



Innovative Teaching Methods, Test and Evaluate Student Learning Outcomes

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Abstract: The assessment of students' knowledge and skills plays a very important role, both as a driving force in the teaching process and as a help teachers to adjust teaching methods accordingly. fit. Moreover, the assessment helps students change their learning methods to match the form and test methods to achieve high results. General education is gradually changing its curriculum and teaching methods to meet the needs of the new era. However, in my opinion, the assessment is still subjective and inaccurate, so the training quality assessment is not effective, leading to many problems in enrollment at the university level equality and use of human resources for society in the future. For the above reasons, it is shown that changing a system of programs and teaching methods without changing the assessment system cannot achieve the desired goal.

Keywords: Innovative teaching methods, test and evaluate, student learning outcomes, University of Transport and Communication.

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INTRODUCTION

Innovating teaching methods, testing, and assessing students' learning outcomes have an intimate relationship that is inseparable from the teaching process: Knowledge has become a leading factor for economic development, all significant economies in the world, and countries are well aware of the role of education in building high-quality human resources, creating an important lever to promote productive labor, create motivation sustainable economic and social growth and development [1]. Therefore, the renewal of educational thinking in the knowledge age in order to meet the change of life is constantly evolving [2-4].

The innovation of teaching methods is first to meet the requirements of the quality and capacity of learners and finally to meet the context of the times and the development needs of the country [4,

5]. Along with it, is the need to innovate methods of testing and evaluation; creating the adaptation and synchronization of the innovation process. If only renovating teaching methods without innovating testing and evaluation methods and vice versa, it may have the opposite effect and not achieve the desired results [1, 6].

For many years, at the University of Transport and Communication has constantly innovated teaching methods and tested and evaluated students' results. Under the leadership and direction of the Communist Party of Vietnam, the management of the board of directors, the efforts of the professional faculties and the lecturers, innovation of teaching methods, and testing and evaluation of students' learning results. The staffing sessions are continuously improved and there are many positive results, specifically: The quality of education is improved, the learning outcomes of students are constantly improved, and the

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employers' evaluations of the students are excellent. Training products of the University of Transport, positive reviews from students.

However, it's not always about innovating teaching methods; Examination and assessment of students' learning results also went smoothly, achieving good results as expected [7, 8]. In fact, at the University of Transport and Communications, teaching methods have been innovated due to many objective and subjective reasons. Testing and evaluation have not taken place continuously and evenly across faculties, subjects, and lecturers. This sets out for leaders of the University of Transport and Communications, and leaders of faculties and departments to recognize and re-evaluate their activities, detect limitations, find out the causes, and take appropriate measures to prevent them from doing so. stop improving the training quality of the University of Transport and Communications.

RESEARCH RESULTS

The necessity of innovating teaching and learning methods at the university level

The Resolution of the 2nd Party Central Committee session VIII (December 1996) of the Central Committee of the Party affirmed: "Strongly renew the method of education - training, overcome the one-way transmission, train into a way of thinking. student creativity. Gradually apply advanced methods and modern means to the teaching process, ensuring conditions and time for self-study and self-study for students, especially university students. Rapidly develop the movement of self-study and self-training regularly and widely throughout the population, especially young people.

According to Circular 04/2016/TT-BGDĐT dated March 14, 2016, of the Ministry of Education and Training and guidance No. 1075/KTĐBCL-KĐĐH dated August 28, 2016, of the Department of Education Examination and Accreditation, the first standard requirements Outputs of the training majors are: meeting the capacity requirements achieved upon graduation in terms of knowledge, skills, and attitudes.

The current change in enrollment methods has forced universities to constantly change, improve the quality of human resource training, and create prestige with society to attract learners [4, 8, 9]. In other words, create a brand for universities.

In 2015, the ASEAN Economic Community (AEC) allowed skilled workers in some sectors of the member countries to move more freely in the region, increasing competition for jobs. very fierce. If our country's workers (especially students) [10-12], in addition to learning the necessary professional

knowledge, don't improve our life skills, we may find it difficult to earn suitable jobs right in the "home yard" [9, 13-15].

