

CREATING EVALUATION-STANDARD OF ABILITY TO ORGANIZE EXPERIENTIAL LEARNING ACTIVITIES FOR PRIMARY EDUCATION STUDENTS

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Abstract. Capacity can be seen not only as target and conditions but also a result of every activity. Evaluating capacity is fundamental for each person to recognize advantages and disadvantages in order to self-improve and develop to obtain activities' quality and effectiveness. Capacity of organizing experiential activities is one of the output standards for students of primary education to serve the aims of Vietnam's popular education program of 2018, especially in the subject of Experiential Activities and Experiential and Vocational Guidance. This article, therefore, tries to introduce standards to evaluate capacities of performing experiential activities of Primary Education students. In order to complete the research, we apply methodologies of analyzing documents, pedagogical observing, investigating with questionnaire, and interviewing professional experts.

Keywords: evaluation-standard, experiential learning activity, ability to experiment, Primary Education Student.

1. Introduction

Experiential activities are an interesting subject for both Vietnam and international scholars. There are several names or variations of experiments such as blended learning, creativity experiment, special education work, experiment outside the classroom. In common meaning, it means that all educating works to create and develop students' living experience, to help them to have chances to apply learning knowledge to deal with social demands. Previous studies focus on several themes relating to experiential learning activities as follows:

- Firstly, several studies pay attention to evaluating the role of experiential activities in people's awareness. V.I. Lenin played a key role with a valuable theory about human thinking and recognizing process. As such, human' awareness is from observing directly to thinking abstractly, and from abstract ideas to reality. It is the dialectical approach to understanding truth and fact [10] This opinion is leading instruction for scholars and educationists in performing students' learning activities effectively to connect learners' knowledge with real society and with the process of understanding science.

A famous psychologist Leonchiev (1989) argues that psychology is established via working [12]. Theory about the interaction of L.X. Vugotxki shows the importance of investigating with support in the classroom [16]. Piaget's core idea of cognitive development is that children were self-learn and understand people, objects, and conception without any assistance.

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He argues that learners' intelligence is established and developed during their experiment, interaction with the outside environment. That connection is very significant to develop comprehensively and experiential work is a fundamental factor to improve students' knowledge [5].

J. Dewey is famous for the work "Experience and Education" (2012) as this book has been translated into various languages. He argues that education is highly influenced by experience. But rather than all of the experience, only ones relating to the development of knowledge and behavior are meaningful with education [2]. Being a famous representative of utilitarianism, Dewey urges that education is careful preparation for future life and all teachers should think deeply and largely about the limitations of education. His best concise statement on education opens a large trend of studying education from an experiential perspective. Especially, the theory and principle "learning by doing" has largely influenced both American and global education.

David A Kolb's experiential learning theory developed the previous theory of Jean Piaget and John Dewey. As Kolb's argument, knowledge is created through the transformation of experience. His learning cycles shows that students create knowledge through interactions with other people, society, environment and this transformation is flowing the below cycle: reflective observation (reviewing or reflecting on the experience), abstract conceptualization (conducting or learning from the experience), active experimentation (planning or trying out what was learned) and concrete experience (doing or having an experience). As such, self-learning is necessary and compulsory to help learners to transfer social knowledge and experience to their knowledge and skills [4]. His experiential learning theory is applied popularly in many disciplines, especially education. However, Kolb's theory and research mostly consider experiments as a learning way for individuals but the little effect for larger social groups. As such, Kolb's research creates a fundamental factor for scholars to deeply study experiential learning activities.

- Secondly, some researchers focus on studying different characteristics of experiential activities. As such, Плеренова Т.Е (2016) studies different types of experiential work [15], while Cu Giac Cao does research role and characteristic of experiential activities [6; 180-184].

