methods, a current-situation survey, and mathematical statistics to collect and analyze data from several primary schools in Ho Chi Minh City, Vietnam.

KEYWORDS: Instructional portfolio system; experiential learning approach; History and Geography; primary education; Ho Chi Minh City.

INTRODUCTION

History and Geography in primary education plays an important role in helping students form initial understandings of national history, the natural environment, socio-economic life, and the culture of their locality, country, and the world. The subject also contributes to the development of core qualities and competencies-especially the competency to inquire into historical and geographical issues and to apply knowledge to real-life contexts. In the orientation of the 2018 General Education Curriculum, History and Geography teaching should be organized to promote students' activeness and autonomy, with experiential learning regarded as an important pathway for competency development.

However, due to age-related psychological characteristics and learning conditions, primary students often have limited life experience, personal experience, and authentic exposure, which leads to difficulties in forming historical-geographical conceptual understanding and in developing deep

comprehension of learning content. In practice, when lessons are mainly organized as one-way knowledge transmission relying on indirect materials, students easily become passive, learning becomes memorization-oriented, and engagement declines.

In this context, teaching under an experiential learning approach is considered an appropriate direction for History and Geography in primary schools, as it enables students to observe, explore, and interact directly with learning objects, thereby constructing knowledge in meaningful ways. Nevertheless, the organization of History and Geography teaching through an experiential approach remains limited in several respects: implementation is not yet systematic; some activities are still formalistic; and coherence among objectives, content, methods, and assessment is not sufficiently ensured.

One major cause is that teachers still lack pedagogical tools to guide and orchestrate the entire process of organizing teaching and learning under an experiential approach. Therefore, developing an instructional portfolio system for organizing History and Geography teaching under an experiential learning approach in primary schools is essential, as it can support teachers in designing and implementing experiential learning activities in a rigorous manner, while enhancing students' learning engagement and competency development within the subject.

2. RESEARCH METHODS

2.1. Research Methodology

This paper employs theoretical research methods to analyze and synthesize domestic and international studies related to experiential learning and to History and Geography teaching in primary education. It also conducts practical research through a questionnaire-based survey of school administrators and teachers in primary schools in Ho Chi Minh City, combined with classroom observation, interviews, and analysis of students' learning products to examine the current situation of organizing History and Geography teaching under an experiential learning approach. Survey data were processed using SPSS version 27.

2.2. Theoretical basis for teaching History and Geography under an experiential learning approach in primary schools

Teaching is understood as a two-way interactive process between teachers and learners, in which teachers organize and orient learning activities so that learners can acquire and appropriate scientific knowledge, form cognitive and practical skills and techniques, and thereby develop creative thinking, worldview, and personal qualities [1].

Experience is a process in which individuals participate directly, proactively, and actively in observing, interacting with, and reflecting on their environment, objects, and phenomena. By mobilizing existing knowledge, experience, and understanding, learners gradually receive and construct new knowledge [2]. This view aligns with John Dewey's perspective that education should be grounded in meaningful

experience, where knowledge is formed through learners' interaction with their environment and reflection on those experiences [3].

Teaching under an experiential learning approach is a form of instruction in which teachers play an organizing and guiding role, while students are the agents who participate in experiential activities according to a defined sequence. In this process, students are encouraged to integrate personal experience, engage multiple senses, and participate in learning activities, thereby developing independent work capability, group collaboration, creative thinking, and critical thinking [4]. According to Kolb, experiential learning is a continuous cycle consisting of concrete experience, reflective observation, abstract conceptualization, and active experimentation, in which knowledge is constructed through transforming experience into understanding and action [5].

Organizing teaching under an experiential learning approach is the process of designing and operating the dialectical relationship between teaching and learning activities within an intentional learning environment. In such an environment, students are enabled to interact with their surroundings and connect knowledge with personal life experience in order to explore and acquire new knowledge, thereby contributing to the formation and development of qualities and competencies aligned with predetermined instructional objectives [6].

