

CRITERIA FOR EVALUATING ELECTIVE PHYSICAL EDUCATION CURRICULUM (GROUP OF BALL SPORTS) FOR THANG LONG UNIVERSITY STUDENTS

Hoang Dinh Hom⁽¹⁾

Abstract:

Through reference to documents, direct interviews with experts and large-scale interviews with questionnaires, we have selected the set of criteria for evaluating the curriculum of the elective Physical Education subject (group of ball sports) for students at Thang Long University. The set of criteria consists of 7 criteria, 41 performance indicators, covering fairly and comprehensively process of developing the curriculum (ideas, design, implementation and evaluation).

Keywords: Criteria of evaluation, curriculum, subjects of Physical Education, elective Physical Education, students, Thang Long University.

INTRODUCTION

Recognizing that evaluation of curriculum is an important and indispensable activity in the course of developing the curriculum of subjects. Without evaluation, no amendments will be considered and therefore, there will be very few chances to improve the curriculum. The evaluation is interested in implementing from the beginning and carried out in each step, each stage in the development such as targets, content selection, implementation of the program (teaching -learning strategies and methods, conditions of implementation, test and evaluation, etc.). In order to get objective and useful evaluation for managers, program officers, program implementers, it is necessary to develop the evaluation criteria for each step and every aspect of a program. However, in the actual development and evaluation of the curriculum of Physical Education subjects at Thang Long University, this issue has not been given appropriate attention. Therefore, choosing the evaluation criteria for the curriculum of elective Physical Education subject (group of ball sports) for students of Thang Long University is an urgent matter and has high practical significance.

RESEARCH METHODS

The study process uses the following research methods: Analysis and synthesis of documents, Interview and Statistical mathematics.

The subjects of interview include 36 experts in sports, teachers of Physical Education at Thang Long University and universities in Hanoi.

RESULTS AND DISCUSSION

1. Principles when selecting criteria for evaluating elective Physical Education curriculum (group of ball sports) for Thang Long University students

Through reference to materials, direct interviews with experts and large-scale interviews with questionnaires, we have determined the development of criteria for evaluating curriculum that need to adhere to a number of principles of scientific; comprehensiveness; accuracy and feasibility.

Principles of ensuring the scientific: The content of evaluating a curriculum covers various issues related to each stage, each stage and each aspect of the program content. For each criterion, it is necessary to specify performance indicators, how to combine both

(1) Master, Thang Long University; Email: hdhtdt@gmail.com

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forms of quantitative and qualitative assessment, but avoid duplication or similarity on the performance indicators.

Principles of ensuring the comprehensiveness: The criteria must be comprehensive and ensure that all components of the curriculum are reviewed and evaluated.

Principles of ensuring the accuracy: To ensure the accuracy of the evidences and information collected for the evaluation, the criteria and the performance indicators of each criterion must be clearly written. The evaluation levels of each criterion must be clearly presented, and distinguished in the difference between the levels.

Principle of ensuring feasibility: In order to ensure the feasibility, ease of use in the evaluation, the development of criteria must consider the subject assessed, including experts, managers of curriculum, teachers, students, graduates and employers, etc.

The evaluation criteria are not contrary to the legal documents on training, curriculum management of the University and the documents issued by the relevant authorities.

2. Criteria for evaluating elective Physical Education curriculum (group of ball sports) for Thang Long University students

Through reference to documents, direct interviews with experts and large-scale interviews with questionnaires, we have selected the set of evaluation criteria for the curriculum of the elective Physical Education subject (group of ball sports) for students of Thang Long University consisting of 7 criteria and 41 performance indicators, including:

Criteria 1: Relevance

1. The curriculum conforms to the State's guidelines and policies;

2. The curriculum is suitable with the mission and purpose of education and training of Thang Long University;

3. The curriculum is suitable with the content of the elective Physical Education for students of Thang Long University;

4. The curriculum is appropriate to the outcome standard (knowledge and skills) of Thang Long University;

5. The curriculum is appropriate to the conditions of time, resources (human resources for teaching, learning materials, equipment for teaching and learning) to implement teaching of ball sports at Thang Long University;

6. The curriculum is in accordance with the forms of organizing the Physical Education program;

7. The compatibility between the content, form, method of examination - evaluation with the content of the subject and the form of teaching and learning Physical Education subject.

Criteria 2: Sequence

8. The position of the elective Physical Education subject is appropriate for the entire training program of Thang Long University;

9. Clearly defining the prerequisite and subsequent subjects of the Physical Education subject;

10. Presenting the content of the subject curriculum in accordance with the prescribed structure;

11. Presenting the content of the subject in logical order;

12. Presenting the content of the subject in a simple to complex, from specific to generalized, from specific to abstract order;

13. The process of integrating skills that needs to be trained in the subject according to the subject's outcome standard;

14. The forms of implementing the subject (theory, practice, field, etc.) are suitable to the arrangement of subject contents.

Criteria 3: Integration

15. Integrating the content of knowledge, skills of practicing sports in the subject curriculum;

16. Integrating outcome standard of the training specialty in implementing the curriculum;

17. Integrating training of subject knowledge and soft skills, education of life value and lifelong sport training habits;

18. Combining forms of organization, teaching methods and techniques in the implementation of the subject contents;

Criteria 4: Balance

19. Balancing the subject content with other subjects in the same knowledge block;

20. Balancing the time duration of the subject with other subjects in the same knowledge block;

21. Balancing the objectives or outcome standard and the content of the subject;

22. Balancing the content structure of the subject curriculum;

23. Balancing the arrangement of time duration for the contents of the subject;

24. Balancing the forms of organizing the teaching activities of the subject.

Criteria 5: Coherence

25. The coherence between the subject and the prerequisite and subsequent subjects in the training program;

26. The coherence between the contents in the subject: The previous content is the basis for teaching the next content;

27. The coherence between the curriculum and form of organization, method of curriculum transmission;

28. The coherence between the curriculum and the form and method of examination - evaluation;

29. The coherence between form of organization, method of implementation and method of examination - evaluation.

Criteria 6: Updating

30. Updating the purpose and objectives of the subject to meet the change of training needs, social needs;

31. Updating the subject content to match the objectives and outcome standard of Thang Long University;

32. Updating curriculum to match the labor market demands and the development of information society;

33. Updating organizational forms and teaching methods;

34. Updating forms of organization, methods of examination - evaluation;

35. Updating the sources of learning materials including textbooks and reference materials.

Criteria 7: Effectiveness

36. The curriculum ensures the tradition and characteristics of Thang Long University;

37. The content and characteristics of the subject meet the expectations of the society and users of graduation products at Thang Long University;

38. The curriculum and the implementation of the subject meet students' expectations;

39. The curriculum ensures the inheritance of knowledge for the same training specialty at a higher level;

40. The content of the subject covers a wide range of knowledge, is highly compressed and integrated;

41. Knowledge, skills trained in subjects is easy to transfer, apply in reality of social life.

CONCLUSION

The research process has agreed on the concepts, classification and evaluation and introduced 4 principles when evaluating the subject curriculum, at the same time selected the set of criteria for evaluating the curriculum of the Physical Education subject in colleges and universities. The set of criteria consists of 7 criteria, 41 performance indicators, covering relatively and comprehensively the development of subject curriculum (ideas, design, implementation and evaluation).

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