Several studies pay attention to detailed information of experiential activities in training and teaching in Pedagogical Universities. For example, Nguyen Ngoc Lan's research is quite noticeable: "*Researching about methods to organize experiential learning activities of an outside classroom of the subject of Ethnic in primary schools*" or Tran Thi Bich Diep with "*Practicing skills of performing experiential creativity for Primary Education students of Hanoi Metropolitan University*" [11], [5]. Tran Thi Gai researches "Applying David Kolb's experiential models to build a process of experiential activities in teaching high schools" [7; 1-6]. Most above researches focus on applying the theory of experiential learning to design experiential activities in diversified disciplines or on developing learners' capacities to apply experiential learning in performing useful teaching activities.

The above studies provide fundamental theory and knowledge relating to experiential learning and its role in learners' development in both professional knowledge and skills. Interestingly, those studies consider experiential activities as an effective teaching approach. Experiential learning leads to learners' improvement via experiential activities.

- Thirdly, other researchers pay attention to experiential learning activities for education, especially applying results of underdisciplined subjects with social demands to create learning plans for students. Dinh Thi Kim Thoa with "Experientially creative activities – a viewpoint from "theory-based learning" [14] and Le Huy Hoang with Organizing Experiential Learning Activities in high schools [9]. Nguyen Mau Duc and other authors research ways to build and perform experiential activities in Vietnam's popular education program of 2018. This study

proposes a process to build and conduct experiential activities in teaching in high schools as an example for teachers at the first step of working with the theory of learning by doing [3; 63-67]. Studies under this trend view experiential activities as an educational activity, in which each learner works with experiential activities in different environments directly under the instructions of teachers. From then, students develop their behavior, skills, and knowledge to improve their creative capacity. In Vietnam, based on theory about experiential activities, the Ministry of Education and Training create the Popular Education Program of 2018, in which the discipline Experiential Activities and Vocational Guidance describe detail about experiential learning activities in the new educational conditions [1]. Although MOET does not use the term “creativity” in this program, the main aim of experiential learning is to develop students’ creativeness. We recognize that although there are several studies about experiential activities in the learning process there is no detailed research about building evaluation standards of the capacity of primary education’s pre-service students. Because primary school is the first level to apply the new Vietnam education program of 2018, it is necessary to train and re-train professional teachers to demand primary school’s requirements. As a result, to secure the new requirement of Vietnam’s popular education program of 2018, this study wants to focus on developing capacities of conducting experiential activities for pre-service teachers of Primary Education following the new program of the discipline of Experiential Activities in primary schools.

Via observing and investigating pedagogical experiments of third- and fourth-year students of Primary Education, we recognize that they still face difficulty to instruct primary students to join in general educational work and experiential activities in particular. Most students lack knowledge of experiential learning theory and are weak in creating plans and in performing activities for primary students. Moreover, primary schools have no standard to evaluate Primary Education students’ ability to perform experiential work. As a result, in this article, it is necessary to build a standard of evaluating Primary Education students’ capacity of performing experiential activities in the context of Vietnam’s recent innovation in education.

Research questions and methods

This research is carried out to answer the following questions:

- Which is the ability to organize experiential learning activities?
- How many components in the structure of the ability to perform experiential activities?
- Which criterion and standard to evaluate the ability to organize experiential activities?

To answer the above researching questions, we apply the below methods:

- Methods of collecting and analyzing data and references about experiential activities in primary schools, materials about approaches to perform experiential learning activities. They are fundamental factors to build standard of capacity to conduct the experiential activity, to the research training program of the discipline of Primary Education in several Universities in Vietnam to evaluate their connection and situation in comparison with Vietnam’s popular education program.

- Observing students’ lessons of performing educational activities during their pedagogical experiment period to evaluate the development of their capacity of building and performing experiential activities.

- Method of a professional solution to have suggestions during the process of designing standard of evaluation Primary Education students’ ability to organize experiential activities.

- Surveying with a questionnaire to collect opinions from 42 teachers and 230 pre-service teachers of primary education about the role of building evaluation standard of the capacity of performing experiential activities, all difficulties during the process to develop students’ capacity of conducting experiential activities.

