



ĐẠI HỌC QUỐC GIA HÀ NỘI  
TRƯỜNG ĐẠI HỌC GIÁO DỤC  
VNU UNIVERSITY OF EDUCATION



VƯỢT LÊN CHÍNH MÌNH  
KIẾN TẠO TƯƠNG LAI

EDUNET TEAM

2020

# VIETNAM EDUCATION SYMPOSIUM

“Tomorrow Schools  
Future Citizens”

ANNUAL INTERNATIONAL MEETING  
JUNE 09<sup>th</sup>, 2020

# CONFERENCE BOOKLET

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# Welcoming Note

In the age of digitalization and sustainable development, education in Vietnam has been challenged in many aspects from policy to management, from pedagogies to methodologies and curricula. While many of these problems are unique to the Vietnamese context, possible solutions may well be inspired and generated from international experiences and success stories.

In this background, AVSE Global - Education Network (EduNet) has initiated a long-term action-oriented agenda aiming at rethinking and innovating education, with the overall theme of "Tomorrow Schools, Future Citizens". We adopt a critical interdisciplinary approach that brings together various stakeholders as well as experts in addressing challenges of the education system in order to deliver sustainable outcomes. AVSE Global - EduNet collaborates with Vietnam National University Hanoi - University of Education to organize the first Vietnam Education Symposium 2020 on 9th June online. This is a platform where all stakeholders will contribute open and constructive dialogues to re-defining objectives for education of our future generations, modernising pedagogical approaches and collaborating with various stakeholders in co-producing sustainable and innovative outcomes for education.

## Conference Scope

- The Vietnam Education Symposium 2020 will focus on three main topics:
  1. (Re)defining aims of education for the 21st century
  2. Collaboration in education, social science, and promoting a learning society
  3. Teaching and learning, teacher education, and roles of schools in the age of digitalization. We are honored this year by the presence of nine Distinguished Speakers:
  
- Keynote Speakers
  1. Rana Dajani, Associate Professor of Hashemite University (Jordan)
  2. Wilfried Admiraal, Professor & Director of Leiden University Graduate School of Teaching, Leiden University
  3. Keith Barton, Professor of Indiana University School of Education
  4. Roger-François Gauthier, Professor of Paris Descartes University & expert of UNESCO
  5. Marek Tesar, Associate Professor at the Faculty of Education and Social Work & Associate Dean International of University of Auckland
  
- Invited Speakers
  1. Mai-Hoa Nguyen, Senior Lecturer, School of Education, University of New South Wales
  2. Quang-Cuong Ton, Senior Lecturer, Head of Department, University of Education-Vietnam National University (VNU-UEd).
  3. Chi-Thanh Nguyen, Associate Professor, Dean of Faculty of Teacher Education, VNU-UEd
  4. Khanh-Trung Nguyen, Senior Lecturer, Open University of Ho Chi Minh City & Director of Viet Emile

We sincerely thank them for taking the time out of their busy schedules to participate in and support this event. We would also like to express our gratitude to all those who submitted, reviewed competitive papers, or participated in the program as paper presenters, session chairs, discussants, and attendees. Special thanks go to the distinguished members of the Scientific Committee whose contributions are invaluable to the profile and quality of the conference. Finally, we would like to thank our organizing committee members for their helpful assistance.

We wish you all an intellectually stimulating and productive conference.

**Thuy Phuong Nguyen**  
Vietnam Education Symposium Leader  
Deputy Director of Education Network

# Keynote Speakers

## **Prof. Wilfried Admiraal, *Leiden University Graduate School of Teaching, The Netherlands***



Wilfried Admiraal is full professor Educational Sciences and director of Leiden University Graduate School of Teaching. He graduated in Social Psychology and in 1994 he defended his PhD-thesis on teachers' coping strategies with stressful classroom events. His research interest combines the areas of teaching, technology and social psychology in secondary and higher education. He is chair of the research program Student engagement and achievement in open online higher education of the Centre for Education and Learning of the strategic alliance of the universities of Delft, Leiden and Rotterdam.

He is and has been involved in various national and international educational projects on the use of technology in secondary education, teacher education and higher education. Admiraal supervises about 30 PhDs and has published over 200 peer-reviewed journal articles. He is president of the Netherlands Association of Educational Research (VOR) and the Council member of the European Educational Research Association (EERA) and the World Educational Research Association (WERA). More information on projects and publications:

Personal website: <https://sites.google.com/site/wilfriedadmiraal/>

ORCID profile: <http://orcid.org/0000-0002-1627-3420>

## **Prof. Keith Barton, *Indiana University Bloomington, USA***



Keith C. Barton is Professor of Curriculum and Instruction, and Adjunct Professor of History, at Indiana University, where he prepares social science teachers and educational researchers. His scholarship focuses on the history, human rights, and the social sciences in preparation for civic participation, and he has conducted research on teaching and learning in the United States, Northern Ireland, New Zealand, and Singapore.

He has been a visiting professor at the National Institute of Education (Singapore); Victoria University (New Zealand); the University of Ulster; and Uppsala University.

More information on projects and publications:

<https://education.indiana.edu/about/directory/profiles/barton-keith-c.html>

### **Dr. Rana Dajani, Hashemite University, Jordan**



Rana Dajani is Associate Professor at Hashemite University (Jordan), Yale and Cambridge visiting professor, a receiver of two Fulbright awards. She defended her PhD in molecular cell biology at the University of Iowa. She is a Higher Education Reform Expert, Writer in Science and Nature, Speaker at many famous international forums: TEDxDeadsea and TEDxPSUT, World Islamic Economic Forum 2012 and World Science Forum 2015 and 2017. Rana is one of the most influential women scientists in Islamic World, 12 among 100 most influential Arab women 2015. She received many awards for her contribution to science and education.

She developed a community-based model "We Love Reading" to encourage children to read for pleasure received many global awards, such as UNESCO International Literacy Prize 2017, Science, Technology and Innovation Award UN 2019, World Literacy Council Award 2018, Clinton Global Initiative 2010, Library of Congress best practices 2013, World Innovation Summit in Education Award 2014... Author of the books: Five scarves, Doing the impossible: If we can reverse cell fate why can't we redefine success, Nova Publisher 2018. Reviewed by Nature.

Profile in Wikipedia: [https://en.wikipedia.org/wiki/Rana\\_Dajani](https://en.wikipedia.org/wiki/Rana_Dajani)

### **Dr. Marek Tesar, University of Auckland, New Zealand**



Marek Tesar is the Associate Dean International and an Associate Professor at the Faculty of Education and Social Work, University of Auckland. His work focuses on educational policy, philosophy, pedagogy, methodology and curriculum, and draws on his background as a qualified teacher as well as his extensive knowledge of international education systems. He has published over 100 peer-reviewed publications, edited 8 special issues, and written numerous editorials and afterwords. He edits three educational book series with renowned publishers, is Editor of six academic journals, and sits on 20 international editorial boards (see below).

In 2016, Marek led a team of international and local experts in Indonesia to establish a research centre of excellence for early childhood education, care and parenting, that serves the South-East Asia region (SEAMEO). While his research is mainly focused on the early years, he has substantial experience and knowledge of educational systems more generally. Since 2018, Marek has been leading a team of New Zealand early childhood experts to deliver a curriculum framework, and teaching and parenting programmes in China. Marek has conducted consultancy and research work in many countries around the world. More information on projects and publications:

<https://unidirectory.auckland.ac.nz/profile/m-tesar>

**Dr. Roger-François Gauthier, *National Education and Research, France***



Roger-François Gauthier, who was General-Inspector for Administration, National Education and Research in France, initially graduated in Classical Studies, Law and Political Sciences. He is both a French scholar in Education science and a person who has been involved for years as an actor of the Educational policy in his country. He contributed to foster the idea that an educational policy is not just a question of sending students to school, if quality is not there: he decided to promote curricular policies, insisting on the need for the various systems to be more attentive to the meaning and to the content of education.

