

**MINISTRY OF EDUCATION AND TRAINING
HO CHI MINH CITY
UNIVERSITY OF TECHNOLOGY AND ENGINEERING**

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**DEVELOPING COMPETENCE IN CHILDHOOD
DEVELOPMENT ASSESSMENT THROUGHT ORGANIZING
EXPERIENTIAL LEARNING ACTIVITIES FOR EARLY
CHILDHOOD EDUCATION STUDENTS**

Major: Education
Code: 9140101

SUMMARY OF DOCTORAL DISSERTATION

HO CHI MINH CITY – 2026

This study was completed at **Ho Chi Minh City
University of Technology and Engineering**

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Reviewer 1:

Reviewer 2:

Reviewer 3:

INTRODUCTION

1. Rationale of the research

In Vietnam, the Ministry of Education and Training has issued the Professional Standards for Early childhood education (Circular 26/2018/TT-BGDĐT), which identifies “assessing children’s development” as a core professional competency. This competency requires early childhood education teachers to use a variety of methods and tools to comprehensively assess children’s development areas, and to know how to observe, analyze and provide timely feedback to parents (McAfee & Leong, 2007; Peterson & Elam, 2020). In response to the requirements of educational innovation and professional practice, adjusting the training program to develop the capacity to assess children’s development for Early Childhood Education students is necessary and has profound practical significance. Developing the capacity to assess children’s development for students majoring in early childhood education is developed through many different teaching methods such as: teaching the modules “Assessment in early childhood education”, practice, role-playing, projects, pedagogical internship, etc. (Hoang, 2019; Nguyen, 2021; Pham & Then, 2021; Nguyen & Pham, 2021; Weng & Cao, 2023). In the current early childhood education teacher training program, the module “Assessment in early childhood education” is considered one of the main forms to help students fully meet the output standards related to the capacity to assess children’s development. However, the organization of teaching the above module has not been organized in the form of experiential teaching. Students are quite passive, the child assessment practice is mainly based on the provided forms without any application or creativity. In the world and in Vietnam, there have been studies related to the development of assessment skills in education in general as well as professional

skills for students in the early childhood education sector in particular through many different approaches. In Vietnam, there have not been many studies on the development of assessment skills for children through organizing experiential learning for students in the early childhood education sector. Previous studies have only focused on training children's assessment skills for students in the early childhood education sector through building a process for training children's assessment skills without applying the types of experiential learning activities to organize experiential learning according to D. Kolb's 4-step process. Thus, in general, there has not been in-depth research on how to help students develop assessment skills for children's development. For the above reasons, the author carried out the topic: ***“Developing competence in childhood development assessment through organizing experiential learning activities for Early Childhood Education students.”***

2. Purpose of study

Theoretical research and the current status of developing competence in childhood development assessment through organizing experiential learning activities for Early childhood education students, the thesis organizing experiential learning activities to developing competence in childhood development assessment for Early childhood education students.

3. Research tasks

- Research the theoretical basis for developing competence in childhood development assessment through organizing experiential learning activities for Early childhood education students.
- Research the current status of developing competence in childhood development assessment through organizing experiential learning activities for Early childhood education students at pedagogical universities.

- Organize training activities to developing competence in childhood development assessment through organizing experiential learning activities for Early childhood education students at pedagogical universities.

4. Research subjects and objects

4.1. Research subject: The process of developing competence in childhood development assessment through organizing experiential learning activities for Early childhood education students at the University of Education.

4.2. Research object: The ability to assess the development of children of students in the Early childhood education major and the organization of activities to developing competence in childhood development assessment for Early childhood education students.

5. Research questions

The thesis focuses on answering 3 research questions:

1. To what extent is the competence in childhood development assessment of Early childhood education students achieved?
2. How was developing competence in childhood development assessment for Early childhood education students at Pedagogical Universities conducted?
3. If the process of developing competencies in childhood development assessment is applied scientifically and using 5 forms of experimental methods, will it help students develop the ability to assess child development?

6. Scope of research

- The thesis organizes experiential learning to developing competence in childhood development assessment for Early childhood education students through teaching the module “Assessment in early childhood education.”