A portfolio is a purposeful collection of “documents, materials, artifacts, and products” accumulated over time; unlike a scrapbook, portfolio content is organized and selected based on criteria to provide evidence and to assess the extent to which a learner attains a particular standard, objective, or target [7].

Based on the above conceptions, the paper adopts the following working definitions: “Teaching History and Geography under an experiential learning approach is the process in which teachers scientifically organize and orchestrate the components of teaching and learning, enabling students to participate in learning situations linked to real life or to specific historical–geographical contexts. By mobilizing knowledge, life experience, emotions, and personal experience, students gradually explore, appropriate, and apply new knowledge proactively and meaningfully.” Additionally, “An instructional portfolio system for organizing History and Geography teaching under an experiential learning approach is a purposeful system of pedagogical tools and evidence, comprising documents, materials, artifacts, and products developed and collected according to criteria throughout the teaching process. The portfolio system supports teachers in organizing and coordinating the components of History and Geography teaching along the experiential learning sequence, while providing evidence and assessing the extent to which students construct and apply historical and geographical knowledge connected to practice, thereby developing qualities and competencies aligned with predetermined objectives.”

3. RESEARCH RESULTS AND DISCUSSION

3.1. Current situation of teaching History and Geography under an experiential learning approach in primary schools in Ho Chi Minh City

The study surveyed 75 school administrators and 178 teachers from 14 primary schools in Ho Chi Minh City. Data collection employed multiple methods, including questionnaires, surveys, classroom observation, interviews, lesson observations, direct exchanges, and participation in learning activities with students. Based on the data in Table 3.1 and Table 3.2, the study draws several conclusions as follows:

Table 3.1. Awareness of the advantages of the experiential learning approach in teaching History and Geography

Advantages of the experiential learning approach	Level of Implementation					
	Teachers			School Administrators		
	Mean (M)	Standard Deviation (SD)	Rank	Mean (M)	Standard Deviation (SD)	Rank
1. Students develop scientific historical and geographical cognitive competencies connected to practice	4.02	0.695	6	4.37	0.560	6
2. Creates an environment for students to explore historical and geographical knowledge and to creatively apply learned knowledge and skills through direct exposure to real-life settings	4.06	0.680	5	4.41	0.544	3
3. Develops students' self-directed learning, communication and collaboration, problem solving, and creativity through subject learning	4.08	0.626	3	4.40	0.566	5
4. Enables students to explore the natural and social world with national pride and love for nature, homeland, and country, thereby contributing to the development of patriotism, compassion, diligence, honesty and responsibility	4.13	0.609	1	4.43	0.546	2
5. Builds students' experience and social interaction skills	4.09	0.621	2	4.41	0.544	3
6. Enhances students' learning engagement in History and Geography	4.08	0.617	3	4.45	0.573	1
Overall Mean (M)	4.08			4.41		

Results in Table 3.1 indicate that both teachers and school administrators hold positive perceptions of the role of experiential teaching in History and Geography, as reflected in consistently high mean scores. Notably, the criterion “enhancing students’ learning engagement” received particularly high

ratings (teachers: $M = 4.08$, $SD = 0.617$; administrators: $M = 4.45$, $SD = 0.573$), confirming that the experiential approach is perceived as well-aligned with primary students' psychological characteristics and as capable of strengthening learning motivation and active participation. In addition, criteria related to supporting students' quality development (teachers: $M = 4.13$, $SD = 0.609$; administrators: $M = 4.43$, $SD = 0.546$) and building experience and social interaction skills (teachers: $M = 4.09$, $SD = 0.621$; administrators: $M = 4.41$, $SD = 0.544$) also showed high agreement, reflecting a relatively comprehensive view that experiential teaching not only supports knowledge acquisition but also contributes to the development of values, attitudes, behaviors, and social competencies. Regarding variability, the SD values clustered around moderate levels (approximately 0.544–0.621 for the most salient criteria), indicating relatively stable and consistent ratings and strengthening the reliability of the conclusion that the experiential approach is regarded by educational staff as a meaningful, practice-oriented teaching direction consistent with the competency-based orientation of the 2018 curriculum. The overall mean for all criteria remained high (teachers: $M = 4.08$; administrators: $M = 4.41$), suggesting that this positive perception is widespread and can be considered a favorable premise for translating awareness into concrete instructional practice. This shift implies that the focus should move from the question of “why it is necessary” to “how it should be organized” to ensure scientific rigor, alignment with local resources, and feasibility in primary school contexts. Therefore, developing measures to support teachers in transforming positive perceptions into practical, feasible, and effective implementation is necessary.