The issue of knowledge and school knowledge in contemporary societies became then central to his reflection at an international scale. He taught Educational policies at Paris-Descartes La Sorbonne University, basing mainly his approach and teaching methodology on methods related to comparative education.

He has acted as advisor to many governments, national and international organizations, as UNESCO, the International Organization for francophone countries (OIF), or the Standing International Conference for Inspectorates (SICI). Invited to give lectures in various universities and research centers, and author of a great number of articles and books, he belongs to the editorial board of the French "Revue internationale d'éducation de Sèvres".

<http://www.afae.fr/biographies-presidents-de-lafae/roger-francois-gauthier-biographie/>

# Invited Speakers

## **Dr. Chi Thanh Nguyen, *Vietnam National University Hanoi - University of Education***



Chi Thanh Nguyen is an Associate Professor and the Dean of Faculty of Teacher Education in Vietnam National University University of Education (VNU-UEd) from 2018 up to now. His academic career started as a mathematics teacher at high school in the period of 1991-2001. After that, he completed his Master and PhD degrees from Grenoble University, France. He had a Post-Doctorate position at the LDAR Research Center at the University of Paris VII, France. After his came back to Vietnam, he had a post as lecturer at the VNU-UEd.

In addition, he was invited as a visiting professor from Dalarna University (Sweden) and then Hiroshima University (Japan), and has been the Head of Department of Scientific and International Cooperation Affairs in 2013-2014. He has been working at some private educational system for several years as Director of Assessment and then as principal from 2015 to 2018. His research interest is about using technology in mathematics education, mathematics teacher professional development, mathematics curriculum development and didactic of mathematics.

## **Dr. Quang Cuong Ton, *Vietnam National University Hanoi - University of Education***



Quang Cuong Ton is a senior lecturer with extensive teaching experience on teacher education, educational technology and management skills and worked during 16 years for a Faculty of Teacher Education, University of Education, Vietnam National University, Hanoi (VNU-UED). The university provides a new model of teacher training in Vietnam, develops research and service in educational management and leadership, collaboration with other institutions in Vietnam and overseas.

As an honor and prestige expert, Head of Department of Learning Theories and Instruction Technology and Dean of the Faculty he is responsible for the development of curricula, learning methodology and technology, leadership and management instruction at the Faculty of Teacher Education, VNU-UED. Since February 2018, he leads the first one in Vietnam Faculty of Educational Technology, which provides new educator generation – “edutecher”.



### **Dr. Khanh Trung Nguyen, Hochiminh City Open University, Vietnam**



Khanh Trung Nguyen received a PhD in Sociology of Education from the University of Toulouse 2 (Jean Jaures University, France). He used to be a researcher at Nantes University (France) and at Vietnam's Institute of Education (IRED). Currently, he is a part-time lecturer at the Open University of Ho Chi Minh City. He is a founder and director of Viet Emile Education Joint Stock Company (EVE). Education in general is his field of study.

In recent years, he has conducted many international comparative studies and translated works related to learning. These works have been published as books, journal articles as well as articles on popular magazines. He is also a regular contributor to local and international educational forums. His recently published books include: *Family education: Comparisons between French and Vietnamese parents, Vietnamese and Finnish education*. Nguyen Khanh Trung's articles for the general public can be found here: <http://nktrung12.blogspot.com/>

### **Dr. Hoa Nguyen, University of New South Wales, Australia**



Dr Hoa Thi Mai Nguyen (PhD, University of Queensland, Australia) is a Senior lecturer in Teacher Professional Learning in the School of Education and specializes in teacher development, mentoring, TESOL and sociocultural theory. Prior to this position, she worked at the University of Sydney where she was awarded the prestigious and highly competitive University of Sydney Postdoctoral Fellowship to pursue her research interests. She has experience teaching and training pre-service and in-service teachers in Asia and Australia.

She has procured a total of \$ 400,000 in her career. Being active in research allows her to incorporate her research interests into teaching to create an intellectually engaging and challenging learning environment. She enjoys working with teachers, in their role as mentors to student teachers and early career teachers, and has a strong commitment and passion to develop teachers' professional learning. Her ongoing research interests have been in the areas of teacher education, teacher professional development, mentoring, TESOL, and sociocultural theory. Her research was highly recognized by a number of awards, most recently a Research Recognition Award for Early Career Researcher by Australian Teacher Education Association. She has also held visiting and honorary positions at universities in Australia (University of Sydney), the UK (Kings' College London, University of Leeds), and Vietnam.

# Committees

## CONFERENCE CO-CHAIRS

### Hong Bui

*Ph.D., Associate Professor  
in Higher Education,  
University of Bath, United  
Kingdom*

### Thuy Phuong Nguyen

*Ph.D. in Educational  
Sciences, Researcher at the  
University of Geneva,  
Switzerland*

### Duc Huy Nguyen

*Ph.D., Vice-Rector,  
VNU - University of  
Education*

### Thi Thanh Hai Pham

*Ph.D., Director of the  
Office of Research and  
Partnership Development,  
VNU - University of  
Education*

## ORGANIZERS



BEYOND OURSELVES  
SHAPE THE FUTURE

Association of Vietnamese Scientists and  
Experts (AVSE Global)



ĐẠI HỌC QUỐC GIA HÀ NỘI  
TRƯỜNG ĐẠI HỌC GIÁO DỤC  
VNU UNIVERSITY OF EDUCATION

University of Education, Vietnam National  
University Hanoi

## ORGANIZING COMMITTEE

*Dang Huong, Ph.D., Visiting Professor of the University of Paris Descartes, France*

*Dao Thi Thu Thuy, Ph.D. candidate, University of Paris 8, AVSE Global, France*

*Le Nguyen Minh Phuong, Ph.D. candidate, University of Paris-Sud, France*

*Le Thi Thanh Tinh, Ph.D. candidate, Leiden University, The Netherlands*

*Ngo T. Ha, Ph.D., the University of New South Wales, Australia*

*Ngo Phuong Le, Ph.D., Nantes University & Director of Communication of AVSE Global, France*

*Nguyen Hoai An, Ph.D. candidate, University of Paris 8, France*

*Nguyen Xuan Khanh, Ph.D., Postdoctoral Researcher, Faculty of Education, University of Oulu, Finland*

*Nguyen Thi Lan Anh, Ph.D. candidate, University of Auckland, New Zealand*

## SCIENTIFIC COMMITTEE

*Wilfried Admiraal, Professor, Director, Chair in Educational Sciences, Leiden University Graduate School of Teaching, Leiden University*

*Duc Khuong Nguyen, Deputy Director for Research, IPAG Business School, France*

*Hong Bui, Ph.D., Associate Professor in Higher Education, University of Bath, United Kingdom*

*Thuy Li Dao, Ph.D., Lecturer at Aalborg University, Denmark*

*Bich Hang Duong, Ph.D., Lehigh University, USA*

# Program Overview

**Tuesday, 09 June 20**

Hanoi: 09:00 – 09:30  
New York: 22.00 - 22.30  
London: 03.00 - 03.30  
Paris, Ams: 04.00 - 04.30  
Amman: 05.00 - 05.30  
Sydney: 12.00 - 12.30  
Auckland: 14.00 - 14.30