7. Research approach: Systematic approach, mixed approach, practical approach.

8. Research methods

8.1. Theoretical research method

8.2. Practical research method

8.3. Data processing method

9. Scientific and practical significance of the thesis

9.1. In terms of theory:

- The thesis builds a framework of competencies and a scale to assess the development of children of Early childhood education students.
- Develop competencies to assess the development of children through organizing training programs Early childhood education students.
- Thesis on building a process for organizing a training program in developing the capacity to assess children's development for Early childhood education students through teaching module "Assessment in early childhood education".
- Factors affecting the developing competence in childhood development assessment through organizing experiential learning activities for Early childhood education students.

9.2. In terms of practice:

- Evaluating the current situation of the competence in childhood development assessment for Early childhood education students and developing competence in childhood development assessment through organizing experiential learning activities for Early childhood education students at University of Pedagogy.
- Building and organizing training activities in developing competence in childhood development assessment for Early childhood education students.

Chapter 1. THEORETICAL BASIS FOR DEVELOPING COMPETENCE IN CHILDHOOD DEVELOPMENT ASSESSMENT THROUGH ORGANIZING EXPERIENTIAL LEARNING ACTIVITIES FOR EARLY CHILDHOOD EDUCATION STUDENTS

1.1. LITERATURE REVIEW FOR DEVELOPING COMPETENCE IN CHILDHOOD DEVELOPMENT ASSESSMENT THROUGH ORGANIZING EXPERIENTIAL LEARNING ACTIVITIES FOR EARLY CHILDHOOD EDUCATION STUDENTS

**1.1.1. Research on the competence in childhood
development assessment**

1.1.2. Research on experiential learning

**1.1.3. Research on developing competence in childhood
development assessment through organizing experiential
learning activities for Early childhood education students.**

1.1.4. Issues inherited and research directions of the thesis

Research on the developing competence in childhood development assessment through organizing experiential learning activities for Early childhood education students has been of interest to many authors in the world and in Vietnam, but there are still some limitations. Therefore, the thesis identifies the following research gaps:

- Currently, there are no specific studies on the framework of competence in childhood development assessment for Early childhood education students.
- The assessment tool for competence in childhood development assessment for Early childhood education students has not been clearly established, leading to difficulties in measuring the effectiveness of training activities and evaluating students learning outcomes.
- There have not been many studies implementing the process of organizing experiential learning activities according to

Kolb's 4-step model to develop competence in childhood development assessment for Early childhood education students.

1.2. DEFINITIONS

1.2.1. Competency in Childhood Development Assessment

The ability to assess children's development can therefore be summarized as follows: *The ability to assess children's development is the ability to assess the process and comprehensive development of children, thereby making effective teaching decisions suitable for each preschool child.*

1.2.2. Experiential Learning and organization of experiential learning

In this study, Experiential learning is a process of direct interaction with real-world situations, where learners perform specific actions, experience real-world situations, and then reflect on and analyze what happened to draw new lessons. This process helps learners form and develop knowledge, skills, and attitudes by applying theory to practice, thereby not only promoting personal development but also making a positive contribution to the community.

The concept of organizing experiential learning is: the process of teachers designing and organizing experiential activities to help learners directly participate in learning activities to form and develop qualities and capacities.

1.2.3. Early childhood education students

1.2.4. Developing competence in childhood development assessment through organizing experiential learning activities for Early childhood education students

Based on the analysis of the concept of components, the concept of developing competence in childhood development assessment through organizing experiential learning activities for Early childhood education students is stated as follows: *"Developing competence in childhood development assessment through organizing experiential learning activities for Early*

childhood education students is the process design and organize experiential activities to help students directly participate in learning activities to develop the capacity to assess children's development for Early childhood education students."

1.3. COMPETENCY IN CHILDHOOD DEVELOPMENT ASSESSMENT OF EARLY CHILDHOOD EDUCATION STUDENTS

1.3.1. Framework of competence in childhood development assessment for Early childhood education students

The thesis proposes 4 components of the capacity to assess children's development, including:

- 1) Planning to assess children's development
- 2) Conducting assessment and analyzing the obtained assessment information
- 3) Using assessment results
- 4) Communicate of assessment results with children and parents

1.3.2. Scale of competence in childhood development assessment for Early childhood education students

Competence in childhood development assessment for Early childhood education students in this thesis includes 4 components and 16 component expressions measured by a 5-level scale: poor, weak, average, fair, good. The selection of the 5-level assessment scale (weak, poor, average, good, good).