2. Content

2.1. Conception of ability to organize experiential activity and Necessity to build standards of evaluating capacities in performing experiential activities for pre-service teachers of Primary Education discipline

2.1.1. Conception of ability to organize experiential activity

2.1.1.1. *Experiential activity*

That using conception of experiential activity in Vietnam is quite new and therefore there are many opinions about this concept. It has various names in global education such as flexible learning, service learning, community service, community engagement. In this article, we consider the experiential activity as an educational activity with contents and approaches to create chances and conditions for students to join directly in different types of activities and interactions. From then, it helps students to establish necessary behaviors, ideologies, sentiments, values, skills, and abilities; and to develop their creative capacity to produce valuable products for both schools and society.

2.1.1.2. *Capacity to perform experiential activities*

The capacity to perform experiential activities is only established and developed during the process of practicing and organizing different experiential activities for students in the learning process. As a result, to form that capacity for pre-service teachers, all universities need to create opportunities and advantageous environments for students to experiment and involve in a real teaching condition.

Teachers with a capacity of organizing experiential activities firstly need to understand education's aim, the importance of experiential activities towards primary students' comprehensive development, and contents of education's themes, forms, and approaches to organizing experiential activities effectively. Secondly, they need to have the capacity to design suitable and reasonable activities to meet students' demands and real schools' conditions. Finally, they need to have the capacity to evaluate all results under the standards and targets of the existing experiential activities.

In this research, we consider that ability to organize experiential activities is a capacity to combine flexibly interdisciplinary knowledge, skills, and experience; and individuals' opinions and mentality to perform an experiential activity successfully and effectively. Beyond that, students have useful experiments during their learning process which serves well educational aims in specific and suitable conditions.

The process to establish and develop the capacity of performing experiential activity relates closely with the learning process, and with an accumulation of knowledge, and the process of practicing and performing all tasks of teachers in primary schools daily. This combination secures students to learn ways to perform experiential activities effectively.

2.1.2. Necessity to build standards of evaluating capacities in performing experiential activities for pre-service teachers of Primary Education discipline

That designing a standard to evaluate capacities to perform experiential activities for pre-service teachers of Primary Education is original from its role in the learning process and the fact of developing that capacity in pre-service teachers in some Pedagogical Universities in Vietnam.

2.1.2.1. *Regarding theory*

Examination and evaluation are some of the most important steps in the teaching process and education. That building criterion for examining the capacity of performing experiential activities for pre-service teachers of Primary Education helps lecturers to adapt their teaching

activities. Moreover, it helps students to clarify requirements in the learning process and self-evaluate their capacities to have developing plans to complete their professional skills.

In this article, we clarify that standards of examining the capacity of performing experiential activities are meaningful in several perspectives as follows:

- Viewing the fact of students' capacity of performing experiential activities to help lecturers to change and adapt in their training activities. Via this fact, lecturers understand their advantages and limitations to change their teaching methods to partly improve their capacity to perform experiential activities for students.

- Clarifying different obtained levels of capacities in comparing with the original framework of experiential activities to adapt students' learning process. Lecturers can use this result to complete the capacity framework of conducting experiential activities.

- Results from this evaluation is fundamental for educational managers to re-design disciplined program and rubrics to have the most effective result.

2.1.2.2. Regarding the fact of applying experiential activities of students

a. Researching results about difficulties of lecturers in developing capacities of organizing experiential activities of pre-service teachers of Primary Education

We investigated and obtained the opinions of 42 lecturers at Tay Nguyen University and Dalat University about developing capacities of performing experiential activities in the academic year of 2020-2021. Studying results are presented clearly in the following table:

Table 1. Lecturers' difficulties in developing students' capacity of performing experiential activities

Difficulties	Number of vote	Percent	Order
Little time for practice	36	85.7	1
Lack of learning and practicing environment for students	27	64.2	5
Lack of technics	29	69	4
Lack of guidance documents for practice	24	57.1	6
Lack of investment from University for experiential activities	18	42.9	8
Lack of evaluation standard for capacities of performing experiential activities	32	76.2	2
Students' lack of self-learning consciousness	31	73.8	3
Lecturers' self-limitations	20	47.6	7

From the above table, we can see that the most problem of lecturers in developing students' capacities of performing experiential activities is they have little time for practicing (85.7%). The reasons from University are the second level with 76.2%. Reason from students is at the third level. This result presents precisely the fact of training students in Vietnam by experiential activities as the learning credits are reduced and the education program is shorter. Therefore, students have little opportunity to involve in practicing activities and it negatively affects the performance of experiential learning activities. Especially, because learning with experiential activities is quite new for several Universities and schools, those have no suitable program and standard to evaluate students' capacity in performing experiential activities. This fact requires Universities to adapt and design suitable programs and standards to serve new educational conditions.