## Opening Ceremonies

Venue: Virtual Hall Room 1 at

[https://zoom.us/webinar/register/WN\\_oTTOXCfzOiKoJxN8QdfGYg](https://zoom.us/webinar/register/WN_oTTOXCfzOiKoJxN8QdfGYg)

**Duc Khuong Nguyen**, *Professor of Finance and Deputy Director for Research, IPAG Business School & President of AVSE Global, Conference Co-Chair*  
**Quy Thanh Nguyen**, *Rector, VNU - University of Education, Vietnam*

## 09:30 – 10:15 Plenary session 1

Venue: Virtual Hall Room 1 at [https://zoom.us/webinar/register/WN\\_oTTOXCfzOiKoJxN8QdfGYg](https://zoom.us/webinar/register/WN_oTTOXCfzOiKoJxN8QdfGYg)

Hanoi: 09.30- 10.15  
New York: 22.30 - 23.15  
London: 03.30 - 04.15  
Paris, Ams: 4.30 - 5.15  
Amman: 5.30 - 6.15  
Sydney: 12.30 - 13.15  
Auckland: 14.30 -15.15

**Theme: Collaboration in education; Developing social science; Promoting a learning society**

**Discussant: Hang Duong**, *University of Minnesota, USA*

**Moderator: Ha Ngo**, *University of New South Wales, Australia*



**Keith Barton**, *Indiana University, USA*

Title: Social Science Education: Innovative Forms, Enduring Concerns



**Rana Dajani**, *Hashemite University, Jordan*

Title: We Love Reading: A community engagement Program that changes mindsets through reading to create change makers



**Chi Thanh Nguyen**, *VNU - University of Education, Vietnam*

Title: Teacher education in some European countries in the context of the 4<sup>th</sup> industrial revolution: case study and lesson learnt for Vietnam

**Break Time (15 minutes)**

## 10:30 – 11:00 Plenary Session 2

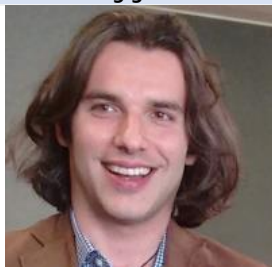
Venue: Virtual Hall Room 1 at [https://zoom.us/webinar/register/WN\\_oTTOXCfzOiKoJxN8OdfGYg](https://zoom.us/webinar/register/WN_oTTOXCfzOiKoJxN8OdfGYg)

Hanoi: 10.30 - 11.00  
New York: 23.30 - 00.00  
London: 04.30 - 05.00  
Paris, Ams: 05.30 - 06.00  
Amman: 06.30 - 07.00  
Sydney: 13.30 - 14.00  
Auckland: 15.30 - 16.00

**Theme:** (Re)defining aims of education for the 21<sup>st</sup> century

**Discussant:** [Li Dao](#), *Aalborg University, Denmark*

**Moderator:** [Hoai An Nguyen](#), *University of Paris 8, France*



**Marek Tesar**, *University of Auckland, New Zealand*

Title: Rethinking and innovating education? Philosophy of Education at the forefront of "Educational Futures"



**Khanh Trung Nguyen**, *City Open University, Vietnam*

Title: Autonomy of actors in learning

Break Time (30 minutes)

## 11:30 – 12:30: "Happy Lunch" Meeting (in Vietnamese)

Venue: Virtual Lunch Space at <https://zoom.us/j/93269763634>

Hanoi: 11.30 - 12.30  
New York: 00.00 - 01.30  
London: 05.30 - 06.30  
Paris, Ams: 06.30 - 07.30  
Amman: 07.30 - 08.30  
Sydney: 14.30 - 15.30  
Auckland: 16.30 - 17.30

**"Happy Lunnch" Meeting (in Vietnamese)**

- All attendees are invited to join
- Feel free to bring your lunch
- Free talk and get to know each other

**Discussants:**

[Hang Duong](#), *University of Minnesota, USA*

[Tinh Le](#), *Leiden University, The Netherlands*

[Lan Anh Nguyen](#), *University of Auckland, New Zealand*

Break Time (30 minutes)

## 13:00 – 14:00 Plenary Session 3

Venue: Virtual Hall Room 1 at [https://zoom.us/webinar/register/WN\\_oTTOXCfzQiKoJxN8QdfGYg](https://zoom.us/webinar/register/WN_oTTOXCfzQiKoJxN8QdfGYg)

Hanoi: 13.00 - 14.00  
New York: 02.00 - 03.00  
London: 07.00 - 08.00  
Paris, Ams: 08.00 - 09.00  
Amman: 09.00 - 10.00  
Sydney: 16.00 - 17.00  
Auckland: 18.00 - 19.00

**Theme:** Teaching and learning, Teacher education, Roles of schools in the age of digitalization

**Discussant:** **Hong Bui**, *University of Bath, United Kingdom*

**Moderator:** **Tinh Le**, *Leiden University, The Netherlands*



**Roger-François Gauthier**, *Ministry of Education France, Expert of UNESCO*

Title: The issue of the relevance of school knowledge in our time



**Wilfried Admiraal**, *Leiden University, Netherland*

Title: Technology-enhanced teaching to promote students' active learning: Exploring new practices or consolidating teaching from the pre-COVID 19 era?



**Mai Hoa Nguyen**, *University of New South Wales, Australia*

Title: Teacher education: current issues



**Quang Cuong Ton**, *VNU - University of Education, Vietnam*

Title: Digital Transformation in Education: The Beginning from Inside the Classroom

**Break Time (15 minutes)**

## 14:15 – 15:45 Parallel Sessions

Venue: Virtual Hall Room 1 at [https://zoom.us/webinar/register/WN\\_oTTOXCfzOiKoJxN8OdfGYg](https://zoom.us/webinar/register/WN_oTTOXCfzOiKoJxN8OdfGYg)

Hanoi: 14.15 - 15.45 New York: 03.15 - 04.45 London: 08.15 - 09.45 Paris, Ams: 09.15 - 10.45 Amman: 10.15 - 11.45 Sydney: 17.15 - 18.45 Auckland: 18.15 - 19.45		<b>Session 1:</b> Chair: <b>Li Dao</b> , <i>Aalborg University, Denmark</i> Moderators: <b>Tinh Le</b> , <i>Leiden University, The Netherlands</i> <b>Lan Anh Nguyen</b> , <i>University of Auckland, New Zealand</i>
1	Flip the classroom with Office 365 education	<b>Hong Hue Cao</b> <i>(Hanoi Pedagogical University 2, Vietnam)</i>
2	Formative assessment approach: assessment system we need for tomorrow	<b>Anh Duong</b> <i>(The University of Sydney, Australia)</i>
3	Effects of reading short story on EFL narrative writing	<b>Phuong-Nam Nguyen Thi</b> <i>(Tra Vinh University, Vietnam)</i>
4	Positive shifts in the teacher and student perceptions of teaching and learning practice in Vietnamese higher education	<b>Thanh Thuy Tran</b> <i>(Hanoi National University of Education, Vietnam)</i>
5	Languages and education in the context of globalization: A case study of the bachelor program in journalism at the university of science and education, the university of Danang	<b>Thi Hoa Tran</b> <i>(The University of Da Nang, Vietnam)</i>
6	Experience in lacking professional identity: A multiple case study of pre-service teachers in FELTE, ULIS	<b>Khanh Pham Duyen Nguyen Ha Thanh</b> <i>(University of Languages and International Studies, Vietnam National University, Vietnam)</i>
7	A framework for changes in Vietnamese higher education: A comparative analysis of Vietnamese students' experiences in Vietnamese and Western educational context	<b>Truong Kieu Trinh</b> <i>(Sheffield Hallam University, United Kingdom)</i>
8	Không gian an toàn và trải nghiệm trong giáo dục đa chiều	<b>Hai Lan Do</b> <b>Thanh Hoa Mai</b> <b>Thi Thanh Hai Bui</b> <b>Thi Thanh Hoa Nguyen</b> <b>Thi Thanh Nhan Vu</b> <i>(Tay Bac University, Vietnam)</i>