Advantages in implementing innovative teaching methods; assessment test at the University of Transport and Communications

Innovating teaching methods; Examination and assessment of student learning outcomes at the University of Transport and Communications have been identified as a breakthrough in the process of continuously improving the training quality of the University of Transport and Communications. This orientation is specifically defined in the annual direction and tasks and is included in the Resolution of the Conference of Officials and Employees of the University of Transport and Communications becomes the central action program of the whole country. This orientation was consistent with the orientation of fundamental and comprehensive renovation of education and training, which was affirmed in the Resolutions of the Party and the National Assembly to create a consensus of the whole people on the important role and position of the National Assembly in this mission.

Practical innovation of teaching methods; examination and evaluation of the University of Transport in the past few years have seen many innovations, initially supported by lecturers in the University of Transport and Communications. Conditions of physical foundations, technical equipment in service of teaching; test, evaluate more and more complete and better.

Research results on exams, tests, and evaluations have been increasingly achieved. In the context of deepening cooperation and integration, meeting the requirements set by learners and society, the University of Transport and Communications has favorable conditions and opportunities for exchange and learning in order to innovate teaching methods; test and evaluate student learning outcomes.

The University of Transport and Communications actively participate in Olympic competitions, and scientific research activities of teachers and students; In-depth investment and participation in academic playgrounds have had many positive impacts on the innovation of teaching methods; checking and evaluating both awareness and implementation organization.

For the Faculty of Political Theory, over the years, under the direction of the Board of Directors, the Faculty and its teachers have constantly innovated teaching methods, from just focusing on imparting knowledge, The teachers in the Faculty

have constantly innovated teaching methods, explored many new teaching methods, meeting the learning and research needs of students. In parallel with the innovation of teaching methods, the innovation of testing and assessment methods has also been interesting in the Faculty. Many solutions have been proposed by the Departments and achieved many positive results. However, due to some subjects of the Faculty, the work of making exam questions, and the regulation of the exam format of students still depends on specialized faculties and subjects outside of Hanoi, therefore, despite many efforts, The results achieved are not high, the renovation of the form of examination and evaluation has not been very thorough, which has created great obstacles to the process of reforming teaching methods of teachers in the faculty.

Inadequacies in traditional teaching methods and forms of examination and assessment at the University of Transport and Communications

The teaching method:

According to Fire [5] the traditional teaching method (the teaching-oriented method) is the “knowledge delivery system”, which is the process of transferring information from the head of the teacher to the head of the student, and that loses positivity and ability to develop necessary soft skills for students [7, 8, 16-18]. In fact, in the University of Transport and Communications today, for some subjects, especially theoretical subjects, that situation is still happening, although its popularity is no longer “condensed” like many years ago.

In context that Vietnam is increasingly integrating deeply and widely with the world and the trend of internationalization has posed more challenges for Vietnamese education in general and higher education in particular in the race to meet the requirements of practice. The University of Transport and Communications cannot be out of that general trend [19, 20]. Therefore, innovation is inevitable [17, 21].

However, in the current the University of Transport and Communication, although there are many changes (especially in terms of methods), that change still takes place cautiously and not thoroughly. In other words, traditional teaching methods are still quite popular and account for the majority of current teaching methods. The current state of traditional education methods shows that there are many shortcomings:

About the teacher’s teaching: passive class through lessons, teacher-centered, lecturer focuses on presentation. In the past few years, when application software appeared, there were very few instructors who prepared Slides and presentations

for students to see, speak and analyze. There are things teachers show and lecture like in textbooks and documents.

About student learning:

The students just need to record the teacher’s lectures passively and mechanically. The teacher’s words are considered the standard, the truth and there is very little reaction or opinion from the students.

Implementing this way of teaching and learning, teachers are presenters, lecturers, and “living knowledge warehouses”; students are the listeners, remember, take notes, and follow.

About the curriculum and assessment: some subjects are arranged in chronological order, requiring assessment from lecturers by grades through class attendance, taking tests, and asking and answering questions from lecturers. and students, etc. The curriculum is arranged according to an existing pattern and is imposed from the beginning of the class. Lecturers teach sequentially according to chapters, periods, etc. The teaching job of the lecturer is to ask students to do the same work, at the same time, with little interest in personal interests and hobbies. of learners.