1.4. ORGANIZING EXPERIENTIAL LEARNING FOR EARLY CHILDHOOD EDUCATION STUDENTS

1.4.1. Characteristics of experiential learning and experiential learning model

1.4.2. Types of experiential learning for Early childhood education students to develop competency in childhood development assessment

1.4.3. Organizing experiential learning activities for Early childhood education students

1.5. DEVELOPING COMPETENCE IN CHILDHOOD DEVELOPMENT ASSESSMENT THROUGH ORGANIZING EXPERIENTIAL LEARNING ACTIVITIES FOR EARLY CHILDHOOD EDUCATION STUDENTS

1.5.1. Objectives of developing competence in childhood development assessment through organizing experiential learning activities for Early childhood education students

1.5.2. Teaching content to developing competence in childhood development assessment through organizing experiential learning activities for Early childhood education students

1.5.3. Teaching forms to developing competence in childhood development assessment through organizing experiential learning activities for Early childhood education students

1.5.4. Teaching methods to developing competence in childhood development assessment through organizing experiential learning activities for Early childhood education students

1.5.5. Assessing the results of developing competence in childhood development assessment through organizing experiential learning activities for Early childhood education students

1.5.6. Process of developing competence in childhood development assessment through organizing experiential learning activities for early childhood education students

Based on the process of childhood development assessment, the process of organizing experiential learning, the framework of capacity to assess children's development, the thesis builds a process of organizing experiential learning to competence childhood development assessment for early childhood education students including 3 stages: Designing experiential learning activities, organizing experiential learning

activities, and evaluating the organization of experiential learning.

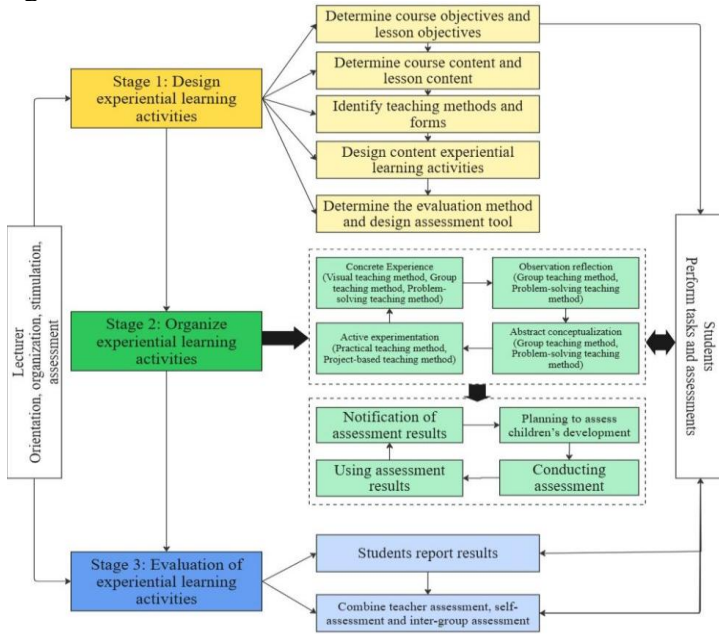


Figure 1.1. Process of developing competency in childhood development assessment through organizing experiential learning for Early childhood education students

1.6.FACTORS AFFECTING THE DEVELOPING COMPETENCE IN CHILDHOOD DEVELOPMENT ASSESSMENT THROUGH ORGANIZING EXPERIENTIAL LEARNING ACTIVITIES FOR EARLY CHILDHOOD EDUCATION STUDENTS

Developing competence in childhood development assessment through organizing experiential learning activities for Early childhood education students has influencing factors such as lecturers, course content, training programs and students.

CONCLUSION OF CHAPTER 1

Building the concepts of components and tools of the topic: Developing competence in childhood development assessment through organizing experiential learning activities for Early childhood education students.

Proposing the components of the childhood development assessment capacity, types of childhood development assessment activities, methods, forms of teaching and evaluating the results of developing child development assessment capacity for students.

Building a process of organizing experiential learning to develop the child development assessment capacity including 3 stages and implementing in 9 steps.

Chapter 2. RESEARCH METHODS ABOUT DEVELOPING COMPETENCE IN CHILDHOOD DEVELOPMENT ASSESSMENT THROUGH ORGANIZING EXPERIENTIAL LEARNING ACTIVITIES FOR EARLY CHILDHOOD EDUCATION STUDENTS

2.1. RESEARCH DESIGN

2.1.1. Design of research on the current status of developing competence in childhood development assessment through organizing experiential learning activities for Early childhood education students

2.1.1.1. Research purpose

Determine the current status of competence childhood development assessment of students, the level of participation in experiential learning activities of students and the work of developing capacity to assess children's development for students of Early Childhood Education.