Venue: Virtual Hall Room 2 at [https://zoom.us/webinar/register/WN\\_wvcdfaDKQX6YhlaIJK3Qog](https://zoom.us/webinar/register/WN_wvcdfaDKQX6YhlaIJK3Qog)

Hanoi: 14.15 - 15.45 New York: 03.15 - 04.45 London: 08.15 - 09.45 Paris, Ams: 09.15 - 10.45 Amman: 10.15 - 11.45 Sydney: 17.15 - 18.45 Auckland: 18.15 - 19.45		<b>Session 2:</b> Chair: <b>Ha Ngo</b> , <i>The University of New South Wales, Australia</i> Moderators: <b>An Nguyen</b> , <i>University of Paris 8, France</i> <b>Hong-Ngoc Nguyen</b> , <i>Musashino University, Japan</i>
1	Educational Innovation: A systematic literature review	<b>Hang Duong</b>

		<p>(University of Minnesota, USA)</p> <p><b>Thanh-Ha Ngo</b> (The University of New South Wales, Australia)</p> <p><b>An Nguyen</b> (University of Paris 8, France)</p> <p><b>Hong-Ngoc Nguyen</b> (Musashino University, Japan)</p> <p><b>Bich-Phuong Thi Nguyen</b> (University of Languages and International Studies - Vietnam National University, Vietnam)</p>
2	Interprofessional collaboration in education a case-study of organizing an educational community project examining its practice, impacts and perspectives of partners	<p><b>Duc An Nguyen</b> <b>Thi Thuy Do</b> (Tay Bac University, Vietnam)</p>
3	Making Room for Dialogues and Deliberation in History Education in Vietnam – Challenges and Prospects	<b>Quynh Dang</b> (Indiana University Bloomington, Indiana, USA)
4	Propositions for a systemic approach of distance learning for the benefit of future citizens	<p><b>Jean-Pierre Caliste</b> (University of Technology of Compiègne, France)</p> <p><b>Isabelle de Geuser</b> (Paris 12 Val de Marne University, France)</p>
5	Vocational interest among Vietnamese secondary students – an initial survey	<p><b>Dong Phuong Le</b> <b>Thi Phuong Chi Cao</b> (Vietnam National Institute of Educational Sciences)</p>
6	English private tutoring in high school education in Vietnam: Perceptions of the insiders!	<p><b>Bich-Phuong Thi Nguyen</b> (University of Languages and International Studies - Vietnam National University, Vietnam)</p>
7	Water Wise Youth Leadership Camp: A model for competence development via service-learning	<b>Trang Pham</b> (Penn State University, USA)

### Break Time (30 minutes)

Hanoi: 16:00 – 16:15  
 New York: 05.00 - 05.15  
 London: 10.00 - 10.15  
 Paris, Ams: 11.00 - 11.15  
 Amman: 12.00 - 12.15  
 Sydney: 19.00 - 19.15  
 Auckland: 21.00 - 21.15

#### CLOSING CEREMONY

Venue: Virtual Hall Room 1 at

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**Thuy Phuong NGUYEN**, Vietnam Education Symposium Leader

# Presentation Abstracts

## Plenary Session 1

### Social Science Education: Innovative Forms, Enduring Concerns

**Keith Barton**

*Indiana University, USA*

#### **Abstract**

The digital age has provided vast new opportunities—and challenges—for learning in history and the social sciences. These include rapid and wide-spread access to a variety of information, as well as tools for organizing and analyzing information almost effortlessly. At the same time, the easy manipulation of information has made it even more important for students to understand how to evaluate and interpret sources. Meanwhile, the globalization of culture, economics, and of course disease, has made exclusively nation-centered approaches to society increasingly untenable. Yet underlying these new media and new scales of interaction are some very old concerns: The importance of justice and harmony; the need to base decisions on evidence; the imperative of understanding others. As we move into a new age, educators must keep sight of the underlying goals of history and the social sciences, even as they adapt to new formats and issues, rather than being distracted into thinking that nothing remains the same.

### **We Love Reading: A community engagement Program that changes mindsets through reading to create change makers**

**Rana Dajani**

*Hashemite University, Jordan*

#### **Abstract**

We Love Reading (WLR) trains volunteer women, men, and youth to read aloud to children as an art form so these volunteers can start reading aloud sessions in their local neighborhood. The volunteers find their voices-- literally and figuratively. The Program fosters in the volunteers a sense of agency and ownership that builds their resilience and optimism for the future. Due to these elements of the WLR program, it has evolved into a scalable, efficient, sustainable program that started in Jordan and has spread to 55 countries and counting. Small social movements such as the WLR Program result in larger positive effects in a similar fashion as the well-known butterfly effect, as the interventions and opportunities permeate across communities, cultures, and generations.

WLR philosophy is about setting up collaborations with stakeholders and the local community. Our partnerships and collaborations are unique because they are interdisciplinary and cross sectorial. We have been able successfully to develop collaborations between international and local NGOs, between academia and development services, between science and the humanities, between private sector and non profit sectors and most importantly between the people themselves. This grassroots network of

people who share common universal values is the fabric of the program. We Love Reading (WLR) is a simple effective product that appeals to its market of mothers and children. WLR depends on networks of women, men and youth who already resemble a movement to bring about social change through reading. WLR aims to develop long term cultural change. WLR isn't delivering services which need support systems, it is creating capabilities in hundreds of local women, men and youth enabling them to be creative for themselves. Organizations need hierarchs but movements need causes, shared values, common goals to pull them together and give them a purpose, reading is the means but the cause is to get young children to realize they can and should think for themselves. The model is formulated in a way that each person can tailor the model to their culture, their needs while maintaining the essence of the model, aiding in building ownership to the project and sustainability. The lessons learned can be applied anywhere. That is why WLR



has successfully spread to Vietnam and has founded roots in the local community because of the universality of human values and needs and willingness to do good.

### **Teacher education in some European countries in the context of the fourth industrial revolution: case study and lesson learnt for Vietnam**

**Chi Thanh Nguyen**

*VNU - University of Education, Vietnam*

#### **Abstract**

In this presentation after introducing the teacher education (model, curriculum, standards) in some European countries such as France, England and also some reform in those countries we will analyse in detail the current curriculum in teacher education related to the new technology, more specially, to the 4<sup>th</sup> industrial revolution context. This analysis allows us to compare to the teacher education model in VNU-University of Education (VNU-Ued). The finding of this comparison allows us to make a proposal about teacher education in the new context in VNU-Ued. We will also analyse the very first survey about the different models proposed in our article.

*Keywords:* Teacher Education, Model, Technology, Curriculum, Standards, the 4<sup>th</sup> industrial revolution context

## **Plenary Session 2**

### **Rethinking and innovating education? Philosophy of Education at the forefront of “Educational Futures”**

**Marek Tesar**

*University of Auckland, New Zealand*

#### **Abstract**

The ethos of education has been challenged worldwide in the 21<sup>st</sup> Century. More than ever, the question of ‘Educational Futures’ for all stakeholders is becoming the pertinent focus of discussions and meetings. The Ecosystem, consisting of all the stakeholders involved with a school or early years centre – administrators, teachers, parents and learners – together with traditional roles and clear ideas about curriculum and pedagogy, has been shattered. The notion of development and the identity of the learner and teacher similarly have been re-thought. Evidence-based practice has been often replaced with myths and tales, validated as best methods for educational futures. At the end of the first two decades of the 21<sup>st</sup> century, the field of education has leaped into an insecure and challenging position, despite the amount of research and attention to quality and measurement that education has received.

