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Solutions to Improve Activeness of Students in Learning Process of Students Majoring in Physical Education at Hong Duc University in Vietnam Through Regular Testing and Assessment of Learning Outcomes

Dr. Dong Huong Lan^{1,*}

¹Thanh Hoa University of Culture, Sports and Tourism, Thanh Hóa, Vietnam.

Corresponding authors: Dr. Dong Huong Lan (e-mail: donghuonglan@dvttdt.edu.vn).

Abstract Realize the role of regular testing and assessment in the training process. Create "pressure" intentionally and ensure scientific aspect so that students can improve their sense of responsibility in learning, form the habit and need to regularly self-study with high quality and efficiency throughout the education process, contributing to improving the effectiveness of educating students majoring in physical education at Hong Duc University – Vietnam [8]. Testing and assessment aim to improve the effectiveness of lecturers' teaching by providing lecturers with data that can diagnose skill deficiencies, measure mastery of selected intended learning objectives, and appropriate teaching and learning methods [7].

Index Terms Solution, improve activeness in learning process, students majoring in physical education, Hong Duc University - Vietnam, testing and assessment

I. Introduction

Improve activeness the learning process of students is a fundamental change in the organization of education activities to truly put students in the position of the subject of learning activities, both creating conditions and requiring students to proactively comprehend and seek knowledge.

Decision No. 1076/QĐ-TTg dated June 17, 2016 of the Prime Minister approving the overall project for education and physical development in the period 2016 - 2020, oriented to 2025 clearly states: Continue to innovate Teaching methods and assessment of learning and teaching results in the direction of promoting learners' activeness, self-discipline, initiative, creativity and self-learning capacity [1].

Resolution No. 44/NQ-CP of the Government continues to direct: Innovating forms and methods of testing and assessing educational results in the direction of assessing learners' capacity; Combine process assessment with end-of-semester assessment at the end of the school year following the model of countries with advanced education [2].

Research by author Hai et al. [3], Bao et al. [4], Phuong et al. [5], Proven the practice of educational reform in Vietnam: All innovation activities in curriculum, teaching methods, and training organization are carried out simultaneously with innovation in testing and assessment. Because the mechanism, content and assessment requirements are not only the basic elements that create a specific training method but also the

driving force to ensure the progress of that education method.

Circular 23/2014 dated July 18, 2014 promulgating regulations on high-quality education at university level [6]. Circular 04/2016/TT-BGDDT, dated March 13, 2016 promulgating regulations on standards for evaluating the quality of training programs at different levels of higher education clearly stated: [7].

Testing and assessment not only serve the purpose of identifying the current situation, orienting and adjusting student activities, but is also a condition for forming in learners a high sense of responsibility and a sense of striving to improve in learning [8].

The best assessment system should have an absolute focus on the progress of both lecturers and learners:

- As progress allows instructors to set personalized learning goals appropriate for all learners at the beginning of their learning process.
- Lecturers can assess individual learners and evaluate the impact of different teaching and learning methods.
- The impact of lecturers on student learning is not the same (due to objective factors beyond the control of lecturers).
- And, most importantly, the focus on progress allows learners at all levels to demonstrate the difference between input and output to measure academic achievement throughout the school year. In addition, focus on

learner progress will encourage and recognize hard work as learners demonstrate effort on their personal learning journey.

II. Methodology

The research process used the following methods: Document analysis and synthesis method, pedagogical investigation method, expert method, pedagogical experimental method and statistical mathematical method [8].

A. Findings and Discussion

1) Current status of organization and management of testing and assessment under the credit system

The current status of organization and management of testing and assessment according to credit system for students at Hong Duc University - Vietnam is presented in Table 1.