2.1.1.2. Time and location of research

❖ Research time: From May 2023 to February 2024

❖ Research location: Survey the current status at 3 schools: Ha noi University of Education, Hue University of Education, Ho Chi Minh City University of Education.

2.1.1.3. Research process

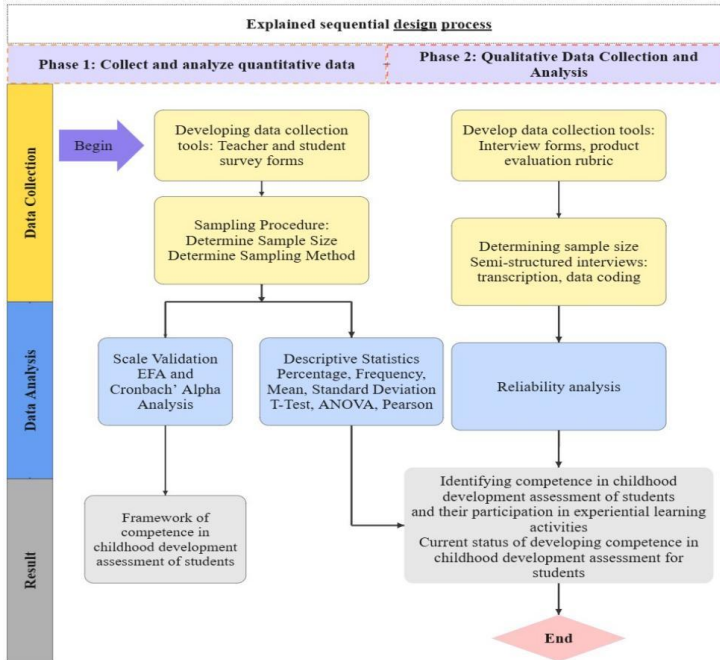


Figure 2.1. Explained sequential design process

2.1.1.4. Research sample

The survey sample includes 478 students in 3 and 4 years and 30 lecturers teaching the subjects of Scientific Research Methods for Early childhood education, Preschool Psychology, Preschool Pedagogy and Assessment in Early Childhood Education.

2.1.1.5. Research tools

❖ Questionnaire survey method

The survey form for students and lecturers is designed in the following 3 steps: Building the content of the

questionnaire, determining the scale, distributing the questionnaire (2 times), analyzing the scale and adjusting.

Results of analyzing the scale of competence childhood development assessment of Early childhood education students: The scale of competence childhood development assessment of Early childhood education students after Cronbach' Alpha analysis and EFA analysis has 16 variables divided into 4 competence factors (Factor "Planning to assess children's development" with 5 variables; Factor "Implementing assessment and processing, analyzing the obtained assessment information" with 3 variables; Factor "Using assessment results" with 4 variables; Factor "Notifying assessment results to children and parents" with 4 variables).

After analysis and adjustment: The student survey form includes 2 parts: Part I: The survey content includes 3 questions and a 5-level Likert scale. Part II: Personal information. The teacher survey form includes 2 parts: Part I: The survey content includes 9 questions and a 5-level Likert scale. Part II: Personal information.

❖ Interview method

The interview tool is designed in the form of a semi-structured interview form, including a system of oriented open-ended questions. This tool is built to collect qualitative data, clarifying the results of the questionnaire survey revolving around the following issues: Ability to assess children's development of students, the level of participation in extracurricular activities of students in the Early childhood education of students, developing ability to assess children's development through organizing experiential learning activities for Early childhood education students.

2.1.2. Design of pedagogical experimental research on developing competence in childhood development assessment through organizing experiential learning activities for Early childhood education students

- ❖ Purpose: The thesis conducts an experimental research design to answer the question:

If the process of developing competencies in childhood development assessment is applied scientifically and using various forms of experimental methods, will it help students develop the ability to assess child development?

- ❖ Pedagogical experimental content

The thesis conducts experiments through the subject “Assessment in early childhood Education.”

