



VƯỢT LÊN CHÍNH MÌNH
KIẾN TẠO TƯƠNG LAI

Education Network



2021

VIETNAM EDUCATION SYMPOSIUM

Higher Education's Adaptation to Crises

ANNUAL INTERNATIONAL MEETING
September 09th – 10th, 2021

CONFERENCE BOOKLET

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Welcoming Note

2020 witnesses a global crisis due to pervasive perils that COVID-19 has brought in many respects, including education. In 2021, we are still facing the crisis, addressing issues posed by the situation and drawing lessons for higher education worldwide.

Adaptation and reform endeavors by higher education systems have incrementally catalyzed the re-defining of research, teaching, and learning activities and the reconceiving of quality and quality assurance in higher education. Simultaneously, new thinking in leadership and management has contributed to tremendous changes in and reshaping of the higher education landscape.

In this context, **Vietnam Education Symposium 2021 (VES 2021)** has been jointly organized by AVSE Global – EduNet and University of Social Sciences & Humanities, Vietnam National University - Ho Chi Minh, in partnership with Vietnam Journal of Education, Ministry of Education and Training. We aim to create an academic space for discussion, research and policy consultation on approaches to crisis adaptation in higher education. **VES 2021** will also organize workshops on coaching for faculty members, international publication for postgraduate students and researchers, and systems thinking for educational leaders.

Conference Topics

1. Technology and Digitalization of Higher education
2. Higher Education Governance and Management
3. Quality Assurance in Higher Education
4. Learning and Instruction in Higher Education
5. Higher Education Policy
6. Higher Education Sustainability
7. Higher Education Philosophy
8. Teacher Education and Professional Development
9. Internationalization of Higher Education

We are honored by the presence of five Distinguished Keynote Speakers:

1. Prof. Simon MARGINSON, University of Oxford, UK
2. Prof. TRAN Ly, Deakin University, Australia
3. Prof. PHAN Le Ha, Universiti Brunei Darussalam, Brunei & University of Hawaii, USA
4. Prof. Tommaso AGASISTI, Politecnico di Milano, School of Management, Italy
5. Prof. Gerald W. FRY, University of Minnesota, USA

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, moderators, 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.

NGUYEN Thuy Phuong
Vietnam Education Symposium Leader
Deputy Director of Education Network

Keynote Speakers

Prof. Simon MARGINSON, *University of Oxford, UK*



Simon MARGINSON is Professor of Higher Education at the University of Oxford, Director of the ESRC/OFSRE Centre for Global Higher Education (CGHE), and Joint Editor-in-Chief of Higher Education. He is also a Lead Researcher with the Higher School of Economics in Moscow, and a Professorial Associate of the University of Melbourne. CGHE is a research partnership of universities in nine countries that conducts projects on global, national and local aspects of higher education. Simon's own research is focused primarily on global and international higher education, higher education in East Asia, the contributions of higher education, global science, and higher education and social inequality. In 2014 he was

the Clark Kerr Lecturer on Higher Education at the University of California, Berkeley. His books include *Higher Education in Federal Countries*, edited with Martin Carnoy, Isak Froumin and Oleg Leshukov (Sage, 2018); *High Participation Systems of Higher Education*, edited with Brendan Cantwell and Anna Smolentseva (Oxford University Press, 2018); and *Changing Higher Education for a Changing World*, edited with Claire Callender and William Locke (Bloomsbury, 2020).

Prof. TRAN Ly, *Deakin University, Australia*



TRAN Ly is an Australian Research Council Future Fellow and Professor in the School of Education, Deakin University, Australia. Her research focuses on internationalisation of education, student mobility, and Vietnamese higher education. She has won a range of awards for her research on international education, including the Shining Star Achievement in Research in the Noam Chomsky Global Connections Awards. She is the co-editor for Routledge's upcoming edited book on internationalisation of higher education from East Asian perspectives.

Prof. PHAN Le Ha, *Universiti Brunei Darussalam, Brunei & University of Hawaii, USA*



PHAN Le Ha (Ph.D.) is Senior Professor at Sultan Hassanal Bolkiah Institute of Education, Universiti Brunei Darussalam (UBD), Head of the International and Comparative Education Research Group (ICE) at UBD, and founder of Engaging with Vietnam. Prior to Brunei, Prof. PHAN was tenured Full Professor in the Department of Educational Foundations, College of Education, University of Hawaii at Manoa (UHM) where she maintains her affiliation, and Senior Lecturer at the Faculty of Education, Monash University, Melbourne, Australia. She has taught and written extensively on English language education, identity-language-culture-pedagogy, global/international/transnational higher education, international development and education, educational mobilities, and sociology of knowledge. Her research work has covered many contexts in Southeast Asia, East Asia, the Asia-Pacific and the Gulf regions.

