

INNOVATION IN ASSESSMENT AND EVALUATION IN TEACHING POLITICAL THEORY COURSES UNDER THE IMPACT OF ARTIFICIAL INTELLIGENCE

***Dr. Ho Thi Hong Cuc**

Faculty of Political Education and Educational Management, Dong Thap University.

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***Corresponding Author: Dr. Ho Thi Hong Cuc**

Faculty of Political Education and Educational Management, Dong Thap University.

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ABSTRACT

This article analyzes the theoretical and practical foundations for innovating assessment and evaluation in teaching political theory subjects under the impact of artificial intelligence (AI). On that basis, it proposes several solutions to improve the quality of assessment, thereby contributing to the development of learners' competencies in the current context of digital transformation in education. At the same time, the article clarifies the risks of academic dishonesty and the need to standardize assessment procedures in digital learning environments.

KEYWORDS: Artificial intelligence; assessment and evaluation; political theory; educational innovation; digital transformation.

1. INTRODUCTION

The rapid advancement of the Fourth Industrial Revolution has significantly transformed higher education, with Artificial Intelligence (AI) emerging as one of the most influential technologies shaping teaching, learning, and assessment practices. In particular, AI has profoundly affected assessment and evaluation by enabling intelligent, data-driven, and personalized approaches to measuring student learning.

For political theory education, assessment extends beyond verifying students' acquisition of theoretical knowledge ; it is expected to evaluate higher-order competencies, including critical thinking, political judgment, civic responsibility, and the ability to apply theoretical principles to practical situations. However, current assessment practices remain largely knowledge-oriented, emphasizing memorization rather than competency development. At the

same time, while AI creates unprecedented opportunities for educational innovation, it also raises growing concerns regarding academic integrity and the authenticity of students' learning outcomes.

As noted, “Artificial Intelligence is transforming traditional assessment approaches toward intelligent and personalized assessment”. Furthermore, ongoing educational reforms emphasizing competency-based education require a fundamental transformation of assessment practices. Modern assessment should focus not only on what students know but also on how they think, reason, and apply knowledge to solve real-world problems. Without timely reforms, assessment may become a critical bottleneck that hinders improvements in the quality of political theory education within the context of digital transformation. Therefore, innovating assessment and evaluation in political theory teaching under the influence of Artificial Intelligence has become both a theoretical necessity and a practical imperative.

2. MATERIALS AND METHODS

The primary research method employed in this study is document analysis and synthesis, combined with a systematic comparison to current teaching and assessment practices in political theory education. The study draws upon recent educational data (primarily from 2020 to 2023) , official guidelines from the Ministry of Education and Training , global perspectives from UNESCO , and contemporary scientific literature regarding digital transformation and AI integration in higher education.

To ensure academic rigor, the data collection and analysis process was structured into three interrelated phases. First, a comprehensive literature review was conducted to establish the theoretical framework of competency-based assessment and the pedagogical implications of generative AI tools such as ChatGPT, Google Gemini, and Microsoft Copilot within higher education. This involved analyzing international guidelines, particularly UNESCO's framework on AI and education , alongside national educational strategies and circulars issued by the Vietnamese Ministry of Education and Training concerning digital transformation and learning management systems (LMS).

Second, the study utilized a qualitative synthesis of empirical data and academic reports spanning from 2020 to 2023. This timeline is critical as it captures the rapid transition from emergency online proctoring during the COVID-19 pandemic to the post-pandemic institutionalization of hybrid digital environments. Statistics regarding LMS adoption rates ,

the prevalence of online assessment tasks , and common institutional bottlenecks were compiled and categorized.

Finally, a systematic comparative analysis was executed to contrast the historical, knowledge-oriented assessment paradigms against the emerging, technology-driven, competency-based requirements. By comparing current instructional realities such as the over-reliance on factual recall exams and instructors' digital gaps with the ideal benchmarks of AI-responsive evaluation , this method successfully identified the systemic vulnerabilities in political theory education. This dual approach of theoretical synthesis and practical comparison provides a validated foundation for the proposed seven-pronged strategic framework.

5. RESULTS AND DISCUSSION

5.1. Assessment and Evaluation in Political Theory Education: Emerging Issues

Assessment and evaluation in political theory education serve purposes that extend far beyond measuring students' mastery of academic content. They play a crucial role in shaping students' political awareness, cultivating a scientific worldview, fostering civic responsibility, and developing the capacity to apply political theories to contemporary social realities.