From changing teaching and learning methods, the author found that there was a difference between the traditional method and the new method and that the new method brought many positives [12, 13, 22].

For the form of examination and assessment of the University of Transport and Communications:

In the past years, along with the innovation of teaching methods, testing, and assessment methods have also been interesting in schools and universities of Transport. In particular, the design of the form of examination and assessment did not depend too much on the final exam. The plus point for this change is the change in the score weight for the process score. As of the current assessment, the process score will be 40% or 50%. It is this that sets the requirement for students to study continuously, not to rely on luck or the chance of the final exam.

However, as analyzed above, due to many objective and subjective reasons, the assessment of student’s progress scores is uneven and inconsistent among lecturers. Although the school has specific regulations for assessing students’ progress, in the process of implementation, for different reasons, each teacher will have different ways of doing it.

As for the final exam, the essay form is still the main form of examination at the University of

Transport. In addition, a number of other forms have been applied such as a multiple-choice exam, combining multiple-choice with essay; do great exercises. Up to now, the evaluation of the superiority of the exam forms has not been done. Knowing that it is difficult to find a superior exam format suitable for all subjects, of students of different majors; however, it is also necessary to have assessments to be able to find the exam form suitable to the characteristics of students at the University of Transport and Communication.

In addition, being passive in making exam questions, determining test forms, and assessing subjects is also a big barrier for Faculties, Departments, and lecturers of the University of Transport and Communication. This is also a barrier to the process of innovating teachers' teaching methods.

Some Recommendations

To operate innovative teaching methods; testing and assessing the learning outcomes of students at the University of Transport is effective not only in terms of teachers but also requires careful preparation in both lecturers and students.

For the teacher: the teacher has to prepare a lot in terms of content and methods to adapt to the changes in his diverse and complex functions and tasks [15-16]. Teachers must have extensive professional knowledge, love for their profession, know how to behave delicately, and know how to use information technology equipment in teaching. The teacher must also know the development orientation of the learners according to his or her own goals, but also ensure the freedom of the students in cognitive activities [23, 24]. In addition, teachers must also know how to integrate professional teaching with equipping students with the necessary soft skills.

For learners: under the direction of the teacher, students must gradually acquire the qualities and competencies that are adapted to active teaching methods such as: understanding learning goals, self-discipline in learning, being conscious, responsible for themselves and for the whole group [19, 20, 25]. Learners (students) also have to know how to self-study and take advantage of learning anywhere, anytime, and in any way [14, 26]. Only then can we develop dialectical thinking, logic, etc. from the necessary skills [27].

For university leaders: it is necessary to direct faculties and specialized departments to innovate teaching methods; evaluation and testing methods in the conditions of the University of Transport and Communications. There should be

supervision of method change from faculties and specialized Departments. Directing the faculties and specialized departments to assign the assessment to the teacher, with the aim of examining and evaluating the results of the learners to be fair and objective; pay more attention to assessing the process of acquiring knowledge of learners. Instead of many schools today, including the University of Transport, what is doing is assessing learners with hard tests and few practical results.

CONCLUSION

Testing and assessment are integral parts of the teaching process to help students make progress. Testing and evaluation for progress mean that the process of testing and evaluation must provide feedback to help students know how much they are progressing, what areas of knowledge and skills have progressed, and what areas of knowledge and skills have improved knowledge – skills are still weak to adjust the teaching and learning process. And when it comes to assessment that is for the betterment of students, assessment must be done so that students are not afraid, and not hurt to motivate students to make efforts.

Evaluation for student progress also means that assessment must take place throughout the teaching process, helping students compare and discover how they have changed on the path to achieving their individual learning goals fabricate. It should be recognized that assessment is a learning process, which takes place throughout the teaching and learning process. Not only do teachers have know-how and techniques to assess students, but equally important, students must learn how to evaluate teachers, must know how to evaluate each other, and know how to self-assess their learning and training results. mine. In this way, students will give feedback to themselves to see how well their learning and training results are compared to the requirements, and how good or bad they are. With that understanding and assessment, it helps to form students' competencies, which we are looking forward.

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