Table 2.3. Pedagogical experimental plan

Experiential learning activities	Time	Object	Location
Teaching the subject “Assessment in early childhood education”	- Study at university: Week 1 to week 7, Semester II, school year 2023-2024. - Pedagogical training: integrate the practice of the subject “Assessment in early childhood education” into the pedagogical training day (every Thursday) at the kindergarten.	3rd year students Experimental class 2321EARC132204: 39 students Experimental class 2321EARC132203: 48 students Control class 2321EARC132201: 48 Control class 2321EARC132202: 50	Ho Chi Minh City university of Education

- ❖ Pedagogical experimental method:

The thesis uses the experimental method with control to determine the level of impact of organizing experiential

learning activities on the competence childhood development assessment of Early childhood education students. The experiment was carried out in semester 2, school year 2023-2024, on 04 classes of the subject “Assessment in Early Childhood Education” randomly selected from a total of 05 classes currently being taught. Of which, 02 experimental classes were organized to teach according to the process and integrated experiential learning activities according to the designed plan, 02 experimental classes were taught according to the traditional method, without any innovative intervention. The experiment was conducted in three steps:

Step 1: Measure input to assess students capacity to assess children’s development

Step 2: Impact through the process of organizing the experimental group

Step 3: Measure output to determine the level of change in students capacity after the experiment, using the same tool as the input measurement.

2.2. DATA COLLECTION AND PROCESSING

2.2.1. Collect and process research data on the current status of developing competence in childhood development assessment through organizing experiential learning activities for Early childhood education students

Collect quantitative data: The thesis conducted a survey of 1,250 third and fourth year students and 30 lecturers in the second semester of the 2023-2024 school year (February 2024). Questions were distributed to students and lecturers in the form of Google Forms. Qualitative data collection: The thesis conducted direct interviews with student and lecturers after collecting quantitative data in February 2024. Quantitative data were analyzed using SPSS 20.0 software, using both descriptive and inferential statistical methods. Qualitative data was conducted using the thematic analysis method of Braun and Clarke (2006), to clarify the manifestations and levels of

development of the ability to assess children's development of preschool students through interviews.

2.2.2. Collecting and processing data on pedagogical experimental research on developing competence in childhood development assessment through organizing experiential learning activities for Early childhood education students

Experimental data collection is carried out in 3 stages: Stage 1: Experimental preparation; Stage 2: Experimental implementation; Stage 3: Experimental results processing. Quantitative data collected from the survey on the ability to assess children's development of students before and after the experiment were processed using SPSS 20.0 software. Qualitative data were processed using thematic analysis method based on the theoretical framework of Braun and Clarke (2006).

CONCLUSION OF CHAPTER 2

The study identified the following contents: determining the research design of the current situation and pedagogical experiments, collecting and analyzing the current situation and pedagogical experiments data.

Advantages: The sequential explanatory research method (combining qualitative and quantitative) brings many advantages when applied to the topic of surveying the current situation at three key universities in the North, Central and South regions. The experimental method with control was applied to four classes, including two experimental classes and two control classes, which created conditions to control the confounding variables and increased the reliability of the results of the impact assessment of experiential learning activities.

Limitations: The controlled experimental design contributes to demonstrating the effectiveness of the impact, however, the experimental design only limits the sample size

within a specific university and subject, thus affecting the ability to generalize the results to different student sample groups.

Chapter 3. RESULTS AND DISCUSSION OF RESEARCH FINDINGS ABOUT DEVELOPING COMPETENCE IN CHILDHOOD DEVELOPMENT ASSESSMENT THROUGH ORGANIZING EXPERIENTIAL LEARNING ACTIVITIES FOR EARLY CHILDHOOD EDUCATION STUDENTS

3.1. RESEARCH FINDINGS

3.1.1. Current status of developing competence childhood development assessment through organizing experiential learning activities for Early childhood education students

3.1.1.1. Current status of competence childhood development assessment of Early childhood education students and level of participation in experiential learning activities of Early childhood education students

Competence childhood development assessment of Early childhood education students is at an average level. The correlation between competencies assessing child development and experiential learning activities is divided into two groups: Highest correlation group: Practical activities and training at preschool; and medium correlation group: Listening to lectures, group discussions, and practical activities at preschool.

3.1.1.2. Current status of developing competence childhood development assessment through organizing experiential learning activities for Early childhood education students

Developing competence in childhood development assessment through experiential learning for early childhood education students has seen innovations in applying active teaching methods and approaches. However, the selection of objectives and content related to competencies in using assessment information and communicating assessment results to parents has not been fully implemented. Furthermore, there

is still no specific scale for objectively and accurately assessing the competency in assessing child development for early childhood education students.

