

CURRENT STATUS OF TESTING AND EVALUATING LEARNING OUTCOMES IN THE AEROBICS SUBJECT FOR PHYSICAL EDUCATION MAJORS AT BAC NINH SPORTS UNIVERSITY

Nguyen Van Thach⁽¹⁾; Nguyen Thi Kim Nga⁽²⁾
Bach Phuong Thao⁽²⁾; Nguyen Thu Trang⁽²⁾; Dam Danh Phuong⁽²⁾

Summary

Using widely accepted scientific research methods in sports and physical education, we evaluated the current practices for testing and assessing learning outcomes in the Aerobics course for Physical Education majors at Bac Ninh Sports University. The findings reveal that, while the evaluation process adheres to the Ministry of Education and Training regulations, the assessment content lacks scientific depth and practical relevance. There is a noticeable misalignment between the course content and the evaluation criteria, and concerns regarding objectivity and accuracy in the assessments persist.

Keywords: Assessment, Aerobics, Physical Education majors, Bac Ninh Sports University...

INTRODUCTION

Enhancing the overall quality of education, particularly the content of the Aerobics course for Physical Education majors, is a crucial focus in the training efforts of both the Physical Education Department and the University.

Recognizing the importance of this, the department regularly conducts testing and assessments of student performance in the Aerobics subject. Building on this foundation, this research aims to thoroughly evaluate the current state of the testing and evaluation processes for Aerobics. By doing so, it seeks to identify existing gaps and areas for improvement, allowing for timely adjustments to ensure that the program's training objectives are effectively met.

RESEARCH METHODS

In this study, we utilized the following research methods: document analysis and synthesis, interviews, pedagogical observation, and statistical methods.

RESULTS AND DISCUSSION

1. The content of the Aerobics curriculum for Physical Education majors at Bac Ninh Sports University

Aerobics is a subject included in the bachelor's degree program in Physical Education for Physical Education majors at Bac

Ninh Sports University. It is taught in the second semester, with a total of 75 hours. This course equips Physical Education students with both theoretical knowledge and basic practical skills in Aerobics. It also provides them with practical skills, knowledge development, and the ability to apply this knowledge in teaching and designing Aerobics lessons.

The Aerobics course is designed based on training objectives, the nature of the subject, the time allocation, the knowledge sequence required for students, student skill levels, teaching conditions, and practical application needs. The curriculum is unified with the overall system of knowledge for the subject. The program utilizes four main learning methods:

- Theory: This content is taught over 12 periods (16% of the course). This proportion is appropriate given the subject's characteristics, and it complements knowledge from other courses like Sports Theory and Methodology, Sports Biomedicine, Psychology, and Education, which will serve as a solid foundation for students' future careers.

- Practice: This segment consists of 52 periods, accounting for 69.3% of the total program duration. The practical component equips students with specialized Aerobics skills, including group exercises (Kickfit, Fightfit, Stick Fighting, Cycling, Bodypump, Corefit,

⁽¹⁾PhD, ⁽²⁾Master, Bac Ninh Sport University

Bodycombat, Bodyjam...), Zumba dance routines, basic Yoga techniques, and therapeutic Yoga. The program's goal is to equip students with the ability to proficiently perform basic Aerobics skills for their future professional work.

- Exercise/ Methodology practice: Due to the unique characteristics of the subject, this teaching method is not allocated any time in the program.

- Discussion: The program includes 5 periods (6.7%) for discussion, which is reasonable given the needs of the students.

Throughout the course, students must meet both theoretical knowledge and practical skill requirements. At the end of each credit, students' learning outcomes are assessed.

In conclusion, to ensure learning quality, students must put in great effort during practice and independent study. The distribution of teaching methods in the Aerobics course is well-suited to the nature of the subject and the target audience, ensuring balance across the course content.

2. Current status of testing and evaluating learning outcomes in Aerobics for Physical Education majors at Bac Ninh Sports University

The Department of Physical Education at Bac Ninh Sports University uses the following testing contents:

- Regular evaluation: Regular assessments (30%):

- Credit 1: Practice combining different Group X exercise types.

- Credit 2: Practice combining different Yoga exercise types.

- Credit 3: Theory: Design Aerobics lessons (Group X and Yoga).

- Final exam: Accounts for 60% of the course grade. The final task is a prepared Aerobics lesson (lasting from 7 to 10 minutes) based on the result of a draw.

Both the regular evaluation and final exam are graded on a 10-point scale.

The final course grade is a total of all the Regular evaluation points and the final exam, weighted accordingly. The final course grade is converted to a 4-point scale and a letter-grading scale.

- Final grade = Awareness points (10%) + Regular assessment points (30%) + Final exam points (60%).

Over the years, this assessment method has shown both strengths and weaknesses:

- Strengths: The evaluation content aligns closely with the main course content.

- Weaknesses: Despite the strengths, several shortcomings remain:

First, imbalance in content and assessment requirements: This imbalance is reflected in having three separate assessments for the regular assessment, but only one for the final exam. Moreover, while the course only consists of 75 periods, 6 of them are allocated solely for testing.