Prof. Tommaso AGASISTI, *Politecnico di Milano, School of Management, Italy*



Tommaso AGASISTI is full professor of Public Management at Politecnico di Milano, School of Management. His research interests deal with the economics and management of public sector, with a specific focus on funding and performance evaluation of schools, universities and local governments. His research includes more than 100 papers published in international, peer-reviewed academic journals, as well as articles and books for the Italian academic community. He is Associate Editor of Higher Education Quarterly, and member of other academic journals in the field (Tertiary Education and

Management, Educational Researcher, International Journal of Educational Management). Since 2019, he sits in the Politecnico di Milano's Board of Governors. Since 2014, he is member of the Executive Committee of the MIP Politecnico di Milano Graduate School of Business; since 2020, he assumed the role of Associate Dean, International of MIP Politecnico di Milano. Between 2010 and 2019, he has been appointed in evaluation committees of various Italian public and private universities.

Prof. Gerald W. FRY, *University of Minnesota, USA*



Distinguished International Professor and Professor of International/Intercultural Education Department of Organizational Leadership, Policy, and Development College of Education and Human Development University of Minnesota. A major part of Professor FRY's professional life has been involvement with international, intercultural, and interdisciplinary activities. He served for a number of years as both Director of International Studies and as Director of the Center for Asian and Pacific Studies at University of Oregon. He also was twice Team Leader for major Asian Development Bank educational reform projects in Laos and Thailand respectively. In 2009, he received the University of Minnesota Award for Global Engagement.

In 2000, Professor Fry taught at Van Lang University in Vietnam. In collaboration with Professor Pham Lan Huong, he has published numerous articles and book chapters on higher education in Vietnam. Currently he is collaborating with two Vietnamese scholars, Vu Dao and Ngoc Nguyen Thi My, on examining happiness education in Vietnam, which will be part of the first ever book on happiness education to be published by Routledge in 2022.

Committees

CONFERENCE CO-CHAIRS

Hong T.M. BUI

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

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*Ph.D. in Educational Sciences,
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University of Paris, France*

LE Hoang Dung

*Ph.D., Vice-President,
University of Social Sciences
& Humanities, VNU – Ho Chi
Minh, Vietnam*

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*Deputy Head of External
Relations and Research
Affairs Office, University of
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Humanities, VNU – Ho Chi
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Ho Chi Minh, Vietnam



Vietnam Journal of Education,
Ministry of Education and
Training, Vietnam

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DUONG Bich Hang, Postdoctoral Researcher, University of Minnesota, USA

DUONG Thi Anh, The Saigon International University, Vietnam

KHONG Thi Diem Hang, Ph.D., Monash University, Australia

LAI Thi Thanh Van, Ph.D. candidate, Monash University, Australia

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

NGUYEN Hoai An, Ph.D. candidate, University of Paris-Saclay, France

NGUYEN Nhu Ngoc, Ph.D., Lecturer at Van Lang University, Vietnam

NGUYEN Thi Bich Diep, Ph.D. candidate, Deakin University, Australia

NGUYEN Thi Bich Phuong, Lecturer, University of Foreign Languages and International Studies, Vietnam National University – Hanoi, Vietnam

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

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PHAM Thi Thu Trang, Ph.D. candidate, Pennsylvania State University, USA

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Rajani NAIDOO, Ph.D. (Cambridge), Professor, Director of International Centre for Higher Education Management, University of Bath, UK; UNESCO Chair of Higher Education Management

NGO Thi Phuong Lan, Ph.D., Associate Professor, President, University of Social Sciences & Humanities, Vietnam National University – Ho Chi Minh City, Vietnam

NGUYEN Thi My Loc, Ph.D., Professor, President of Professor Council for Education

NGUYEN Tien Trung, Ph.D., Associate Professor, Deputy Editor in Chief, Vietnam Journal of Education, Ministry of Education and Training, Vietnam

Marek TESAR, Ph.D., Associate Professor, Associate Dean International at the Faculty of Education and Social Work, University of Auckland, New Zealand