3.1.2. Result organizing experiential learning activities in developing competence in childhood development assessment for Early childhood education students□

Results before and after the experiment in the two experimental classes showed that the students ability to assess children's development after the experiment had improved after the intervention process. The research results showed a significant improvement competence in childhood development assessment after the experiment, with an average increase of 0.54 - 0.55 points. Specifically, the average score of Experiment 01 class increased from 3.92 to 4.47, while Experiment 02 class increased from 3.94 to 4.48. A Paired-Samples T-test was performed to determine the significance of this difference. The results showed that all $p < 0.05$, with many $p < 0.001$, demonstrating that the difference between before and after the experiment was statistically significant. This confirmed that the experimental process had a positive and significant impact on competence in childhood development assessment. In particular, components such as assessment planning, assessment implementation and information processing, use of assessment results and notification of assessment results all have significant improvements.

3.2. DISCUSSION OF RESEARCH RESULTS

3.2.1. Current status of developing competence childhood development assessment through organizing experiential learning activities for Early childhood education students today

The survey results show that developing the competency childhood development assessment for early childhood education students has both advantages and disadvantages. Teachers have also chosen appropriate goals, content, methods,

and forms of assessment teaching that align with the innovative approach to training aimed at developing qualities and competencies in learners. However, limitations still exist in the teaching process; therefore, it is necessary to develop a specific guidance process to help teachers effectively implement collaborative learning activities, linking theory and practice in the process of developing the competency to assess child development for early childhood education students.

3.2.2. Organizing experiential learning activities in developing competence in childhood development assessment for Early childhood education students

The results of the pedagogical experiment with control show progress in the ability to assess children's development of preschool education students after the pedagogical impact process. In the two experimental classes, there was a statistically significant increase in all components of ability, with $p < 0.001$. The average score of the ability to assess children's development of students increased from average (TN 01, $M = 3.92$, $SD = 0.56$; TN 02, $M = 3.94$, $SD = 0.6$) to good (TN 01, $M = 4.47$, $SD = 0.6$; TN 02, $M = 4.48$, $SD = 0.56$). In which, the ability to "perform assessment and process and analyze assessment information" had the highest increase compared to other ability groups (Before TN 01, $M=3.93$, after TN 01, $M=4.53$; Before TN 02, $M=3.94$, after TN 02, $M=4.56$), showing that learning activities such as learning games, situational exercises, and observation practice at kindergarten helped students apply theoretical knowledge into practice effectively. This result is consistent with the research of Bueno et al. (2010), Couse & Recchia (2015), Decker et al. (2017), Heineke et al. (2013), Hinzdilova et al. (2023), and Mpakirtzis (2012), the authors emphasized that integrating practical experience activities into the training process plays an important role in developing professional competence for students in the early childhood education sector.

Dang Thi Mai Hien (2024) and Nguyen Thi Cam Tu (2024) proposed measures to develop professional competence for students in the early childhood education sector by combining theoretical learning at university and pedagogical training. In addition, previous studies have identified processes and methods to train observation skills and childhood development assessment for early childhood education student (Trinh, 2013; Vuong, 2015; Nguyen et al., 2023). In addition, studies have developed processes to develop competence in organizing experiential learning activities for early childhood education students, but have not emphasized the competence in childhood development assessment (Nguyen, 2022; Nguyen, 2023). Thus, the current study has developed a specific process, using experiential learning activities to develop the capacity to assess children's development for students. In addition, the thesis also provides a deeper insight into how to organize experiential learning, which previous studies have not really emphasized, especially related to the capacity to assess children's development.

CONCLUSION OF CHAPTER 3

The thesis identified the current state of competence childhood development assessment of Early childhood education students as being at an average level. Regarding the development of this ability among students: the objectives and content related to using assessment information and communicating results to children and parents have not been effectively implemented. While teaching and assessment methods have been innovated, some active teaching methods such as project-based learning and observation are not frequently applied. There is a lack of accurate and objective measurement criteria. Influencing factors include: teachers, students, the "Assessment in Early Childhood Education" course, and the early childhood education teacher training program, all of which significantly influence the development

of children's assessment skills. Extracurricular activities with a high correlation to competence childhood development assessment of students include: internships, retraining in preschools, lectures, games, group discussions, and practical work in preschools.