To deeply understand this fact, we interview some lecturers who are teaching the module on Performing experiential activities in primary schools, Pedagogy, and Practicing Pedagogical Skills at Tay Nguyen University. The result is that most lecturers provide similar difficulties as

students' answers as they argue that lecturers and pre-service teachers lack time and credit to practice their learning activities. They also face difficulty in evaluating students' capacity without criteria while students are quite objective in the learning process.

From both interviewing and investigating with a questionnaire, we realize that the lack of criteria to evaluate students' capacities in performing experiential activities is a serious and important problem needed to be dealt with.

b. The fact of applying experiential activities

Via an investigation towards both 42 lecturers and 230 pre-service teachers of Primary Education about the role of building standards to evaluate students' capacities in performing experiential activities at Tay Nguyen University and Dalat University, we have the following results:

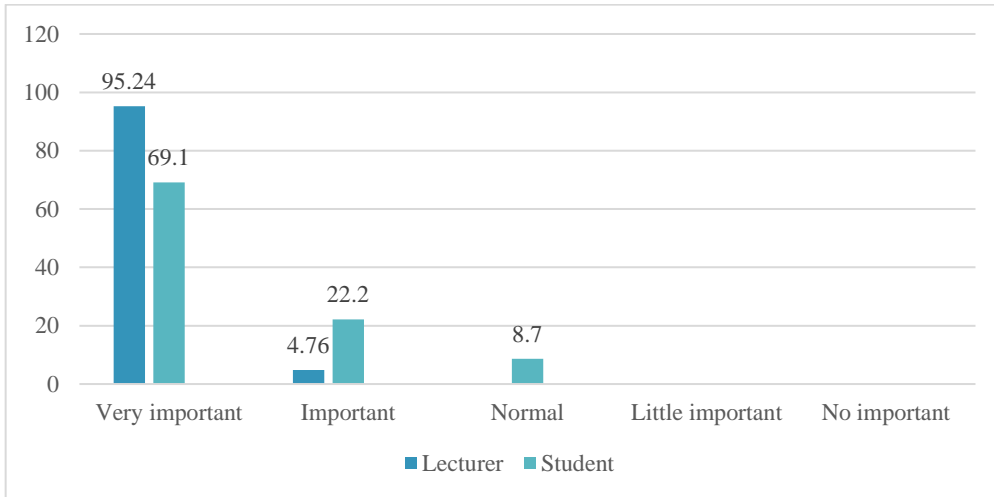


Figure 1. Lecturers and students' awareness about the role of building evaluation-standard in performing experiential activities

Source: Synthesizing from authors' research (2021)

Figure 2 shows that almost of lecturers (95.24%) consider that evaluation standard and that building this standard are very important and important for Primary Education students. No lecturers think that building this standard is of little or no importance. Regarding students, in general, they believe that this standard and that building this standard are important and very important although this ratio is less than the number of lecturers (91.3%). Only 8,7% of students evaluate this standard as necessary, and no student chooses answers of "little" or "no important". It means that both lecturers and students of Primary Education recognize the role of evaluation-standard and the necessity of building this standard in teaching and learning processes.

In conclusion, there are several problems needed to be addressed by Pedagogical Universities to develop students' capacities of performing experiential learning activities. From the perspective of evaluation and examination, a standard with clear criteria is necessary and important to help lecturers to have directions during their teaching process. Moreover, with a standard, students have the foundation to learn and practice their skills effectively. From the above reasons, we try to design a standard to evaluate pre-service teachers' capacity of performing experiential activities in Primary Education.

