

# Innovative Methods of Testing and Assessment of Students in the Cotext of the Fourth Industrial Revolution

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**ABSTRACT:** In order to achieve the goal of renewing teaching methods to meet high quality training models in Smart Schools, testing and assessment is one of the content that needs to be renewed. This article specifies the status of testing and assesment of learners at the Thai Nguyen University of Economics & Business Administration in the current period, from there proposing some measures to innovate the test activities, evaluate learners to meet the high quality training model in Smart Schools.

**KEYWORDS:** *Test and assessment, teaching methods, high-quality training, Smart School*

## I. ASK THE PROBLEM

Testing and assessment of students learning results in the teaching process is of special importance. It is the final stage, and at the same time the beginning of the next closed cycle with a higher quality of the teaching process.[1]. Teachers need to have the right awareness and seriously conduct testing and assessment to be effective. Because through the students' learning results, it helps teachers to have appropriate teaching methods to improve the quality of teaching and to help them learn more and more. Thus, it can be said that effective, correct, and effective testing and assessment will increase learners' motivation, develop learners' capacity, and improve training quality[3]. However, at present, at the Thai Nguyen University of Economics and Business Administration, the methods of test and evaluation of results are still outdated, do not reflect the nature and content of testing and assessment, are not comprehensive, not yet comprehensive. promote the students' positivity, thinking and initiative[4]. In that context, innovation in testing and assessment activities is necessary and a breakthrough in the innovation of teaching and learning processes to meet the high-quality training model in Smart Schools.

## II. THE STATUS OF STUDENT ASSESSMENT IN THE UNIVERSITY OF ECONOMY & BUSINESS MANAGEMENT - THAI NGUYEN UNIVERSITY MEETS HIGH QUALITY TRAINING MODEL IN THE CONCEPTS OF THE INDUSTRIAL REVOLUTION

Following the Regulation on organization of examination and evaluation of course results according to the credit system of the Thai Nguyen University of Economics and Business Administration [5], the modules are evaluated on a 10-point scale with weighted as follows:

- Regular testing and assessment with a weight of 30%, requiring students to attend class fully, actively read documents, prepare lesson content, actively participate in group discussions, complete the test according to the teaching schedule and at the request of the lecturer.
- Mid-term examination and assessment is 01 test (essay or multiple choice) with weight 20%.
- Examination and assessment at the end of the course is an exam (essay, oral, multiple choice on computer or on paper) with a weight of 50%.

According to the Summary of Work for the academic year 2019-2020, the total number of students K14, K15, and K16 ranked as excellent: 32 students; excellent: 183 students; decent: 691 students. students with good grades or higher accounted for 34%, exceeding the target set for the academic year 2019-2020 by 30% [2].

Thus, the examination and evaluation of the learning results of students of Thai Nguyen University of Economics and Business Administration has been somewhat effective, ensuring the successful implementation of the tasks of the school year. However, in the process of testing and evaluating, there are still some shortcomings as follows:

Knowledge test is more inclined to memorize, test memory in a mechanical, monotonous, trivial way, which is the result of the old teaching style. test, evaluate knowledge in favor of reproducing knowledge, disregarding skills, resulting in learners

less brainstorming, inferential analysis into a field without seeing the related field, cause or effect its. Some subjects still issue exam questions to test learners' memory of knowledge. With these types of exam questions, learners can easily get high scores if they take enough notes, memorize them, and do the right exercises with the content of that lecture.

- Learning just to get points: the administrativeization of exams, assessing students according to the level of knowledge and ability to remember makes students happy because they get high scores and sad when they get low scores, not focusing on knowledge. actually absorbed. Teachers keep teaching, learners keep studying according to the outline or exam questions. This makes the training not practical, students learn to cope, get points but not meet the needs of reality.

- The examination and evaluation of learners' learning results has not had a strong effect on stimulating and motivating learners; When it comes to difficult problems, students get bored, and when they give easy problems, learners are subjective... do not properly assess the level of learners.

- There has been no participation of students in the process of assessment - assessment. Mainly, the assessment - assessment is given by the lecturer to the students, so testing and evaluation in this way is mainly based on the subjectivity of the teacher, not being objective and fair.

- Not associated with social requirements and employers' needs: Currently, the stages of setting goals and training content, learning and testing are separate from the requirements of society and the needs of employers. . Instructors only teach in the administrative style - that is, they only need to teach correctly and fully according to detailed outlines

### III. SOME INNOVATION ORIENTATIONS TEST AND EVALUATION

- Strictly comply with regulations and regulations, conduct a sufficient number of tests, hit regularly, midterm, end the course, stick to the skill standards to set the question; determine the test content: based on the content of each lesson, each chapter and the entire program, standards of knowledge and skills of the subject.

- Accurately assess learners' qualifications with an objective, fair and equitable attitude, encourage creative thinking, guide learners to self-assess their learning outcomes, create conditions for learners to evaluate each other each other, distinguishing right and wrong, and finding the causes that affect teaching methods and practice thinking skills. Comprehensive assessment of both theory and practical capacity, choosing the appropriate ratio of

knowledge and skills. Depending on the purpose of the assessment, the lecturer chooses different forms of testing and assessment (speaking, writing, exercises, questionnaires, observations, thematic exercises, a combination of essay and multiple choice tests). experiment).

- The test must ensure the differentiation of learners: learners with basic and advanced levels, learners with higher intellectual and practical capacity, a combination of internal and external assessment, and collection of opinions. of colleagues, take the test from the outside for a more objective assessment.

- Consider assessment as a learning tool, not a measurement tool, so the content of testing and evaluation should be output-oriented, assessing learners' progress in the learning process, and motivating them. learners' progress, helping learners to correct deficiencies; pay more attention to assessing the process of acquiring knowledge of learners, paying attention to the active and proactive activity level of learners in each lesson absorbing new knowledge, reviewing as well as practicing lessons.

- Examining and evaluating the learning results of learners focusing on the following directions:

+ Firstly, switch from mainly using assessment of learning outcomes at the end of the course or course (summary assessment) for the purpose of ranking and classification to using a variety of assessment types, attaching importance to assessment. regular, periodical evaluation after each section, each chapter for the purpose of providing feedback to adjust the teaching and learning process (process assessment);

+ Second, switch from mainly assessing knowledge and skills to assessing learners' capabilities. That is, the main focus of the assessment is shifted from memorizing and understanding knowledge... (traditional assessment) to evaluating the ability to apply and solve real-life problems (modern assessment), especially focuses on assessing higher-order thinking abilities such as creative thinking, metacognition (thinking about how to think).

+ Third, switch from one-way assessment (the teacher's assessment), to the multi-dimensional assessment (not only the teacher evaluates, but also students participate in the assessment - self-assessment, mutual assessment).

+ Fourth, change the view of assessment as an independent activity from the teaching process to the integration of assessment into the teaching process, considering assessment as a teaching method.

+ Fifth, using information technology in testing and evaluation: Using software to evaluate the

measurement characteristics of the tool (reliability, difficulty, discriminant, validity) and use Statistical models into processing, analysis and interpretation of evaluation results.

#### IV. CONCLUDE

The synchronous innovation of teaching methods and assessment is a necessary job in the current educational reform period. Therefore, each of us lecturers must be determined and actively innovate to improve the education quality of the industry and meet the needs of today's society and meet the high-quality training model in the industry. Smart schools in the context of the 4th industrial revolution.

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