The thesis has identified 5 types of experiential learning activities that students majoring in early childhood education can participate in, including practical activities, group work, projects, problem solving, and games. These types of experiential learning activities contribute to bringing rich experiences and help students apply knowledge into practice more easily, thereby developing competence in childhood development assessment of students. In addition, the research results have clarified the steps in the process of organizing experiential learning activities, from planning, implementing to evaluating experiential learning activities.

CONCLUSION - RECOMMENDATIONS

1. CONCLUSION

After the research process, the thesis answered the following 3 questions:

1. The competence in childhood development assessment of Early childhood education students is at an average level. Students actively and regularly participate in experiential learning activities such as: observation, games, practice, pedagogical training.

2. Developing competence in childhood development assessment through organizing experiential learning for Early childhood education students has made significant innovations in applying active teaching methods and forms. However, the selection of objectives and content related to the capacity to use assessment information and notify parents of assessment results have not been fully implemented. In addition, there is still no specific scale to objectively and accurately assess

competence in childhood development assessment for Early childhood education students.

3. Applying the process of organizing experiential learning has contributed to developing competence in childhood development assessment for Early childhood education students.

2. RECOMMENDATIONS

❖ Lecturers:

Lecturers need to develop and adjust detailed outlines of subjects related to competence in childhood development assessment in the direction of flexibly integrating teaching and learning methods, ensuring a reasonable balance between the amount of time for theoretical teaching in class, time for practice activities, observation experience and childhood assessment at preschools and self-study time with guidance from teachers.

Creatively and flexibly apply the forms of experiential learning and the process of organizing experiential learning to develop competence in childhood development assessment for Early childhood education students.

Apply modern assessment tools and techniques in the teaching and learning process. Lecturers use the scale of competence in childhood development assessment of students to evaluate in more detail and objectively the process and results of students.

❖ Students:

Students need to actively and proactively participate in experiential learning activities organized by lecturers. Improve lifelong learning capacity by knowing how to self-study, self-research documents, self-evaluate their own learning process and that of their friends.

Students need to apply the theoretical knowledge they have learned to analyze and evaluate real-life situations during practice and internship. At the same time, students need to

comply with the observation process, record, analyze and process information from children in an objective and scientific manner. Students need to practice appropriate communication skills with children and parents.

3. SUGGESTED RESEARCH DIRECTIONS

In order to contribute to the completion and further development of the achieved research results, the thesis proposes the following research directions:

- Research on the current state of developing competency in childhood development assessment for early childhood education students requires surveys and feedback from stakeholders such as early childhood educators. Furthermore, in-depth surveys are needed in each region to develop solutions tailored to different areas.
- Research on the process of intensive training on the ability to use assessment results and report results to Early childhood education students. Design and test various types of experiential learning activities to help students develop the ability to explain, analyze, and respond to assessment results with children, parents, and colleagues, especially in conjunction with practical activities at preschools

LIST OF ARTICLES RELATED TO THE THESIS

Domestic scientific journals

1. Tran Thi Thanh Tuyen and Duong Thi Kim Oanh. (2025). Tong quan cac nghien cuu ve phat trien nang luc danh gia su phat trien cua tre qua to chuc hoc tap trai nghiem cho sinh vien nganh Giao duc mam non [A literature review on developing competency in childhood development assessment through organizing experiential learning for Early Childhood Education Students]. *Ho Chi Minh City University of education Journal of Science*, 22(10), pp.1836-1846. [https://doi.org/10.54607/hcmue.js.22.10.5128\(2025\)](https://doi.org/10.54607/hcmue.js.22.10.5128(2025))
2. Tran Thi Thanh Tuyen and Duong Thi Kim Oanh. (2025). De xuat khung nang luc danh gia su phat trien cua tre mam non cua sinh vien nganh Giao duc mam non [Proposing a framework of competence in childhood development assessment of Early Childhood Education Students]. *Thai Nguyen University Journal of Science and Technology*, 231(04), pp.161-168. <https://doi.org/10.34238/tnu-jst.13361>

International Journals

1. Tran Thi Thanh Tuyen and Duong Thi Kim Oanh. (2025). Organizing Experiential Learning Activities to Develop Competency in Childhood Development Assessment for Early Childhood Education Students in Vietnam. *International Journal of Learning, Teaching and Educational Research*, 25(5), pp.114-135. <https://doi.org/10.26803/ijlter.24.5.6> (Scopus, Q2).