Table 3.2. Facilitating factors and constraints in teaching History and Geography under an experiential learning approach

Facilitating factors and constraints	Level of Implementation					
	Teachers			School Administrators		
	Mean (M)	Standard Deviation (SD)	Rank	Mean (M)	Standard Deviation (SD)	Rank
1. The school leadership team creates enabling conditions	3.98	0.657	1	4.32	0.546	1
2. Colleagues' support and awareness	3.96	0.652	2	4.23	0.644	2
3. Parents' support	3.84	0.765	3	4.09	0.733	5
4. Students' awareness and participation in experiential activities to demonstrate skills of receiving, retaining, responding, and evaluating during the experience	3.82	0.750	5	4.15	0.725	3
5. Students' experience and life exposure	3.70	0.818	13	3.99	0.872	11
6. Managing students during experiential activities	3.82	0.758	5	4.11	0.741	4
7. Funding for organizing experiential activities	3.57	0.953	14	3.87	0.984	14

Facilitating factors and constraints	Level of Implementation					
	Teachers			School Administrators		
	Mean (M)	Standard Deviation (SD)	Rank	Mean (M)	Standard Deviation (SD)	Rank
8. Teacher training on forms and methods of teaching History and Geography through experiential activities	3.76	0.808	11	4.00	0.864	10
9. Reference materials for developing plans for experiential activities in History and Geography teaching	3.81	0.791	7	3.99	0.841	11
10. Time available for organizing experiential activities	3.76	0.809	12	3.99	0.825	11
11. Applying experiential results to problem solving in History and Geography lessons	3.81	0.755	7	4.07	0.736	8
12. Designing experiential activities for students in History and Geography teaching	3.79	0.784	9	4.08	0.796	7
13. Assessment and evaluation that orient students toward experiential activities	3.83	0.707	4	4.07	0.736	8
14. The locality offers many places for students to experience	3.78	0.843	10	4.09	0.835	5
Overall Mean (M)	3.80			4.07		

Data in Table 3.2 show that the implementation context for experiential History and Geography teaching in primary schools in Ho Chi Minh City is generally favorable, as reflected in overall mean scores at a moderately high level (teachers: $M = 3.80$; administrators: $M = 4.07$). The two most highly rated enabling conditions in both groups were “the school leadership team creates enabling conditions” (teachers: $M = 3.98$, $SD = 0.657$; administrators: $M = 4.32$, $SD = 0.546$) and “colleagues’ support and awareness” (teachers: $M = 3.96$, $SD = 0.652$; administrators: $M = 4.23$, $SD = 0.644$), highlighting that pedagogical leadership and internal consensus constitute a critical foundation for method innovation. Learner-related and classroom-management factors were also rated positively, such as students’ awareness and participation in experiential activities (teachers: $M = 3.82$, $SD = 0.750$; administrators: $M = 4.15$, $SD = 0.725$), managing students during experiential activities (teachers: $M = 3.82$, $SD = 0.758$; administrators: $M = 4.11$, $SD = 0.741$), and parents’ support (teachers: $M = 3.84$, $SD = 0.765$; administrators: $M = 4.09$, $SD = 0.733$). Regarding variability, enabling-condition criteria generally exhibited moderate SD values, indicating relatively stable ratings; meanwhile, several criteria related to resources and implementation capacity displayed higher SD values, suggesting that implementation conditions remain context-dependent across schools. Specifically, “funding for organizing experiential activities” had the lowest mean and the highest SD (teachers: $M = 3.57$, $SD = 0.953$; administrators: $M = 3.87$, $SD = 0.984$), together with “students’ experience and life exposure” (teachers: $M = 3.70$,

