



Video Comprehension Questions

Based on: Students' Voices on University Rankings

Question 1: According to the narrator, when did the explosion in university rankings begin?

- A) Since the 1980s
- B) Since the 1990s
- C) Since the 2000s
- D) Since the 2010s

Question 2: What does Vimonmas Vachatimanont (from Thailand) say university rankings were useful for?

- A) Finding scholarships
- B) Choosing a specific major
- C) Narrowing down possibilities and choices
- D) Finding local housing options

Question 3: According to Hermina Fonseca (from Venezuela), what can students consult university rankings for?

- A) Tuition fee structures
- B) Reputation of a university
- C) Campus sports facilities
- D) Post-graduation job guarantees

Question 4: What concern does Stefan Bengtsson (from Sweden) express regarding university rankings?

- A) They are too expensive to access
- B) They do not fully reflect quality
- C) They favor engineering programs over arts
- D) They change too frequently during the year



Question 5: How does Fabrice Talla Nobibon (from Cameroon) describe university rankings?

- A) As an essential academic tool
- B) As nonsense because they can be manipulated
- C) As highly accurate for science fields
- D) As a mandatory requirement for admission

Question 6: What main criticism does Tim Mank (from The Netherlands) raise about university rankings?

- A) They focus only on European universities
- B) They try to compare completely different schools into one single number
- C) They do not take student safety into account
- D) They ignore online courses

Question 7: What question is introduced midway through the video about international organizations?

- A) Should international organizations fund university tuition?
- B) Is there a role for international organizations in the business of university rankings?
- C) Can international organizations accredit degrees worldwide?
- D) Should international organizations rank high schools instead?

Question 8: According to Chelsea Jones (from Trinidad and Tobago), what do university websites typically display?

- A) Unfiltered student feedback
- B) Complete financial reports
- C) Only the good aspects about the university
- D) Detailed failure rates for each subject



Question 9: What organization does Chelsea Jones mention as an example of an international body that could provide objective information?

- A) WHO
- B) UNESCO
- C) UNICEF
- D) World Bank

Question 10: Why does Chelsea Jones believe international organizations provide a more objective view?

- A) They employ full-time student researchers
- B) They conduct mandatory annual campus inspections
- C) They are not members of the university staff trying to make the school look good
- D) They only survey alumni 10 years after graduation

Question 11: According to Joane Chaker (from Lebanon), how is UNESCO viewed regarding university evaluations?

- A) As an independent body
- B) As a commercial advertising company
- C) As a government-funded marketing firm
- D) As an exclusive ranking service for Ivy League schools

Question 12: Why is UNESCO considered less likely to bias its evaluations according to Joane Chaker?

- A) It receives direct funding from students
- B) It is less likely to pursue a promotional goal
- C) It ranks universities based on student votes only
- D) It only evaluates non-profit institutions



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Question 13: What general theme connects all student opinions presented in the video?

- A) The affordability of higher education across different continents
- B) The reliability and limitations of university rankings
- C) The impact of technology on classroom teaching
- D) The benefits of studying abroad versus studying domestically

Question 14: What text appears on the opening screen of the video?

- A) Higher Education World Tour
- B) Students' Voices on University Rankings
- C) Global University Rankings 2026
- D) Choosing the Best University

Question 15: Which aspect of ranking methodology is specifically criticized in the video by speakers like Fabrice Talla Nobibon?

- A) The high cost of filling out the surveys
- B) The ability for ranking data to be manipulated
- C) The inclusion of too many small colleges
- D) The focus on campus architecture and green spaces