

DEVELOPING EVALUATION STANDARDS FOR LEARNING OUTCOMES IN AEROBICS FOR STUDENTS MAJORING IN PHYSICAL EDUCATION AT BAC NINH SPORTS UNIVERSITY

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Summary

To meet the needs of students and contribute to improving the quality and effectiveness of education, the author has selected four test components to evaluate the learning outcomes in Aerobics for students majoring in Physical Education. At the same time, the author has developed assessment standards according to the 04 selected components. The results of theoretical verification have shown that the developed standards are completely suitable for students majoring in Physical Education at Bac Ninh Sports University.

Keywords: Standards, components, Physical Education, Physical Education, students.

INTRODUCTION

Despite being a relatively new addition to the curriculum for Physical Education majors, the Aerobics subject has gained significant attention from school leaders at all levels and widespread support from students. The program continues to grow rapidly, and after graduating, students have gone on to contribute to sports initiatives across the country.

In recent years, the university's student admission process has undergone considerable changes to reflect new training goals and requirements. As Aerobics becomes an increasingly prominent subject for Physical Education students, it has become clear that updated, more appropriate assessment standards are necessary. Developing these standards for evaluating Aerobics learning outcomes is now an urgent priority at Bac Ninh Sports University. This effort is key to improving both Aerobics instruction's effectiveness and the university's overall training quality.

RESEARCH METHODS

During the research process, the author has deployed the following research methods: Method of synthesizing and analyzing documents, interview method, pedagogical observation method, expert method, and statistical method.

RESULTS AND DISCUSSION

1. Selecting the components to evaluate learning Aerobics learning outcomes for students majoring in Physical Education, Bac Ninh Sports University

Through reviewing professional documents, analyzing the subject's curriculum, and engaging in direct discussions with managers, experts, and lecturers from the Department of Physical Education, we identified seven key components for phase tests and three for the final exam. According to the selection criteria, only components with an agreement rate of 70% or higher were chosen. The results showed:

- For the phase tests, 3 out of 7 components met the selection criteria with an agreement rate of 70% or more. These components are the combination of Zumba dance (100%), the combination of basic Yoga exercises (93.3%), and the compilation of Zumba dance exercises (100%).

- For the final exam, 1 out of 3 components satisfied the selection criteria, with the Physical Education lesson plan (5-7 minutes based on the res) receiving 100% agreement.

Those are the components we integrated to develop standards to evaluate students' learning outcomes in Aerobics subject, Physical Education major, Bac Ninh Sports University.

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Table 1. Assessment Standards for Evaluating Learning Outcomes in the Aerobics Subject for Physical Education Majors at Bac Ninh Sports University

No.	Components		Evaluation standards	Scale (point)
<i>Phrase test</i>				
1	Practice	- Combination of Zumba dance exercises - Combination of basic Yoga	Test structure: Ensure 3 parts in a test: warm-up, perform, finish	5
			Ensure logic quality in the whole test.	
			Music: appropriate to the content and requirements of the exercise (for every 10 seconds too long or too short, 1 point is deducted).	15
			Execution: whether the performance is synchronized or unsynchronized.	50
			Note:	
			- Minor error (unsynchronized, off-beat): Deduct 1–20% of points (equivalent to 1–2 students making errors during 1–20% of the performance).	
			- Moderate error: Deduct 21–50% of points (equivalent to 3–5 students making errors, being unsynchronized, not knowing the routine, or off-beat).	
			- Major error: Failure to perform the required routine results in a 100% deduction (100% of students standing still without performing for more than 30 seconds).	
			Value and execution technique: amplitude, precision, level, and aesthetic quality of the movement.	10
			Creativity in choreography: innovation in the approach to choreography, value of the choreographed movements, methods and tools used, handling of formations, and the composition of the test.	10
	Costumes: appropriate for the content of the test, consistent in color, and professionally suitable.	5		
	Expression: during the performance (cheerful facial expressions, emotional interaction, and connection between group members).	5		
	Total			100
	Theory	C o m p i l e Zumba dance exercise	Correct procedure	5
			Conceptual creativity	5
Artistic quality			5	
Logical arrangement of participants with appropriate spacing			10	
Formation changes and movements in sync with the music			50	
Selection of suitable background music			20	
Choreography is presented clearly and neatly			5	
Total				100

No.	Components	Evaluation standards	Scale (point)	
		<i>Final test</i>		
2	Practice	Preparing a Physical Education lesson plan (5 to 7 minutes) based on the results of a draw"	Test structure: Ensure 3 parts in a test: warm-up, perform, finish	5
			Ensure logic quality in the whole test.	
			Music: appropriate to the content and requirements of the exercise (for every 10 seconds too long or too short, 1 point is deducted).	15
			Execution: whether the performance is synchronized or unsynchronized.	50
			Note:	
			- Minor error (unsynchronized, off-beat): Deduct 1–20% of points (equivalent to 1–2 students making errors during 1–20% of the performance).	
			- Moderate error: Deduct 21–50% of points (equivalent to 3–5 students making errors, being unsynchronized, not knowing the routine, or off-beat).	
			- Major error: Failure to perform the required routine results in a 100% deduction (100% of students standing still without performing for more than 30 seconds).	
			Value and execution technique: amplitude, precision, level, and aesthetic quality of the movement.	10
			Creativity in choreography: innovation in the approach to choreography, value of the choreographed movements, methods and tools used, handling of formations, and the composition of the test.	10
Costumes: appropriate for the content of the test, consistent in color, and professionally suitable.	5			
Expression: during the performance (cheerful facial expressions, emotional interaction, and connection between group members).	5			
	Total		100	

2. developing standards to evaluate student’s learning outcomes in Aerobics subject, Physical Education major, Bac Ninh Sports University

To develop standards for evaluating student learning outcomes in the Aerobics subject for Physical Education majors at Bac Ninh Sports University, we relied on several key sources: the

Aerobics curriculum, student professional qualifications, recent final exam results of Physical Education students, and interviews with teachers and experts in the field. The results are presented in Table 1.

Using the developed standards, we conducted theoretical verification through interviews with 30 experts and experienced



lecturers currently teaching Physical Education at universities across the country. The interviews were assessed using a 5-point Likert scale, ranging from "Not guaranteed" to "Very guaranteed." The results showed that for the phase tests, the components "Combination of Zumba dance exercises" and "Combination of basic Yoga exercises" scored 4.8 points, while "Compiling Zumba dance exercises" scored 4.6 points. For the final exam, the component "Preparing a Physical Education lesson plan (5 to 7 minutes) based on the results of a draw" scored 4.5 points.

Overall, the standards introduced were rated as "Very satisfactory" by the majority of experts and lecturers, falling within the range of 4.2 to 5.0 points. These findings confirm that the components and standards we developed are feasible and effective in assessing learning outcomes in Aerobics for Physical Education majors at Bac Ninh Sports University.

CONCLUSION

The research identified four key components for evaluating the learning outcomes in Aerobics for Physical Education majors at Bac Ninh Sports University. Based on these components,

specific criteria were developed to assess student performance in this subject. Theoretical testing confirmed that the developed criteria meet the requirements for practical application.

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(Received 12/8/2024, Reviewed 20/10/2024,
Accepted 28/11/2024

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