

Understanding Assessment Tasks in Vietnamese Higher Education Classrooms: A Student Perspective

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Assessment tasks significantly influence student learning experiences, yet students' perspectives on assessment design and implementation have been underexplored in test-driven educational contexts like Vietnam. This quantitative study investigates students' perceptions of assessment tasks within Vietnamese university classrooms. Data were collected via a questionnaire adapted from the Perceptions of Assessment Tasks Inventory (PATI) by Dorman & Knightley (2006), involving 170 students from two higher education institutions in Vietnam. The study examines students' views on five key aspects of assessment: congruence with learning objectives, authenticity, student consultation, transparency, and diversity. Despite perceiving alignment between assessment tasks and classroom learning objectives, participants expressed concerns about the fairness of assessment outcomes in reflecting their performance and effort. Notably, students reported minimal involvement in developing assessment criteria. These findings highlight the existing gaps in classroom assessment practices in Vietnamese higher education and suggest implications for educators to enhance assessment task structures to better support student learning.

Online Profile

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