Second, imbalance in assessment requirements: in a course with 75 periods, having three regular evaluations and one final exam is overwhelming. The students are required to practice a combination of Group X exercises, Yoga, and design Aerobics lessons (Group X and Yoga) during the process assessments, in addition to preparing a 7-10 minute Aerobics lesson for the final exam. This is too demanding and does not align with the student's level, leading to confusion and anxiety during their studies.

Third, lack of scientific and practical relevance: As mentioned earlier, the majority of the content and criteria for assessment are based on the teacher's subjective judgment rather than being scientifically calculated in terms of reliability, validity, and appropriateness. This can lead to situations where some students may copy work from peers, resulting in unfair grading.

Fourth, time-consuming evaluation process: Currently, the class size for Physical Education majors ranges from 10 to 15 students, so time management for assessment activities is not a significant issue. However, as the student population grows (e.g., 20 or more students), the time required for assessment will increase two or threefold if the same content and methods are used, becoming a considerable challenge.

The above analysis suggests that the Department of Physical Education needs to



consider adjustments and changes to the content and methods of assessment in Aerobics, making them more concise, accurate, fair, and objective.

3. Current status of using testing methods to evaluate learning outcomes in Aerobics for Physical Education majors at Bac Ninh Sports University

Through the aforementioned assessment content, the evaluation of student learning outcomes in Aerobics is carried out based on the criteria set by the subject requirements.

- In terms of theory: Evaluation is based on students' written work and the design of scripts for a Group X or Yoga exercise routine. The grading for this is usually done by the course instructor, following specific standards for each content section (graded on a 10-point scale).

- In terms of practice: Evaluation is based on

the results of students' performance in the Aerobics course, compared to the course criteria (also graded on a 10-point scale). The assessment method used is the teacher's subjective observation of factors such as the execution, fluency, and appropriateness of movements, the suitability of movement selection with the background music, and the accuracy of timing when performing the exercises. The evaluation results are categorized into three levels: High, Normal, and Low.

To assess whether the current evaluation method used by the department ensures accuracy, objectivity, and alignment with the course program, we surveyed via questionnaires with the Department's Physical Education students. The results are presented in Table 1.

Table 1. Results of student interviews regarding objectivity and accuracy in the evaluation of Aerobics learning outcomes (n = 51)

No.	Interview content	Result					
		High		Normal		Low	
		m _i	%	m _i	%	m _i	%
1	Objectivity in evaluating Aerobics learning outcomes	22	43.1	20	39.2	9	17.6
2	Accuracy in evaluating Aerobics learning outcomes	21	41.2	24	47.1	6	11.8

Table 2. Results of interviews evaluating the shortcomings in the process of assessing the learning outcomes in Aerobics for Physical Education majors at Bac Ninh Sports University (n=9)

No	Shortcomings	Responses			
		Agree		Disagree	
		m _i	%	m _i	%
1	The test content does not accurately reflect the learning content	2	22.20	7	77.80
2	Imbalance in testing requirements across different content areas	8	88.90	1	11.10
3	The test content lacks rigor	7	77.80	2	22.20
4	Lacks scientific and practical aspects	8	88.90	1	11.10
5	Low effectiveness	8	88.90	1	11.10
6	Time-consuming	9	100.00	0	0.00

The results of the interviews with Physical Education majors, who have completed the Aerobics course, show that although the majority of students (82.4% to 88.2%) responded that the evaluation of Aerobics learning outcomes is objective and accurate, a significant percentage (11.8% to 17.6%) indicated that the objectivity and accuracy of the review remain low. This is an objective basis highlighting the need for improvement in the process of evaluating learning outcomes in Aerobics.

In addition, to gain further practical insight into the effectiveness of the current evaluation methods for Aerobics learning outcomes, the research conducted interviews regarding the existing issues in the assessment process with 6 full-time teachers and 3 part-time teachers in the Department (see Table 2).

Table 2 indicates that the statement "The test content does not accurately reflect the learning content" was mostly disagreed with by the teachers. They believe that the test content does reflect the curriculum. However, the remaining five issues received high levels of agreement from the teachers, with agreement rates ranging from 77.8% to 100%. These issues include an imbalance in testing requirements across different content areas; a lack of rigor in the test content; insufficient scientific and practical value; low effectiveness; and, finally, the process being too time-consuming. These are objective reasons confirming the necessity of revising and

establishing standards for assessing the learning outcomes of Aerobics for Physical Education majors at Bac Ninh Sports University.

CONCLUSION

The current state of assessment of Aerobics learning outcomes for Physical Education majors at Bac Ninh Sports University over the years has followed the Ministry of Education and Training's regulations. It has appropriately evaluated student performance according to the course requirements. However, the process still reveals several shortcomings: an imbalance between the learning material and test content; a lack of scientific and practical relevance; a time-consuming evaluation process; and limited objectivity and accuracy in the assessments.

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