In this paper, the philosophy of childhood which links to and with the above concerns is of primary interest. Epistemology and ontology in childhood education are very strongly connected with the history of educational philosophy itself, as well as with the history of children and their childhoods. Understanding and interrogating the very idea of ‘childhood’ and ‘development’ from a philosophical perspective relies on a disciplinary philosophical thinking and reasoning emerging from the very historical collaborations and philosophical tensions that underlie the theories of education and practice of pedagogy. We are intrigued by the ideas of economy, urban, nature and nurture that all influence the future of childhood education. Extensive positive examples and opportunities of how the current system could be changed, stemming from small examples that are scaled up in different countries in Asia, this paper will present how theories enter practice, how philosophy of education operates, and how the current system could be transformed.

Utilising a philosophical lens also means considering educational futures. This presentation thus argues for a re-reading of philosophical thoughts and thinking in relation to education that aims to be fair and socially just. Philosophical thinking is needed to consider 'educational futures' as a philosophical subject of inquiry, rather than merely developmental linear progression of 'innovation' and 'digitalisation'. Through this lens, philosophy becomes a subject embedded within the educational futures, driving and making the change, rather than educational futures being subjected purely to external forces of globalisation, technology, the workforce and economic interests.

As such, it is the re-reading of philosophy and educational theory that is seminal in understanding and analysing educational futures, and the ecosystems of stakeholders and educational settings. Questions that are asked in this presentation, are 'How do we innovate schools in the 21st century?' 'From a philosophical thought, how can the complex idea of education be developed, how can the 'educational future' become now? How do we innovate, and understand that notion of 'innovation' through the prism of ethical relationality? How does the term 'future' relate to the complex inclusive practice of diverse stakeholders? How do educational futures translate into a sustainable way forward during this time of adversity? And perhaps most interestingly, how do we action this theory into practice?

### **Autonomy of actors in learning**

**Khanh Trung Nguyen**  
*City Open University, Vietnam*

#### **Abstract**

Người học là tác giả việc học của mình (Giordan Andre, 2016), người học là chủ thể, là duy biệt, đóng vai trò trung tâm và quyết định trong việc lãnh hội trí thức. Vậy nên muốn giảng dạy hiệu quả, thì cần hiểu biết về từng học sinh và bắt đầu từ học sinh, giúp học sinh hiểu biết về bản thân và việc học của mình. Công việc chính yếu của của nhà trường và người thầy phải là kiến tạo một môi trường thích hợp, kích thích và duy trì động lực để mỗi học sinh tự học và tự phát triển theo cách riêng của mình. Tính chủ thể này được thể hiện dưới nhiều góc độ: sinh học, tâm lý học, giáo dục học... Trong bài trình bày, tôi sẽ đề cập một số điểm căn bản liên quan đến não bộ và giáo dục học dưới từ tiếp cận này.

## **Plenary Session 3**

### **The issue of the relevance of school knowledge in our time**

**Roger-François Gauthier**  
*Ministry of Education France, Expert of UNESCO*

#### **Abstract**

Everywhere in the world, people begin to understand that schooling is not a purpose by itself. And the purpose of schooling is not just winning various competitions and getting the best marks. Do we know the reasons for teaching this and not that? Is it because « this » has always been taught according to some tradition or because it may help the students to better live in a complex world? Most of the educational systems in the world are confronted to the following issues, as far as the curriculum is concerned:

1. **COMMITMENT FOR TRUTH.** What should schools do to help the students in front of the expansion of fake news and the threat of overall relativism? What should schools do to strengthen the interest of students in searching the truth?
2. **CULTURAL DIVERSITY** What should schools do as all systems are confronted to the various effects of globalisation, and namely to the various cultures of human groups? What should schools do to reinforce the idea that the defences of peace must be constructed in students' minds?

3. EXCESSIVE COMPETITION What schools should do to oppose the excess of school competition to the detriment of students, of school climate and of learning itself?
4. RISKS ARISING FROM THE PRIVATISATION OF KNOWLEDGE. What schools should do to avoid the fragmentation and the commodification of knowledge so that what students learn at school remain a common good to the whole society?
5. FOR AN OVERALL MAPPING OF KNOWLEDGE. What schools should do to clarify the status of what is taught in school vis-a-vis what is taught and learnt elsewhere in the world?
6. NO KNOWLEDGE WITHOUT CONSCIENCE. What should schools do to help students to think about the ethical meaning of knowledge in contemporary societies, in today's world, at the time of algorithms and artificial intelligence?

### **Practicum in teacher education: Current issues**

**Mai Hoa Nguyen**

*University of New South Wales, Australia*

#### **Abstract**

Teacher education plays a critical role in enhancing the quality of future teachers. However, the quality of teacher education in the world in general and in Vietnam has faced many challenges. Most of the recent reviews and studies of initial teacher education (ITE) programs listed the disconnection between theory and practice as a significant issue. This echoes the need for enhancing the quality of the practicum in teacher education programs as practicum is widely considered as a place to bridge the theory-practice gap. The presentation aims to further discuss the issues challenging the practicum in teacher education, as evidenced by current research studies in Vietnam. This signifies a need to re-examine and reconceptualise the practicum from a new theoretical perspective.

### **Digital Transformation in Education: The Beginning from Inside the Classroom**

**Quang Cuong Ton**

*VNU - University of Education, Vietnam*

#### **Abstract**

Supposing that there are many changes in Vietnam education towards 2020 (reformation of the foundation of education and the higher education system, national curriculum, teacher preparation policy and other systems, et al). We realise the critical issues, solutions and challenges of the new vision to digital transformation initiatives in education, which would meet the level of expertise. Also, the issues, solutions and challenges are the next steps for National Education Curriculum Development as a whole, which will actually help to implement and enforce changes in teacher education. With the 21<sup>st</sup> century learning skills, it is crucial to accomplish the success of digital transformation and to eliminate the difference between the "winners" from the "losers" in learning. Classrooms with active, personalized learning activities, blended and flipped modes are becoming more and more confident with the benefits that technology is bringing to their participants, and eager to harness the opportunities that the cloud, mobility (learning with mobile devices), BYOD and the Internet of Things (IoT) are able to present. It is a fruitful discussion relating to the issue of digital transformation beginning from the inside of the classroom that puts students first, brings in outside thinking, improves technology efficiencies and digital technologies for collaboration and inclusion. Educators as well teachers should think about the ways to integrate teacher education programs concerning the context of teacher preparation offered in a comprehensive university: critical issues of teacher profession and model, curricula components, ICT integration into program, curriculum mobility internally and externally strategy, etc. They also may introduce some research and rethinking models to "guide on the side" with propel digital transformation inside a classroom.