SD = 0.818; administrators: M = 3.99, SD = 0.872) and “teacher training” (teachers: M = 3.76, SD = 0.808; administrators: M = 4.00, SD = 0.864). Notably, implementation-capacity items such as reference materials for planning (teachers: M = 3.81, SD = 0.791; administrators: M = 3.99, SD = 0.841), time available for organizing activities (teachers: M = 3.76, SD = 0.809; administrators: M = 3.99, SD = 0.825), the design of experiential activities (teachers: M = 3.79, SD = 0.784; administrators: M = 4.08, SD = 0.796), and applying experiential results to problem solving (teachers: M = 3.81, SD = 0.755; administrators: M = 4.07, SD = 0.736) were only at a moderate level and, in several cases, showed relatively high SD values. This pattern indicates the need for a unified guidance framework, templates, and a coherent process for organizing experiential teaching. Interview and classroom-observation evidence further suggests that schools with consistent support from the leadership team and professional groups tended to implement experiential activities more smoothly; students participated more actively when tasks were clearly designed and supported by appropriate tools; however, extending experiential learning beyond the classroom was often constrained by funding, time, and the availability of guiding learning resources.

From these findings, it can be inferred that if schools can systematically address key limitations—particularly by strengthening teachers’ professional development, providing learning resources and training materials alongside a unified guidance-and-template system; supporting teachers with a clear process for designing experiential activities and monitoring-assessment tools; and developing plans to mobilize resources and funding—then organizing History and Geography teaching under an experiential learning approach would become more feasible, more stable across school contexts, and more effective in enhancing students’ learning outcomes.

3.2. Designing an instructional portfolio system for organizing History and Geography teaching under an experiential learning approach in primary education

a) Design foundations

(1) Curriculum: At the primary level, History and Geography is a compulsory subject taught from Grade 4 to Grade 5. The subject is designed to inherit and expand students’ initial understandings formed through Natural and Social Science in Grades 1-3, while preparing the knowledge and skills required for continued learning in lower secondary education. Accordingly, the subject contributes to establishing a foundational basis for social science education at subsequent levels [8-9]. In Grade 4, content is organized into six themes, expanding spatial scope from near to far: My Locality; Northern Midlands and Mountainous Areas; Red River Delta; Central Coastal Region; Central Highlands; and Southern Vietnam. The theme “My Locality” is developed at the provincial or centrally governed city level, consistent with curriculum expectations and local conditions; the sequence of regional themes can be flexibly adjusted to suit students’ cognitive characteristics. Grade 5 content comprises nine themes, focusing on broadening students’ understanding of Vietnam, neighboring countries, Southeast Asia, and the world. Major themes include: Vietnam-Land and People; The First States on the Territory of Vietnam; Building and Defending the Nation; Neighboring Countries; Southeast Asia; Exploring the World; and Working Together to Build a Better World.

(2) Expected learning outcomes: At the primary level, History and Geography is oriented toward developing students' qualities and competencies, emphasizing the formation and development of historical and geographical competency as the subject's specific competency. Specifically, students are expected to demonstrate three competency components: (i) scientific historical and geographical cognition (identifying and presenting historical events and geographical phenomena in spatial-temporal relationships; understanding how humans exploit, use, and protect nature); (ii) inquiry into history and geography (observing, searching sources, reading maps/diagrams/charts; commenting, comparing, and expressing views on historical-geographical events and phenomena); and (iii) applying learned knowledge and skills (locating geographical positions; using timelines and charts; applying knowledge to analyze life-related issues and proposing and implementing practical actions such as environmental protection and heritage preservation). By meeting these expected outcomes, the subject not only equips students with initial understandings of local, regional, national, and global history and geography, but also contributes to developing key qualities and general competencies, laying a foundation for subsequent learning and the holistic development of primary students [9].

b) Portfolio design methods

We integrated modern student-centered teaching methods and thinking tools to ensure the portfolio system's scientific rigor, systematic structure, and feasibility. Specifically, mind mapping, 5W1H thinking, the Montessori method, and the Six Thinking Hats were selected and flexibly combined to support goal identification, content organization, process development, product orientation, and the establishment of assessment criteria for the portfolio system.