From the investigation results presented in Table 1, the following observations can be made:

- Lecturers are given great authority to organize regular tests, mid-semester tests and set final assessment questions for the subjects they directly teach; Proactively undertake all key stages of assessment activities and manage students' regular assessment grades throughout the semester [8].
- For regular and mid-semester assessments, the Faculty Board lacks an appropriate management and supervision mechanism in terms of schedule, content and organizational way

The above-mentioned situation of organization and management gives rise to limitations in examinations, which are beyond the control of the Faculty Board such as:

- Lecturers have too much power in testing and assessment.
- There might be a lack of objectivity in testing and assessment.
- Lecturers abuse their power to control students' final grades.
- It is easy to create inertia in lecturers' innovation activities.
- Students expect concessions from lecturers, leading to a lack of activeness and initiative in learning.
- It is difficult for faculty leaders to accurately grasp student learning outcomes.

2) Assessment of the activeness of students majoring in physical education

The research process conducted a survey of opinions and assessments of 35 lecturers who directly teach and self-assessment of 130 students majoring in physical education at Hong Duc University - Vietnam on the activeness of students in study. The survey results are presented in Tables 2 and 3 [8], [9].

Analysis of assessment results shows that: The majority of students do not have a highly responsible attitude towards their own learning tasks, lacking regular efforts

in all circumstances to achieve the best results during the education process at school, not really assured about career future. Regular testing and assessment during the training process has not been effective in promoting students' learning activities.

3) The solution to improve activeness of the student learning process through regular testing and assessment

Goal of the Solution

Realize the role of regular testing and assessment in training practice, thereby creating a positive change in student learning activities.

Form a form of regular motivation to interact and motivate students to study hard throughout the training process, contributing to improving the effectiveness of training students in physical education at Hong Duc University – Vietnam [3], [8].

Orient students' learning activities, promptly detect and correct deviations in learning and in acquiring knowledge that students have experienced. Thereby enhance the value and effectiveness of activeness in learning, providing students with timely encouragement for their own efforts.

Create "pressure" intentionally and ensure scientific aspect so that students can improve their sense of responsibility in learning, form the habit and need to regularly self-study, and self-study effectively and with high quality.

Encourage students to build reasonable study plans, know how to use and pay attention to the most effective use of time in the most useful way for studying.

Content of the Solution

Standardize the knowledge and skills students gain after each hour of class, after each stage of learning, helping students realize what they must do to meet the requirements of the lecturer and the training program.

Regular testing and assessment activities aim to show students how their learning outcomes are compared to the average level of the entire class, and what they need to continue to do to reach their final goal.

Associate learning efforts with the true value of that effort, creating in students an honest and quality working attitude, proactively completing learning tasks with their own efforts.

Equip students with knowledge and self-assessment skills, the need for group coordination in high-performance learning, develop the ability to observe, detect and evaluate the advantages and limitations of classmates to adjust their own activities.

Coordinate and synchronize with other solutions to gradually approach the requirements of the credit system in training students in the physical education sector.

Organization of Solution Implementation

Really consider regular testing and assessment as an organic content of every class hour for all subjects in the physical education student education program.

S/N	Type of testing and assessment	Delegation of the organization and management of testing and assessment	Content of organization and management of testing and assessment	Weight
1	Regular	Lecturers directly teaching the subject	- Determine the time; form and content of assessment - Conduct testing and assessment - Manage and summarize testing and assessment - Submit grades to the faculty before the end of the subject	10%
2	Mid-semester	Lecturers directly teaching the subject	- The assessment time is set in the middle of the semester (week 8/15). - Determine the form of testing and assessment - Set questions and answers - Conduct testing and assessment - Grade management - Submit grades to the faculty after week 9/15 - Develop a testing and assessment plan -	20%
3	End of subject	The school's Testing and Quality Assurance Center organizes the exam schedule based on the faculty	Determine the testing and assessment schedule - Choose the form of testing and assessment - Choose the lecturer to set the questions and answers - Organize testing and assessment - Summary of all types of grades - Manage testing and assessment results	70%

Table 1: Current status of organization and management of testing and assessment according to credit system for students at Hong Duc University - Vietnam