Despite continuous educational reforms, current assessment practices in political theory courses continue to exhibit significant shortcomings. Most assessment activities still emphasize the reproduction of textbook knowledge and factual recall, while paying insufficient attention to evaluating students' analytical reasoning, critical thinking, argumentation, and practical problem-solving abilities. Traditional assessment formats often rely on standardized examinations that provide limited opportunities for students to express independent viewpoints. A growing mismatch therefore exists between educational objectives and assessment practices.

5.2. The Impact of Artificial Intelligence on Assessment and Evaluation

The rapid advancement of Artificial Intelligence (AI), particularly generative AI technologies such as ChatGPT, Google Gemini, and Microsoft Copilot, has fundamentally transformed the ways in which students access, process, and construct knowledge.

- **Positive Impacts:** AI provides unprecedented opportunities to modernize assessment through personalization, adaptability, and data-driven decision-making. Leveraging big data analytics, AI can support the development of adaptive assessment systems capable of monitoring students' learning progress. Moreover, AI encourages instructors to design more authentic and competency-oriented learning tasks, including project-based assignments, case analyses, and structured debates.

- **Negative Challenges:** One of the most pressing concerns is the increasing risk of academic misconduct. With generative AI, students can produce essays and examination responses of remarkably high quality without necessarily reflecting their own understanding. Furthermore, excessive dependence on AI may hinder the development of independent thinking and critical reflection.

5.3. Current Practices of Assessment and Evaluation in Political Theory Courses

5.3.1. Positive Developments

In recent years, assessment practices at Vietnamese higher education institutions have undergone notable improvements toward greater modernization. One of the most significant advancements has been the widespread integration of Learning Management Systems (LMS) such as Moodle, Google Classroom, and Microsoft Teams. By 2021, more than 70% of Vietnamese higher education institutions had adopted LMS platforms to support teaching and assessment activities.

The COVID-19 pandemic further accelerated this transformation. Between 2020 and 2022, the proportion of university courses employing online assessment increased substantially, rising from approximately 20–30% to more than 60–70% in many institutions.

5.3.2. Existing Limitations and Challenges

Survey findings indicate that approximately 60–70% of assessment tasks still focus primarily on factual recall. Another critical challenge concerns the uneven digital competencies of university instructors. Approximately 40–50% of instructors continue to experience difficulties in designing appropriate online assessment instruments. Moreover, the absence of comprehensive institutional policies governing the use of AI has further increased the risk of academic misconduct.

5.4. Innovative Solutions for Testing and Assessment in the Context of AI

To successfully reform assessment and evaluation, the following seven synchronized strategies should be implemented:

1. **Innovate Content and Form:** Design open-ended learning tasks, case studies, and portfolios linked to practice to assess learners' thinking rather than knowledge reproduction.
2. **Flexible Methods and Processes:** Combine process-based (formative) and summative assessments, requiring learners to present their explicit thought processes.
3. **Appropriate AI Application:** Utilize AI to support question bank development, analyze learning outcomes, and detect anomalies under strict control.

4. **Standardize Rubrics:** Build and improve explicit rubric criteria closely linked to course learning outcomes to ensure grading transparency.
5. **Academic Ethics Education:** Combine regulatory frameworks with building a culture of honest learning and self-discipline in AI usage.
6. **Enhance Faculty Competencies:** Strengthen digital literacy, assessment literacy, and skills in constructing open-ended evaluation tools for instructors.
7. **Invest in Technological Infrastructure:** Synchronously upgrade LMS platforms, security systems, and data analytics tools to support online testing environments.

6. CONCLUSION

Artificial intelligence is bringing about profound transformations in higher education, particularly regarding testing and assessment. For political theory courses, reforming assessment methods plays a strategic role in enhancing the quality of political-ideological education and fostering the comprehensive development of learners.

In this context, it is essential to shift decisively from assessing knowledge to assessing competencies, with a focus on students' critical thinking, practical application skills, and capacity for scientific argumentation. At the same time, harmoniously combining traditional and modern assessment methods as well as balancing technology with the role of the instructor is a necessity. Furthermore, establishing mechanisms to monitor the use of artificial intelligence is crucial to ensuring integrity and objectivity in assessment. These measures are vital for improving the effectiveness of political theory instruction amidst the current digital transformation.

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