c) Purposes and requirements for portfolio design

1) Purposes: Designing an instructional portfolio system for organizing experiential learning activities in History and Geography aims to enhance teachers' and students' awareness of the role of experience in learning; to create practice-connected learning environments that foster students' activeness, autonomy, and historical-geographical thinking. The portfolio system also supports teachers in organizing instruction, contributing to the development of the subject's specific competencies (historical-geographical cognition, inquiry into the natural and social environment, and application of knowledge to practice) as well as general competencies, while nurturing learning interest, love for homeland and country, and a sense of social responsibility among students.

2) Requirements: (1) Alignment with subject objectives and content: the portfolio system is designed based on the objectives and expected learning outcomes of the 2018 curriculum for History and Geography. Learning tasks should develop observation skills and information collection and processing across time and space; foster historical-geographical conceptual understanding and the ability to apply knowledge to practice; and integrate appropriately with related subjects. (2) Specificity, clarity, and accessibility: experiential activities in the portfolio should have specific objectives, content, organizational procedures, and learning products; language and visual illustrations should suit primary students' developmental characteristics and include clear assessment criteria. (3) Feasibility and practicality: portfolio content should be connected to schools' real conditions and students' living

environments; experiential activities should be practical and implementable, enabling students to apply historical–geographical knowledge to daily life. (4) Measurability: the portfolio system should enable assessment of implementation time, students’ participation level, workload, and the educational effectiveness of experiential activities.

d) Portfolio design process

The design process for the instructional portfolio system was conducted through the following steps: (1) Review the curriculum and History and Geography textbooks (Grades 4-5) that include practice-connected learning activities, and examine the subject’s expected learning outcomes for primary students; (2) Identify and select the content that requires experiential organization in each lesson/theme (e.g., historical events, figures, and sites; natural features; population; economy; culture; and local geographical space); (3) Determine experiential objectives and consult teachers and students regarding needs, interests, and organizational conditions to propose suitable experiential activities for History and Geography lessons; (4) Establish the purposes and requirements of an experiential portfolio, clarifying components, implementation sequence, learning products, and assessment criteria; (5) Design the portfolio system in accordance with the established purposes and requirements to ensure scientific rigor, feasibility, and alignment with the characteristics of the History and Geography subject.

e) Contents of the portfolio system

The instructional portfolio system for organizing History and Geography teaching under an experiential learning approach in primary education is a coherent set of plans, templates, and tools designed to: (1) provide organizational orientation; (2) implement experiential activities; (3) collect evidence; (4) aggregate and process results; and (5) design lessons in accordance with the experiential sequence. The system comprises five interrelated portfolio groups that mutually support one another throughout the teaching process, as follows:

1) Portfolio 1 – Plan for organizing teaching under an experiential learning approach

Purpose: Portfolio 1 provides an overall orientation for experiential History and Geography teaching in primary education, helping teachers clearly identify educational objectives, learning content, organizational conditions, and implementation plans, thereby addressing the common issue of overly general planning that lacks clear experiential-process guidance.

Contents: Portfolio 1 is designed with an open yet unified structure, including: (i) the name of the experiential activity/theme directly linked to the History and Geography lesson/theme; (ii) a learning theme aligned with Grade 4 or Grade 5 curriculum strands; (iii) integrated subjects such as Vietnamese Language, Mathematics, Science, Ethics, and Experiential Activities; (iv) experiential objectives oriented toward competency development (historical-geographical cognition, inquiry into the environment, and application of knowledge to practice) and quality development (love for homeland, environmental responsibility, community awareness); (v) location, time, participants, and coordinating

forces; (vi) proposed content and forms of experiential activity organization; and (vii) funding sources and contingency plans for unexpected situations.