S/N	Self-assessment content	Assessment level							
		Very good		Good		Average		Limitations	
		mi	%	mi	%	mi	%	mi	%
1	Always feel the pressure to self-study regularly to meet professional requirements in credit-based education	13	10.00	32	24.60	27	20.80	58	44.60
2	Always strive to achieve better study results after each semester, after each school year and have tried to achieve success	1	0.80	11	8.50	15	11.50	103	79.20
3	Always proactively plan to self-study for each subject and follow the proposed plan	6	4.60	14	10.80	25	19.20	85	65.40
4	Regularly pay attention to gathering knowledge and collecting documents to serve the study of subjects	6	4.60	12	9.20	24	18.50	88	67.70
5	Always consciously seek and accumulate professional knowledge in self-study activities to serve future professional activities.	6	4.60	14	10.80	22	16.90	88	67.70
6	Always consciously wait for the upcoming class time with the desire to study well in all subjects	4	3.10	7	5.40	27	20.80	92	70.70
7	Always study, complete tasks and homework before each new class at all times and in all subjects	4	3.10	10	7.70	17	13.10	99	76.10
8	Regular testing and assessment is really a pressure that stimulates activeness in learning	1	0.80	11	8.50	15	11.50	103	79.20

Table 2: Self-assessment of activeness of students majoring in physical education (n = 130)

S/N	Assessment content	Assessment level							
		Very good		Good		Average		Limitations	
		mi	%	mi	%	mi	%	mi	%
1	Students always try to study and achieve better results each time semester, after each school year	0	0.00	4	11.40	10	28.60	21	60.00
2	Regularly pay attention to gathering knowledge and collecting documents to serve the study of subjects	0	0.00	0	0.00	6	17.10	29	82.90
3	Always consciously seek and accumulate professional knowledge in self-study activities to serve future professional activities.	0	0.00	0	0.00	5	14.30	30	85.70
4	Always study, complete tasks and homework before each new class at all times and in all subjects	0	0.00	0	0.00	8	22.90	27	77.10
5	Always attend regular classes with great effort Invest and prepare carefully	0	0.00	6	17.10	17	48.60	12	34.30
6	Regular assessment really has a positive impact on the learning process for students	0	0.00	0	0.00	5	14.30	30	85.70

Table 3: Assessment of lecturers and education administrators on the activeness of students majoring in physical education (n = 35)

Standardize the criteria and scoring scale for the knowledge and skills that students need to achieve in the mid-term examination content of all subjects to serve as a basis for building regular content and assessment criteria.

For each class hour, the lecturer continues to check and evaluate the level of completion of homework tasks, the level of absorption of new class content and assign the next homework task; Set out requirements for knowledge and skills that need to be achieved before the new class.

Use regular test scores according to the weighting regulations of the credit system to evaluate student learning outcomes.

Each lecturer considers regular assessment as a motivator for students to self-study; Consider regular inspection and evaluation to ensure seriousness and objectivity as a professional obligation and responsibility.

The dean board and department heads strengthen the management of discipline and quality of regular testing and assessment activities.

4) Experiment and Evaluation of Solution Effectiveness Experimental Content

Innovate regular testing and assessment activities in the direction of active student learning activities. Innovation activities are implemented through the following activities:

- Specify requirements and implement regular assessment for students in each class hour.
- Specify homework tasks and products must be achieved through students' self-study after each class hour.

Experimental Organization

Implement regular testing and evaluation activities through the practice of training students majoring in physical education at Hong Duc University - Vietnam for teaching activities of 2 new subjects: Program development and testing and assessment in physical education.; Creative experience activities for students

majoring in physical education, course 19 (50 students) in the 2016 - 2017 school year.

Criteria for Evaluating the Results of Experimental Content

- Activeness in student learning.
- Student learning outcomes.

Experimental Results

The effectiveness of experimental content on students' activeness in learning. Evaluating the effectiveness of experimental content on student activeness is conducted through self-assessment surveys of students and assessments of lecturers - subjects directly participating in the experimental process. Summary of survey results are presented in Tables 4 and 5 [7], [9].

From the statistical results on the expression of student activeness through experiments on solutions to maintaining regular testing and assessment activities presented in Tables 4 and 5, there are some comments as follows: [5], [8].