2.2. Components of capacity to organize experiential activities

2.2.1 Factors to build competency-framework to perform experiential activities

** Requirements for experiential activity in Vietnam's popular education program of 2018*

Vietnam’s popular education program of 2018 has high requirements for doing experiential learning activities in schools. This fact not only demonstrates the role and importance of flexible learning but also reflects new requirements for teachers in primary schools to practice those activities. Primary school is the first level to apply for new education programs with specific experiential activities and therefore it is difficult for teachers to establish and develop the ability to perform community engagement learning activities with new and harder requirements. It means that all Primary Education students need to know, understand experiential activity to establish and improve their skills and capacities during their learning process in all Pedagogical Universities to prepare carefully for their future careers.

Vietnam’s popular education program has impressed that “experiential activity is designed as various topics; and students can choose different models, topics suitable with their demands and schools’ abilities to perform experiential learning activity”. Experiential activities are compulsory in primary schools and each class has 105 hours to perform this learning type [1].

*** Process to perform the experiential activity**

As Pho Duc Hoa and other authors in a new textbook for primary schools (2021), there are two main periods to conduct experiential activities [8]:

Period 1: Designing learning activity

- Step 1: Chasing name for this activity
- Step 2: Clarifying aims of this learning work
- Step 3: Clarifying contents and forms of activity
- Step 4: Preparing for learning activity
- Step 5: Planning to work
- Step 6: Designing a detail plan of this activity
- Step 7: Examining, repairing, and completing all plans and program of this activity

Period 2: Performing all experiential learning activities

- Under the level of the whole school, several activities can be conducted: the first general lesson of the week, visiting, exchange activities, seminar, discussing on special themes, camping, ...
- Under the level of each class, there are several activities of camping, visiting, exchanging, performing different tournaments or exchanges, doing special education activities such as painting, singing, discussing, ...
- Depending on the aims of performing activities and real conditions, each school can choose different suitable activities during the teaching and learning process.

2.2.2 Structure of capacity to perform experiential learning activities

Learning from previous studies about experiential activities, this article tries to design a capacity framework for operating flexible learning activities with 6 components under specific criteria.

Table 2. The competency framework to perform experiential activities

Ability	Criteria
Understanding experiential activities	- Awarding truly about the experiential activity or flexible learning activity - Analysing educational program and textbook of the subject of experiential activities - Understanding themes and topics of experiential activities
Designing all topics for experiential	- Collecting suitable information relating to topics of experiential activities - Designing all topics of service-learning activities

activities	
Collecting materials and references for students to experiment	<ul style="list-style-type: none"> - Understanding necessary and supplemental conditions and requirements to perform experiential learning activities - Clarifying tools and ways to organize experiential activities - Ability to find learning materials and sources
Designing plans of experiential activities	<ul style="list-style-type: none"> - Clarifying educational aims of experiential learning activities - Building specific learning activities - Creating contents of topics of experiential activities - Choosing suitable and effective forms to conduct experiential activities - Building a process of organizing experiential activities
Implementing all plans of flexible learning activities	<ul style="list-style-type: none"> - Creating students' interest in experiential activities - Organizing specific activities - Controlling the time of each activity - Managing students' activities - Building a democratic and friendly environment for education
Evaluating experiential activities	<ul style="list-style-type: none"> - Clarifying contents of evaluation - Applying effective methods and skills to evaluate students' experiential results - Ability to create an experience of organizing experiential activities

Source: Authors' collection during the research (2021)

2.3 Creating evaluation-standard about Primary Education students' ability to organize experiential activities

In this research, we propose 5 levels of evaluating students' capacity to perform experiential learning activities:

Level 1 (1 point): Students have not had this ability or have not shown this capacity during their learning process. It means that students can not present experiential learning theory clearly or have not applied any theory in performing a real flexible learning activity.

Lever 2 (2 points): Students start to establish this ability but their application is unsatisfactory. It is still difficult for students to complete learning tasks and targets.