Implementation: Teachers first identify the lesson/theme and the targeted expected learning outcomes, then select suitable experiential objects such as heritage sites, documents, maps, local geographical phenomena, or digital data. On this basis, objectives are expressed as observable indicators (what students can do and what products they can produce), rather than as a list of general knowledge points. Teachers then develop an organizational plan specifying location, time, participants, and required resources, while preparing alternative options to ensure flexibility when conditions change. Finally, teachers finalize the types of products/evidence to be collected and assign coordination roles among relevant stakeholders (e.g., subject teachers, homeroom teachers, parents, and school representatives) to implement activities coherently and effectively.

Implementation requirements: Alignment is needed within the school education plan, alongside coordination from the school leadership team, professional groups, and parents; teachers should be provided with a shared portfolio template that can be flexibly adapted across lessons.

2) Portfolio 2 – Plan for organizing experiential learning activities

Purpose: Portfolio 2 operationalizes the overarching plan into specific experiential learning activities, helping teachers design a clear experiential sequence and organize learning in a goal-directed way, thereby avoiding superficial or merely formalistic experience.

Contents: This portfolio includes: (i) learning objectives for each activity; (ii) experiential content linked to a specific historical–geographical object; (iii) teacher and student activities in each step; (iv) anticipated learning products; and (v) criteria for evaluating activity outcomes.

Implementation: Teachers divide the lesson/theme into activities corresponding to the four steps of the experiential approach: (1) Experience and Exploration; (2) New Knowledge Construction; (3) Practice and Consolidation; and (4) Problem Solving and Creativity; to create a coherent learning progression. In each activity, student tasks are written with a clear structure (“what to do - using what - for how long - what product to submit”), and guiding questions are anticipated to move from initial experience to discussion and knowledge generalization. Teachers then determine learning products aligned with evidence-collection criteria (photos, worksheets, mind maps, presentations, reports, etc.) and check feasibility in terms of time allocation, number of groups, and available resources, making adjustments before real implementation.

Implementation requirements: Teachers should be trained in experiential task design; classrooms should facilitate group work and discussion; and appropriate learning materials/resources should be available.

3) Portfolio 3 – Worksheets, tools, and assessment criteria for experiential outcomes

Purpose: Portfolio 3 provides a tool system that supports students' participation in experiential activities with clear guidance, while enabling teachers to collect learning evidence for process assessment and competency assessment under an experiential approach in History and Geography.

Contents: The portfolio includes worksheets and assessment tools used throughout the experiential process, specifically: (i) a worksheet for identifying experiential objectives; (ii) an observation sheet for the historical-geographical object; (iii) a sheet for recording information, images, and data; (iv) a reflection and real-life connection sheet; (v) a self-assessment and peer-assessment sheet; and (vi) checklists and performance level descriptors for task completion. These tools are aligned with core assessment criteria such as: participation and collaboration in group work; observation, information collection, and information processing; the extent to which students understand and can articulate the historical-geographical characteristics of the experiential object; and the ability to connect experience to meaning, lessons learned, and practical implications.

Implementation: Teachers select the appropriate worksheet/tool for each experiential activity, avoiding a "one-sheet-fits-all" approach. Before students begin, teachers provide explicit instructions for criteria-based recording, clarify information sources to be explored, and specify the evidence that must be reflected in the product. During student work, teachers use a checklist or rubric to observe and record evidence according to the predetermined criteria. At the end of the activity, teachers collect products/worksheets, quickly check them against the criteria to provide concise feedback on strengths and areas for improvement, and archive evidence by group or individual to support the aggregation and processing steps in Portfolio 4.

Implementation requirements: Teachers should be trained in using worksheets and assessment criteria; tools should be prepared in advance in paper or digital form; and sufficient time should be ensured for students to complete and share results.

4) Portfolio 4 – Summary templates for processing experiential outcomes and competency assessment criteria

Purpose: Portfolio 4 supports teachers in systematizing, aggregating, and processing students' experiential outcomes, thereby standardizing competency and quality assessment and providing a basis for adjusting instruction and organizing subsequent application activities.