**Technology-enhanced teaching to promote students' active learning:  
Exploring new practices or consolidating teaching from the pre-COVID 19 era?**

**Wilfried Admiraal**

*Leiden University Graduate School of Teaching Leiden*

**Abstract**

Both empirical studies and conceptual work suggest that technology-enhanced teaching has the potential to promote learners to actively construct knowledge by integrating new information and experiences into what they have previously come to understand, revising and reinterpreting old knowledge in order to reconcile it with the new. Due to the national and international measures to prevent the spread of COVID-19 schools around the world radically changed to teaching and learning at a distance. What can we learn from 30 years of research on technology-enhanced technology? Are we exploring new practices of just consolidating our insights into teaching and learning? Based on the outcomes of a nation-wide study on technology-enhanced teaching in secondary schools in the Netherlands, ten claims about technology-enhanced teaching in secondary education are formulated, clustered into claims about teachers' teaching, the school curriculum, teachers' professional development, educational policy and educational research. Based on this large research project from pre- COVID-19 times, effective technology-enhanced learning requires a learner-centered attitude of the teacher with an emphasis on sharing control of learning activities with students and coaching students during their learning process to reach the optimal outcomes. But is this still the most effective approach in teaching at a distance without possibilities for face-to-face interactions between teacher and students and between students? These and other questions will be addressed in an interactive session at the Vietnam Education Symposium 2020.

**Parallel session 1**

**Flip the classroom with Office 365 education**

**Hong Hue Cao**

*Hanoi Pedagogical University 2, Vietnam*

**Abstract**

Flipped classroom is a model of blended learning instruction. It is "an educational technique that consists of two parts: interactive group learning activities inside the classroom, and direct computer-based individual instruction outside the classroom." (J.L. Bishop et al., 2013). In this model, students watch videos at home and in class, instructors facilitate group work and other activities typically be considered "homework". According (J. Bergmann & A. Sams, 2012) the flipped classroom has many advantages such as allowing students to pause and rewind their teachers to fit with their speed, increasing student-teacher interaction, allowing teachers to know their students better, increasing student-student interaction, changing classroom management... In other words, the flipped classroom enhances student's learning experience, customizes and personalizes student's learning. In addition, flipping classroom helps to develop student's critical thinking skill and other 21st century skills (C. Mortensen & A. Nicholson, 2015; Huong, Ha & Huy, Nguyen & Ha, Nguyen., 2018). Office 365 education A1 is provided free with web apps like Outlook, Word, PowerPoint, Excel, OneNote, Teams, Forms, Sway... so teachers and students can work together, communicate seamlessly and create amazing content (Microsoft). This presentation aims to introduce a process to flip the classroom with Office 365 education and some other tools such as Edpuzzle, Padlet, FlipGrid, Kahoot!, Mentimeter... with purpose of boosting ICT skills for pre-service teachers. Participants, therefore, can enjoy easy-to-do experiences with Office 365 education, so that further research and creativity will be lightened.

Keywords: Flipped classroom, blended learning, Office 365 education, ICT skills, pre-service teachers

## **Formative assessment approach: Assessment system we need for tomorrow**

**Anh Duong**

*Sydney School of Education and Social Work, The University of Sydney*

### **Abstract**

The study presented here looks at the practice of formative assessment and understand how it was conducted at teacher education in Vietnam – a Confucian Heritage Culture. In order to examine lecturers and students' responses to assessment techniques, the study employed mix method including surveying 175 students, interviewing eight lecturers, conducting two lecture observations and two focus groups. The results show that formative assessment was conducted effectively and efficiently with student-centred teaching approach, constructive feedback and engaging teaching pedagogies. These results facilitate assessment toward developing learners' competence to be responsible, self-directed and agency, that we need for tomorrow education. There are some advantages in boosting formative assessment such as an interactive cooperation between lecturers and students; their thorough understanding of formative assessment; and supportive administration mechanism from Ministry of Education and Training. However, in a Confucian culture, especially for teacher education in Vietnam, there are some barriers hindering the consistent implementation of formative assessment. These include matters relating to learning autonomy, flexile curriculum and teaching plans, class-size or classroom arrangement, as well as assessment policy. The study also discusses solutions to lift these barriers.

**Keywords:** formative assessment, teacher education, Confucian heritage culture, assessment system for tomorrow

## **Effects of reading short story on EFL narrative writing**

**Phuong Nam Nguyen Thi**

*Tra Vinh University, Vietnam*

### **Abstract**

This study examined the effects of short story reading on EFL narrative writing and learners' attitude to their learning to write narrative texts. An intervention course of 7 weeks was carried out to check the effects with the participation of 50 EFL Vietnamese students at pre-intermediate level. The experimental group will read a range of two short stories as an illustration of story content development and language expression in narrative genre while the control group will learn to develop a written text in a conventional condition with sample analysis instructions. The design is pretest posttest control group design with switching replications in which both the experimental and control group will receive the treatment but at different stages: the experimental group receives the treatment of reading short stories at the first stage and go further with conventional instructions at the second stage while the control starts with a conventional condition and then at the second stage with the treatment condition. Data including written texts were collected three times at pretest, after the first stage and after the second stage and questionnaire of students' attitude towards their learning to write were collected at pretest and after the first stage. Results showed that both groups of two learning conditions improved their writing quality from pretest to second posttest; however, with reading short story first and then combined with conventional learning of sample analysis, students show a significant improvement in their quality of narrative writing. In addition, short story reading also contribute to yield a more positive attitude of EFL learners toward their learning to write EFL texts.

**Keywords:** short story reading, linguistic accuracy, global quality, narrative writing, attitude towards writing

## **Positive shifts in the teacher and student perceptions of teaching and learning practice in Vietnamese higher education**

**Thanh Thuy Tran**

*Hanoi National University of Education, Vietnam*

### **Abstract**

In the past several decades, the Vietnamese Government has been attempting to modernise its higher education, aiming for Vietnamese higher education (VHE) to catch up with the world standards, and more specifically it intends to transform teaching and learning approaches so as to produce human resources that meet the increasing demands of a knowledge-based economy. Regardless of the implementation of multiple innovative policies, Vietnamese literature often describes teaching and learning in VHE as consisting of a traditional transmission-style approach, with passive and rote-based learning, examination-driven learning and a rigid and hierarchical learning environment. Contesting these characterisations, some recent studies have shown that teaching and learning in Vietnam has been shifting to a more student-centred approach. While these positive changes have been indicated, they appear to have occurred in advanced curriculum courses only. This research began five years before the year 2020, when the implementation of several government initiatives comes to an end. It investigated the fundamental question What are the teachers and students' perceptions of teaching practices that promote student learning in VHE? The study is significant because it examined the perceptions of teachers and students, the two players in teaching and learning, to provide a ground-up approach in a centralised context and to inform the policy makers in concluding their innovative policies. The study suggests that there have been positive shifts in the teacher's and students' perceptions of which teaching practices facilitate the student learning in general education courses. It reveals the complexity and diversity in teaching and learning practices in the VHE context, a developing context which does not use English as a medium of instruction and which features centralisation in curriculum and the influence of classic Confucianism. It also questions the persisting stereotypes about teaching and learning in Vietnamese higher education.

*Keywords:* teaching and learning, higher education, Confucian heritage culture, positive changes

## **Languages and education in the context of globalization: A case study of the bachelor program in journalism at the university of science and education, the university of Danang**

**Thi Hoa Tran**

*Da Nang University, Vietnam*

### **Abstract**

This paper discusses the need for multilingual education at universities in the context of present day globalisation. Using the case of the Bachelor program of Journalism at the University of Education and Science – The University of Danang (UED-UDN), the paper argues that today's universities should diversify the courses in languages for students as a way to meet the requirements of an increasingly connected world that is seeing more and more of the movements of human resources. In analysing the achievements and limitations in the teaching and learning Vietnamese and English of Journalism students at UED-UDN, the paper proposes a multilingual approach in Journalism education, in which courses in Vietnamese, English and other relevant languages are provided so that the future-to-be journalists/communicators have the capacity to work and adapt in the local, national and global working environments. The paper suggests that educators consider applying this multilanguage approach to other education programs at universities and the basis for this be formed in the primary, secondary and high school years.

