Abstract

Hoạt động Người học Đánh giá Hiệu quả Dạy học (NHĐG- HQDH) được xem là một công cụ đánh giá hiệu quả một khóa học tại các cơ sở giáo dục trên thế giới với nhiều lợi ích khác nhau (Marsh, 1987; Hejase và đồng sự, 2013). Tuy nhiên, việc áp dụng hoạt động NHĐG- HQDH ở các trường học vẫn còn hạn chế vì nhiều lý do khác nhau (Centra & Gaubatz, 2000; Stowell, Addison & Smith, 2012). Nghiên cứu mô tả này thực hiện nhằm mục đích tìm hiểu giáo viên và học viên Anh ngữ nhận thức như thế nào về hoạt động NHĐG- HQDH cũng như tìm ra sự giống và khác biệt giữa hai nhóm nhận thức. Nghiên cứu được tiến hành với sự tham gia của 60 giáo viên và 100 học viên tại một trung tâm ngoại ngữ ở Đồng bằng Sông Cửu Long. Các số liệu định lượng được thu thập thông qua bảng câu hỏi. Kết quả nghiên cứu cho thấy: (1) hầu như tất cả giáo viên và học viên nhận thức cao về hoạt động NHĐG- HQDH, liên quan đến sự cần thiết và lợi ích của nó, ngoại trừ độ chuẩn xác và tính ổn định; (2) cả hai nhóm đối tượng thừa nhận thường xuyên tham gia hoạt động NHĐG- HQDH và thể hiện sự ưa chuộng của họ đối với một số bước trong quy trình của hoạt động đánh giá; (3) có những điểm giống nhau và khác biệt chính trong nhận thức về hoạt động NHĐG- HQDH giữa giáo viên và học viên. Cuộc nghiên cứu kết lại bằng một số gợi ý nhằm giúp hoạt động NHĐG- HQDH đạt hiệu quả cao hơn trong tương lai.

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