Level 3 (3 points): Students rarely show their ability to perform experiential activities during their learning process. Although students understand experiential learning theory, ways to perform experiments, and ways to apply the theory in learning activities, their ability is only at the level of copy noticeable models and repeating uncreatively. It means that students understand the theory of experiential activities well and can apply this.

Level 4 (4 points): Students have the ability and can perform all activities well. Students understand experiential learning theory, ways to perform and apply the theory in the learning process. However, they can do well in normal situations with the existing model or students can repeat previous activities with good results. It means that students have the ability of self-learning, creativity, and application.

Level 5 (5 points): Students have the ability and they present their capacity regularly and positively. Students can complete learning tasks in various situations and conditions. Beyond that, they can improve ways to organize experiential activities with their evaluation, argument, creativity. They can also instruct other students to complete learning tasks.

Components of ability	Quotient	Criteria of ability's quality/ Point of students				
		1	2	3	4	5
1. Understanding	Recognizing conception of	Know nothing	Know conception of	Understand, analyze	Understand deeply	Understand deeply and

Creating evaluation-standard of ability to organize experiential learning activities...

experiential activity (EA)	EA truly	about conception, characteristics of EA	EA, can present its basic contents	conception of EA, and recognize characteristics of EA in primary education	conception and characteristics of EA in primary education	fully EA's conception and contents
	Analyzing program and textbook of the subject of experiential activity	Explore contents of both program and textbook unclearly	Identify contents of both program and text-book	Understand, explore contents of both program and text-book	Understand deeply, know to analyze contents of both program and text-book	Understand deeply and fully, explore clearly and precisely contents of both program and text-book
	Understanding about topics, themes of experiential activity	Have no idea about the topic or theme of EA	Identify and present contents of topics of EA	Understand, explore contents of topics of EA at primary education	Understand, explore contents of topics of EA at primary education fully	Understand deeply, explore contents of topics of EA at primary education
2. Designing topics of EA	Collecting suitable information about the topic, theme of EA	No ability to collect data, information about the topic of EA	Collect indefinite information relating to EA's topic	Collect information under instruction	Collect information, data suitable for each learning situation	Collect data suitable to students' ability
	Designing topic/theme of EA	Have not designed any topic	Difficult to exploit experience, skills to design EA's topic	Apply skills, experience to design topics under teachers' instruction	Apply skills, experience to design topics suitable to each specific EA	Apply skills, experience to design topics suitable to EA's contents flexibly and creatively
3. Collecting materials for students to experiment	Understanding clearly conditions for the experiment	Unidentify requirements for doing EA	Recognize all conditions for performing EA, but cannot apply	Understand, explore necessary conditions to organizing EA under existing models	Understand, explore deeply and fully requirements in a specific situation	Understand, explore deeply and fully necessary conditions for doing EA in various conditions, can adapt creatively
	Clarifying tools to perform the experiential activity	Definite tools to organize EA unclearly	Identify several effective tools to perform EA	Clarify effective tools to perform EA under instructions	Clarify effective tools to organize EA, apply to specific EA with higher results	Identify effective tools to perform EA, apply them well in diversified conditions
	Finding information and sources	Have no idea to find supplemental sources	Clarify resources to serve aims of performing EA, no ability	Know to collect resources to organize EA unconvincingly	Know to collect resources to perform EA effectively	Collect many effective resources to conduct EA