- Carrying out regular testing and assessment throughout the teaching process, combined with specifying homework tasks after each class, has really created motivation to actively promote students' learning activities during class hours and also in self-study activities.
- Maintain regular testing and assessment activities through every hour of class, and become a guide for students throughout the learning process, helping students know what they need to do and how to do it. Complete learning tasks according to the set training schedule.
- Have an impact on developing the need for self-study and active learning habits in all conditions; Develop necessary skills for learning activities.
- Motivate students to actively innovate methods and promote their active role in learning to improve learning efficiency, save effort and investment in their own learning activities.
- The effectiveness of experimental content on stu-

S/N	Content of assessment	Assessment level							
		Often		Relatively often		Not often		Never	
		mi	%	mi	%	mi	%	mi	%
1	Actively participate in subject learning activities during regular class hours	40	80.00	8	16.00	2	4.00	0	0.00
2	Take advantage of all opportunities and conditions to study and practice to improve learning outcomes	37	74.00	11	22.00	2	4.00	0	0.00
3	Always demonstrate one's active role in learning activities for the subject	39	78.00	9	18.00	2	4.00	0	0.00
4	Be proactive in searching and exploiting knowledge sources to serve learning activities	36	72.00	12	24.00	2	4.00	0	0.00
5	Pay close attention during class and discuss lecture content	38	76.00	5	10.00	7	14.00	0	0.00
6	Make an effort to self-study to complete the requirements of classes and subjects	41	82.00	7	14.00	2	4.00	0	0.00
7	Make every effort to complete assignments and take home requirements assigned by the lecturer	41	82.00	7	14.00	2	4.00	0	0.00
8	Prioritize your time for self-study and practice to achieve high outcomes in the subject	39	72.00	8	16.00	3	6.00	0	0.00
9	Pay attention to completing the assessment criteria set by the lecturer after each class hour	43	86.00	6	12.00	1	2.00	0	0.00
10	Pay attention to the progress of the subject to build a reasonable study plan	42	84.00	6	12.00	2	4.00	0	0.00
11	Make an effort to practice physical fitness to meet movement requirements and acquire subject techniques	42	84.00	6	12.00	2	4.00	0	0.00
12	Always feel pressured about the subject's regular testing and assessment requirements	43	86.00	5	10.00	2	4.00	0	0.00
13	Regular comments and assessments from lecturers have promoted the learning and self-study process	42	84.00	6	12.00	2	4.00	0	0.00
14	Pay attention to self-assess one's learning ability before subject requirements	42	84.00	6	12.00	2	4.00	0	0.00
15	Pay attention to innovating self-study methods and learning activities to improve the efficiency and effectiveness of the learning process	43	86.00	5	10.00	2	4.00	0	0.00

Table 4: Students' self-assessment on the effectiveness of regular testing and assessment for activeness in learning (n = 50)

dent learning outcomes. Evaluate the effectiveness of experimental content on student learning outcomes through subjects in the theoretical block [3], [8].

Statistics on the learning outcomes of students in the experimental group for two subjects "Program development and assessment in physical education" and "Creative experiential activities in physical education" of 19 (25 students) in the 2016 - 2017 school year are presented in Table 6 [10].

Analyzing the learning results of students during the experimental process of maintaining regular assessment and testing presented in Table 6 shows that:

The majority of students with good and very good grade is a positive result in training activities. The proportion

of very good scores reflects the difference compared to the previous training process. Under the impact of regular testing and assessment, there have been significant changes in students' activeness in learning.

To evaluate the effectiveness of the experimental content on the learning outcomes of students in the experimental group, the thesis compared the learning outcomes of two subjects named "Program development and assessment in physical education." and "Creative experiential activities in physical education". They are two subjects chosen to experiment with the learning outcomes of school physical education methods - a subject that is emphasized in the physical education, with training duration equivalent to the two subjects selected for the experiment) of the 19th course students at the