*Keywords:* globalisation, multilingual education, workers, university, language

**Experience in lacking professional identity:  
A multiple case study of pre-service teachers in FELTE, ULIS**

Khanh Pham Duyen\*

Ha Thanh Nguyen\*

*\*University of Languages and International Studies, Vietnam National University, Vietnam*

**Abstract**

In Vietnam and elsewhere, many students choose to major in education without a strong interest in teaching and complete their pre-service teacher training without a plan to pursue the profession. This raises interesting questions about their professional identity and college experiences. Using a multiple case study design, this project involved three students in the Faculty of English Language Teacher Education (FELTE) at University of Languages and International Studies (ULIS). Through in-depth interviews, the study explored how these students experienced and coped with the lack of teacher identity. The findings indicate that the participants, all women, perceived moderate to strong mismatch between their self image and that of an ideal teacher; their choice of the teaching major was largely due to encouragement from their family and a failure to come up with a better alternative. Secondly, they were unmotivated to engage meaningfully with their major-related coursework and to gain teaching experience. Their coping behaviors involved avoidance, distraction, and experimentation. They also worked hard at managing their emotions and reframing their purposes for studying. This study contributes to the literature about teacher identity and points to the importance of proficient career counseling services and ongoing support for struggling pre-service teachers. It also presents an opportunity to rethink how to balance between a hyperfocus on professionalization and the teaching of transferable skills when designing and implementing a teacher-training curriculum.

*Keywords:* teacher identity, teacher education, pre-service teachers

**A framework for changes in Vietnamese higher education: A comparative analysis of Vietnamese students' experiences in Vietnamese and Western educational context**

Truong Kieu Trinh

*Sheffield Hallam University, United Kingdom*

**Abstract**

Over the past two decades, policy documents on higher education in Vietnam have experienced a strong emphasis on the principle of approaching to the world standard and selectively learning from the advanced systems. Western-born concepts are, in fact, becoming more and more prevalent in Vietnamese teaching and learning practice recently. However, up until now, there has not been a systematic study investigating what and how Vietnam could learn from the developed countries' practice. This empirical study aims to fill in this gap by developing a theory from the comparison of Vietnamese students' attainments and their educational experiences in two different contexts: Vietnam and Western countries. Being conducted under the methodology of grounded theory, the data in this research are collected from semi-structured interviews in 2019 with 03 students in Vietnam and 04 students in Western environments and later analysed to generate an integrated conceptual framework as a suggestion for how higher education in Vietnam can be improved. The comparative analysis reveals that the academic aspect seems to be consistently overlooked in student's attainments in Vietnam. Besides, the absent of library as a channel to provide students with access to the massive amount of expertise knowledge, and the lack of emphasis on reading and writing as central learning activities are also witnessed in the responses of students in Vietnamese context. From the emerged framework which is developed from such comparison, implications for policy makers, institutional managers and academics, as well as suggestions for future research are made in a desire to facilitate a better practice in Vietnamese higher education.

*Keywords:* higher education, Vietnamese higher education, grounded theory, comparative education.

## Effective Implementation of Education Innovation: A Systematic Literature Review

**Hang Duong**

*University of Minnesota, USA*

**Thanh-Ha Ngo**

*The University of New South Wales, Australia*

**An Nguyen**

*University of Paris 8, France*

**Hong-Ngoc Nguyen**

*Musashino University, Japan*

**Bich-Phuong Thi Nguyen**

*University of Languages and International Studies - Vietnam National University, Vietnam*

### Abstract

This research investigates the rationales for the implementation of an educational innovation, relevant factors that influence such a process and its implications for educational reform. Using the systematic literature review method, this study draws on an analysis of 92 publications that examined educational innovation in different contexts during the past ten years. Preliminary findings show that the idea of innovation in educational settings takes on broad meanings although the recent literature on educational innovation suggests that it has been largely associated with technological application in education. Visions for implementing education innovations vary across contexts, ranging from making education accessible, innovative and equal to all learners; enhancing a learner-centered environment by means of technology and reforms in curriculum and administration; equipping students with 21st-century skills to become global citizens; to fostering effective collaboration among educational stakeholders. Key results from the review suggest that most reported educational innovations were aimed to be used at the lower levels of education, focusing on improving teaching and learning methods, curriculum and students' learning experiences and well-being. Teachers and policy makers were the primary actors applying innovations; yet, it is surprising to learn that teachers' lack of motivation and support are by far the most reported internal factor that hinders the implementation of innovations in education. The review also shed light on external challenges to scale up innovations in school settings, many of which came from regulative (coercive) requirements, public pressures and international trends. In light of these findings, the study offers a number of recommendations for policy and practice. First, attempts to innovate curriculum, teaching/learning methods and/or teachers'/students' teaching/learning experiences should be accompanied by equivalent efforts of innovation in educational assessment to ensure sustainable and scalable models of innovations. In addition, it is highly recommended for policy makers and innovators to consult and consider teachers' perspectives in planning innovation and to proactively involve teachers in the implementation process. Finally, in order to achieve the desirable goals, the processes of implementing educational innovation must be supported by the national regulative system and general public's normative expectation.



## Inter-professional Collaboration in Education: A Case Study of Organizing an Educational Community Project Examining Its Practice, Impacts and Perspectives of Partners

Duc An Nguyen\*

Thi Thuy Deo\*

*\*Tay Bac University, Vietnam*

### Abstract

To move well into the increasingly interconnected world, interprofessional collaboration (IPC) between two or more partners to achieve common goals and/or to produce a shared outcome is an effective solution to complex and controversial issues confronting organizations and communities. Shared responsibilities, actions, engagement and outcomes of more than a single unit can reduce regulatory burdens. In current education in Vietnam, such collaborative practice is a good fit ensuring the long-term effectiveness and success. This study explores the application, impacts and perspectives related to IPC among 5 partners (a secondary school, Provincial Youth Union, University Students' Union, English Language Centres and the voluntary sector) in an educational community project launched in Son La City. The study uses a mixed method in which quantitative data was collected via survey to 20 interprofessional team members, and qualitative data obtained by direct observations and structured interviews with 8 representatives from 5 partners were coded for critical themes. The findings indicate that (1) partners were generally satisfied with their experiences in multilateral collaboration works, and (2) the application of IPC in the project was effective, which led to the project's success. Based on these findings along with lessons drawn from real practice, some recommendations are proposed to improve efficiency of IPC and enhance its durability and substantiality in the era of integration through socializing different existing resources and optimizing their roles and responsibilities.

## Making Room for Dialogues and Deliberation in History Education in Vietnam – Challenges and Prospects

Quynh Dang

*Indiana University Bloomington, Indiana, USA*

### Abstract

This paper presents the rationale for promoting dialogical and deliberative pedagogy in history education in Vietnam. It also provides an analysis of the challenges and prospects for implementing dialogues and deliberation in teaching and learning history in the Vietnamese educational contexts. Within the scope of this paper, a dialogue is understood as the exchange of opinions and ideas in educational settings such as classrooms and schools. Deliberation, which is different from debates, engages participants in the process of carefully discussing, weighing alternative courses of action to make informed and reasonable decisions (Parker, 1997). Education in Vietnam is at the crossroads of continuity and change (London, 2011). I argue that the changing social and economic landscapes in contemporary Vietnam demand profound changes in educational philosophy. One of the most needed yet ignored subject in Vietnamese education reform programs is history. Consequently, history education in Vietnam is failing to play its role in engaging students with the past and developing their identifications with local and national identities. More importantly, the continuity of the banking model of education (Freire, 2014) in teaching and learning history limits learners' capacity to face complex issues of the contemporary world; therefore threatens the nation's social stability and sustainability. It is an urgent task for history educators in Vietnam to join the discussion on how to approach history education in the current state of affairs. The examination of the past and current state of educational changes in Vietnam highlights major challenges that might preclude dialogical and deliberative approaches. These obstacles include the philosophical underpinnings of the national curriculum, the quality of teacher education programs, and students' learning habits. That said, there are profound prospects for improvements that come from the government's priority for education, the growing teacher professional development platforms, and more broadly the changing societal attitudes.