Contents: The portfolio includes summary tables that consolidate results from the worksheets and assessment tools in Portfolio 3, including: (i) a summary table of attainment levels for competency criteria; (ii) a results-comparison table across student groups; (iii) a progress-tracking table across experiential stages; and (iv) a conversion table that maps qualitative comments to evaluation levels (not achieved - achieved - good - excellent). Assessment criteria are developed in a generalized and standardized manner, focusing on subject-specific competencies in History and Geography such as scientific historical-geographical cognition, inquiry into the natural and social environment, application of knowledge and skills to practice, and collaboration and communication in learning.

Implementation: Teachers first compile evidence from Portfolio 3 for each student/group and for each experiential activity. They then enter results into the summary tables according to the established

criteria system, determine attainment levels (via rubrics), and attach brief evidence notes to ensure authenticity. Next, teachers compare results across time points (beginning - middle - end of the theme) to identify progress and areas that still require support. From aggregated data, teachers produce concise qualitative comments grounded in evidence and identify adjustments for the next activity or lesson. Finally, the summary tables are archived as a data source for professional reporting and can be used when communicating with parents when necessary.

Implementation requirements: Professional/grade-level teams should agree on a shared assessment criteria system; teachers should be supported with time and tools for result aggregation; and a combination of paper-based templates and digital tools may be used to improve data-processing efficiency.

5) Portfolio 5 – Lesson plan for History and Geography teaching under an experiential learning approach

Purpose: Portfolio 5 supports teachers in designing lesson plans and organizing a History and Geography lesson under an experiential learning approach, in which experience is integrated throughout the instructional process, contributing to the construction of scientific knowledge and the development of students' competencies and qualities.

Contents: The portfolio includes: (i) the lesson title and its position in the curriculum; (ii) lesson objectives oriented toward competency and quality development; (iii) an instructional sequence designed according to the four steps of the experiential approach (Experience and Exploration; New Knowledge Construction; Practice and Consolidation; Problem Solving and Creativity); (iv) specific teaching-learning activities for teachers and students; (v) learning media, materials, and anticipated learning products; and (vi) forms and tools of assessment in each stage of the lesson.

Implementation: Teachers identify the lesson and expected learning outcomes, then translate them into observable competency-/quality-based objectives. Next, teachers select an appropriate experience-triggering activity and design the instructional sequence following the four steps: Experience and Exploration; New Knowledge Construction; Practice and Consolidation; and Problem Solving and Creativity; specifying student tasks, organization, time allocation, and products for each step. Finally, teachers prepare learning materials, select assessment tools (checklists/rubrics and product criteria), anticipate adjustment options, and plan how to collect and archive evidence during the lesson.

Implementation requirements: Teachers should be equipped with knowledge and skills for experiential lesson design; professional/grade-level teams should agree on a shared lesson-plan structure; and lesson duration, learning materials, and organizational conditions should be appropriate for primary students' characteristics.

4. CONCLUSION AND RECOMMENDATIONS

This paper has clarified the theoretical and practical basis for designing an instructional portfolio system for organizing History and Geography teaching under an experiential learning approach in primary schools, in line with the orientation of developing students' qualities and competencies in the 2018 General Education Curriculum. Survey findings from primary schools in Ho Chi Minh City show that school administrators and teachers share a high level of agreement on the value of experiential teaching, and students demonstrate clear interest in interactive, experience-rich learning activities. However, practical implementation remains insufficiently systematic, especially in designing experiential instructional sequences and learning products, leveraging local resources, and conducting assessment oriented toward competency development. Accordingly, the paper proposes a five-part portfolio system: (1) Portfolio 1 - Plan for organizing teaching under an experiential learning approach; (2) Portfolio 2 - Plan for organizing experiential learning activities; (3) Portfolio 3 - Worksheets, tools, and assessment criteria for experiential outcomes; (4) Portfolio 4 - Summary templates for processing experiential outcomes and competency assessment criteria; and (5) Portfolio 5 - Lesson plan for History and Geography teaching under an experiential learning approach. This portfolio system supports teachers in organizing instruction in a scientific, coherent, and flexible manner, thereby enhancing the effectiveness of experiential History and Geography teaching in primary education.

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Author Profile

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