S/N	Content of assessment	Assessment level							
		Often		Relatively often		Not often		Never	
		mi	%	mi	%	mi	%	mi	%
1	Actively participate in subject learning activities during regular class hours	25	78.10	5	15.60	2	6.30	0	0.00
2	Take advantage of all opportunities and conditions to study and practice to improve learning outcomes	18	56.20	12	37.50	2	6.30	0	0.00
3	Always demonstrate one's active role in learning activities for the subject	19	59.40	9	28.10	4	12.50	0	0.00
4	Be proactive in searching and exploiting knowledge sources to serve learning activities	20	62.50	10	31.20	2	6.30	0	0.00
5	Pay close attention during class and discuss lecture content	24	75.00	6	18.70	2	6.30	0	0.00
6	Make an effort to self-study to complete the requirements of classes and subjects	24	75.00	7	21.80	1	3.20	0	0.00
7	Make every effort to complete assignments and take home requirements assigned by the lecturer	24	75.00	6	18.70	2	6.30	0	0.00
8	Prioritize one's time for self-study and practice to achieve high outcomes in the subject	23	71.90	7	21.80	2	6.30	0	0.00
9	Pay attention to completing the assessment criteria set by the lecturer after each class hour	24	75.00	7	21.80	2	6.30	0	0.00
10	Pay attention to the progress of the subject to build a reasonable study plan	23	71.90	8	25.00	1	3.20	0	0.00
11	Make an effort to practice physical fitness to meet movement requirements and acquire subject techniques	24	75.00	7	21.80	1	3.20	0	0.00
12	Always feel pressured about the subject's regular testing and assessment requirements	23	71.90	7	21.80	2	6.30	0	0.00
13	Regular comments and assessments from lecturers have promoted the learning and self-study process	23	71.90	7	21.80	2	6.30	0	0.00
14	Pay attention to self-assess one's learning ability before subject requirements	24	75.00	7	21.80	1	3.20	0	0.00
15	Pay attention to innovating self-study methods and learning activities to improve the efficiency and effectiveness of the learning process	25	78.10	5	15.60	2	6.30	0	0.00

Table 5: Lecturers' assessment of students' learning activeness level under the impact of regular testing and assessment activities (n = 32)

S/N	Subject	Number of students achieving various grades							
		Very Good grade (9-10)		Good grade (7-8)		Average grade (5-6)		Grade below average (Less than 5)	
		mi	%	mi	%	mi	%	mi	%
1	Program development and assessment in physical education	16	32.00	31	62.00	0	0.00	3	6.00
2	Creative experiential activities in physical education	25	50.00	22	44.00	0	0.00	3	6.00

Table 6: Statistics of students' learning outcomes after the experiment (n = 50)

time before the experiment in the adjacent semester. The comparison results are presented in Table 7.

Analysis of student learning outcomes is presented in Table 7 with the following comments: - The difference is very significant at the probability threshold $P < 0.01$ in the academic achievement that students have achieved in studying two subjects of experimental content. Especially for good and excellent scores [8].

- The learning outcomes reflect the students' outstanding efforts in learning, whose motivation is multiplied through the direct impact of self-study ability and activeness created by the solutions.

III. Conclusion

The teaching and learning activities of lecturers and students, the organizational structure of class hours are slow to innovate compared to the requirements of new training methods, and have not been implemented in the direction of actively promoting students' learning activities [3].

The experimental process has proven: Regular testing and assessment in teaching activities not only has the effect of developing students' activeness in learning but is also an effective process of implementing teaching and learning functions for students [8].

S/N	Comparative content	Learning outcomes of subjects					
		After the experiment (n = 50)	Before the experiment (n = 50)	xd	xd	T	P
		$\bar{x}A \pm x$	$\bar{x}B \pm x$				
1	-Subject: Program development and assessment in physical education (After the experiment) -Subject: Theory and methods of school physical education (Before experiment)	8.86± 0.40	4.94± 2.39	3.07	3.26	5.77	<0.01
2	-Subject: Creative experiential activities in physical education (After the experiment) -Subject: Theory and methods of school physical education (Before THE experiment)	8.32 ± 0.72	4.94 ± 2.39	2.70	3.00	6.27	<0.01

Table 7: Compare the learning outcomes of students of 18th course in theory subjects before and after the experiment (n = 50)

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