## **Propositions for a systemic approach of distance learning for the benefit of future citizens**

**Jean-Pierre CALISTE**

*University of Technology of Compiègne, France*

**Isabelle DE GEUSER**

*Paris 12 Val de Marne University, France*

### **Abstract**

Distance learning (e-learning) is defined as a device, feature or system (CLIFAD). Its objectives or the reasons invoked for its development are essentially socio-economic, massification, standardization (Goolam Mohamedbhai, 2014) and cost reduction, (François Orivel, 2006), It is presented as an innovation which offers new service based on digitization and more generally on new information and communication technologies (Didier Paquelin, 2011). From this point of view, a great deal of research has been carried out on the characteristics of this modality (full distance learning or hybrid distance learning - Bernadette Charlier, 2006 et Fatiha TALI, 2020) and its consequences in the learner-teacher relationship. Numerous studies based on feedback and surveys have shown the changes induced (Olaf Zawacki-Richter, 2009). Distance learning thus appears as an adaptation of a traditional training model marked by physical and temporal distancing and the joint use of digital technology, without itself becoming a new object to be studied in the totality of its life cycle. In this article we want to present distance learning as an object in its own right and not as a particular training modality. To this end, we will present distance learning as a system (in the sense of systemic thinking, Edgar Morin, 1986) whose components interact with each other and cannot be studied independently of each other in a multidisciplinary approach. This will lead us to reconsider the notions of distance, digital media, actors and intangibles within a new object that allows us to apprehend distance learning in its totality.

## **Vocational interest among Vietnamese secondary students – An initial survey**

**Dong Phuong Le\***

**Thi Phuong Chi Cao\***

*\* Vietnam National Institute of Educational Sciences*

### **Abstract**

Helping students making their career choices has been always a concern of educators, parents and students themselves. For more than a decade Vietnamese schools have provided career education activities to the students as part of the curriculum but still students are making wrong decision about their future career. This study conducted a survey of vocational interests among secondary students using a Holland codes questionnaire. This survey provides a detail look at the students career preferences and their vocational interests and help to find where the gaps in students understanding of careers are and how career choices are made. The results of this survey shows that (i) Vietnamese students are still in confusion about their future. They did not see correctly their personal strengths and how they fit to the occupations. (ii) Career education activities show little impacts on students' choices of careers. Students are thinking about their future much under influence of their families.

## **English private tutoring in high school education in Vietnam: Perceptions of the insiders!**

**Bich-Phuong Thi Nguyen**

*University of Languages and International Studies - Vietnam National University, Vietnam*

### **Abstract**

In the context of globalization, private tutoring in Vietnam, which is intrinsically regarded as a sizeable problem in the educational system, has been in full bloom in recent years. According to a survey conducted by Education Development Trust (2018), 77% of parents in Vietnam relied on this form of education with the

aim of helping their children to make progress in their academic performance at school. When it comes to high school education deemed a platform to prepare for the National High School Graduation Examination, the figure for student population adopting this learning mode recorded 63% (Dang, 2013). The fact remains that private tutoring is not a new phenomenon in the world, even in many developed countries. Bearing a striking resemblance to Vietnam, some nations such as Macao, Thailand, China, etc. also witnessed the thriving English language as one of the subjects with the highest demand for private tutoring (Bray & Kwo, 2014). On the basis of the framework developed by Pierre Bourdieu including field, habitus and cultural capital (Bourdieu & Passeron, 1990), qualitative method was employed to interview 30 voluntary participants (students, teachers and parents) from three major cities in Vietnam. The study has unraveled a kaleidoscope, through which various insightful angles could be observed pertinent to the status quo of private tutoring among high school students, the root causes of this popularity and the effectiveness of this educational form from the outlooks of the insiders. Could private tutoring contribute to any improvement of academic performance or merely generate counterproductive effects on learners? Is there any specific assessment framework applied to evaluate that effectiveness? The study also aims to shed light on the influences of this educational form on the awareness and academic results of learners at school. Albeit some achievements attained in the quality of high school education and individualized learning, a skepticism about systematic materials design and the testing system still does exist. Additionally, some implications for educational policies are also put forward to improve the effectiveness of English language teaching in Vietnam.

### **Không gian an toàn và trải nghiệm trong giáo dục đa chiều**

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#### **Abstract**

Trường Đại học Tây Bắc (Tay Bac University) là một trường đại học đa ngành, có nhiệm vụ đào tạo nguồn nhân lực có trình độ đại học và sau đại học; bồi dưỡng chuyên môn, nghiệp vụ cho công chức, viên chức và người lao động; nghiên cứu khoa học; chuyển giao công nghệ, triển khai các dịch vụ phục vụ phát triển bền vững kinh tế-xã hội và hội nhập quốc tế của khu vực Tây Bắc. Nhằm đạt được mục tiêu giáo dục đào tạo người học phát triển toàn diện năng lực và phẩm chất, nhà trường luôn quan tâm và đầu tư nâng cao năng lực chuyên môn, phương pháp giảng dạy của giảng viên trong trường. Đặc biệt là với sự hỗ trợ của Chương trình Úc cùng Việt Nam phát triển nguồn nhân lực (Aus4Skills) phối hợp với trường Đại học La Trobe, do GS Howard Nicholas trực tiếp thực hiện đã triển khai các hoạt động hướng dẫn "Phương pháp dạy học hòa nhập và tích cực" tại TBU cùng với sự nỗ lực của các giảng viên TBU. Đây là cơ hội để tạo ra những thay đổi đáng kể cho mô hình giảng dạy lấy giảng viên làm trung tâm, một chiều, vốn đang là thực tiễn tại TBU.

### **Water Wise Youth Leadership Camp: A model for competence development via service-learning**

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#### **Abstract**

The new educational curricular in Vietnam has been implemented since 2018, aiming at developing learners' competences via various teaching and learning initiatives such as project-based learning, interdisciplinary learning, or experimental learning. Besides schoolwork, Vietnamese youth are encouraged to participate in community activities because of their benefits. Research indicate that service-learning enhances

participants' academic achievements, practical knowledge and social skills. Engaging in community service is also an opportunity for youth to apply learned skills and knowledge to address certain social issues and develop a range of competences critical for their future study and work. In Vietnam, volunteer or community activities are not new, however, programs that focus on both learning and community service are yet common. This presentation takes Water Wise Youth Leadership Camp (WYLC) as a case of such service-learning programs which enable its participants to build their competences through three phases of the camp: Training, Serving and Project showcase. Each phase involves specific targets and tasks which campers complete both individually and in teams. Some competences can be observed during the camp including but not limited to English and Vietnamese speaking and writing; autonomy and self-evaluation; independent and teamwork; community project management; application of computer skills and technology; observation, analysis and synthesis of issues; budget management; or events organization and logistics. The successful case of WYLC suggests learners may benefit more when school-based projects engage more in community and teachers are equipped with a tool to measure 10 core competences according to the new educational curriculum.

*Keyword:* Water Wise Vietnam, Youth Leadership Camp, service-learning, competence development