			to collect			
4. Designing plans of experiential activity	Clarifying educational aims of EA	Have no idea to identify the aims of EA	Clarify educational aims of EA awkwardly	Identify educational aims under instructions	Clarify a specific EA's educational aims fully and creatively	Clarify fully and creatively aims of diversified experiential activities
	Building specific activities	Build no activity for EA's topic	Build specific activities awkwardly	Build specific activity under instructions	Build, apply an activity for a specific topic creatively	Build and apply several activities for diversified topics creatively
	Creating content for experiment's topics	Can not build any content	Build a content awkwardly	Build contents for experiment's topics under existing model or instruction	Build, apply specific content creatively	Create topics' contents for diversified requirements creatively
	Choosing suitable forms of performance experiential activity	Can not choose an effective form for EA's topic	Choose an effective form for EA's topic awkwardly	Choose an effective form for EA's topic following existing models, instructions	Choose, apply suitable and effective forms creatively	Choose, apply suitable and effective forms creatively for diversified EA's topics
	The building process of organizing experiential activity	Know-nothing for doing EA	Build organizing process awkwardly	Build organizing process under instructions or existing models	Build, apply organizing process for a specific topic of EA creatively	Build, apply organizing process for diversified EA's topics creatively
5. Implementing a working plan of experiential activity	Create students' interest in EA	Do not know to make students satisfactory to join into EA	Know to create students' interest in joining EA	Create attractive ways to encourage students to join EA under instructions	Create, apply ways of encouraging students in a specific EA creatively	Create, apply ways of encouraging students in diversified EA creatively
	Performing specific experiential activities	Have not performed any EA	Organize EA awkwardly and without working process	Organize EA as existing models or instructions	Conduct a specific EA effectively and creatively	Conduct a specific EA effectively and have the ability to apply experience to other EA creatively
	Controlling the time of EA	Have not controlled time to do EA	Control time ineffectively	Control time for each EA stably under instructions	Control time for each EA effectively	Control time effectively, precisely, flexibly, and creatively
	Managing students'	Can not manage students'	Manage students'	Manage students'	Manage students'	Manage students'

	actions in EA	steps to do EA	performance of EA awkwardly	involvement in EA under instructions	involvement in EA effectively	involvement effectively, creatively, flexibly in any conditions
	Handling pedagogical problems	Know-nothing age to handle pedagogical issues	Know to handle extra pedagogical issues, do it difficulty	Apply knowledge, experience, skills to handle pedagogical issues as existing models	Apply knowledge, experience, skills to handle pedagogical issues in a specific EA effectively	Apply knowledge, experience, skills to handle pedagogical issues in diversified EA effectively
	Building a democratic, friendly environment for education	Know-nothing to create a friendly environment	Build democratic environment awkwardly	Apply knowledge, skills to create an educational environment	Apply knowledge, skills to create a friendly educational environment effectively	Being master on creating a democratic, friendly educational environment effectively
6. Evaluating experiential activities	Clarifying evaluation contents in EA	Can not identify contents of evaluation	Clarify contents of evaluation awkwardly	Clarify contents of evaluation under instructions or existing models	Clarify contents of evaluation in a specific EA fully	Clarify contents of evaluation fully in diversified experiential activities
	Applying methods, tools in evaluating students' work results	Have not applied any method or tool to evaluate students' learning results	Apply methods, tools to evaluate students' results awkwardly	Apply methods, tools to evaluate students' learning results as existing models or under instructions	Apply methods, tools to evaluate students' results in a specific EA effectively	Apply methods, tools to evaluate students' results in diversified experiential activities effectively
	Evaluating, concluding experience to perform EA	No ability to conclude the experience of performing EA	Showing results and limitations of performing EA unclearly	Showing results and limitations of performing EA, concluding experience as instruction	Showing results and limitations of performing EA, having students' own experience	Showing results and limitations of performing EA clearly, having own experience for next EAs

In this research, we suggest that there are two requirements to apply all the above evaluation standards in performing experiential learning activities:

- It is required that teachers have professional knowledge and understand experiential learning activities deeply.
- Teachers also understand components of the ability to organize experiential activities, know various academic terms, conceptions to describe levels of evaluating criteria of performing experiential activities.

3. Conclusions

Developing the ability to perform experiential learning activities in educating and training Primary Education teachers of Pedagogical Universities is necessary to serve Vietnam's recent educational innovation. That designing the evaluation-standard of ability to perform experiential activities in this research is a fundamental factor for teachers to implement and apply effectively in their examination and evaluation Primary Education students' capacity of organizing experiential activities. Beyond that, teachers have a foundation to apply this standard in teaching students about performing experiential activities to obtain educational aims and to serve recent society's increased requirements in training teachers.

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