Program Overview

Thursday, 09 September 2021

Venue: Virtual Hall	
Hanoi: 13:30 – 14:00 Brunei: 14:30 – 15:00 Minnesota: 01:30 – 02:00 London: 07:30 – 08:00 Paris: 08:30 – 09:00 Melbourne: 16:30 – 17:00	OPENING CEREMONIES NGUYEN Duc Khuong , <i>Professor of Finance and Deputy Director for Research, IPAG Business School & President of AVSE Global</i> NGO Thi Phuong Lan , <i>President, University of Social Sciences and Humanities, VNU-HCM, Vietnam</i>

14:00 – 14:45 Keynote 1	
Venue: Virtual Hall	
Hanoi: 14.00 - 14.45 Brunei: 15.00 - 15.45 Minnesota: 02.00 - 02.45 London: 08.00 - 08.45 Paris: 09.00 - 09.45 Melbourne: 17.00 - 17.45	Discussant: Hong T.M. BUI , <i>University of Bath, UK</i> Moderator: NGUYEN Thuy Phuong , <i>University of Paris, France</i>
	Simon MARGINSON , <i>University of Oxford, UK</i> Title: The end of Anglo-European domination? Higher education in Vietnam in a multi-polar world

14:45 – 16:00 Parallel session 1		
Room S1A: Virtual Room 1		
Hanoi: 14.45 - 16.00 Brunei: 15.45 - 17.00 Minnesota: 02.45 - 04.00 London: 08.45 - 10.00 Paris: 09.45 - 11.00 Melbourne: 17.45 - 19.00	Theme: Policy & Governance Chair: CHAU Duong Quang , <i>SUNY Albany, USA</i> Moderator: NGUYEN Hoai An , <i>University of Paris-Saclay, France</i>	
1	Universities and stakeholders: A historical organisational study of evolution and change	Cantore Stefan¹ Wilson John¹ Dyer Ron¹ Lang John¹ ¹ <i>Sheffield University Management School, UK</i>
2	Crisis adaptation: How metaphors help make sense of leadership experience inside a crisis	Du Plessis Linda <i>North-West University, South Africa</i>

3	Japanese educational culture in times of COVID-19 pandemic	Tran Thi Thuy Trang <i>University of Social Sciences and Humanities, VNU-HCM, Vietnam</i>
<p>Hanoi: 14.45 - 16.00 Brunei: 15.45 - 17.00 Minnesota: 02.45 - 04.00 London: 08.45 - 10.00 Paris: 09.45 - 11.00 Melbourne: 17.45 - 19.00</p>		
<p align="center">Room S1B: Virtual Room 2</p> <p align="center">Theme: Internationalisation & Sustainability Chair: NGUYEN Thi Bich Diep, Deakin University, Australia Moderator: LAI Thi Thanh Van, Monash University, Australia</p>		
1	Internationalisation of Vietnamese higher education through English medium instruction programmes: A literature review	Nguyen An <i>The Open University, UK</i>
2	Internationally educated local staff or IntELS in Vietnam: Do they feel supported in the workplace?	Aguilar-Lego Mary Precy¹ Edwards Ron² As Saber Sharif³ ¹ <i>College of Business and Economics, United Arab Emirates University, United Arab Emirates</i> ² <i>Asia Pacific University of Technology and Innovation, Malaysia</i> ³ <i>Royal Melbourne Institute of Technology University, Australia</i>
3	Collective and cultural memory engagement through intergenerational knowledge transfer for transformative learning in undergraduate ecoeducation	Wyper Laura <i>Algoma University, Canada</i>
<p>Hanoi: 14.45 - 16.00 Brunei: 15.45 - 17.00 Minnesota: 02.45 - 04.00 London: 08.45 - 10.00 Paris: 09.45 - 11.00 Melbourne: 17.45 - 19.00</p>		
<p align="center">Room S1C: Virtual Room 3</p> <p align="center">Theme: Technology Chair: NGO Thanh Ha, The University of New South Wales, Australia Moderator: NGUYEN Nhu Ngoc, Van Lang University, Vietnam</p>		
1	Technologicalization of higher education in response to current COVID-19 pandemic in Vietnam (presented in Vietnamese)	Ta Ha¹ Ho Duc¹ Nguyen Lien¹ ¹ <i>Faculty of Political Theory, University of Commerce, Vietnam</i>
2	Leveraging information and communication technologies as a means to achieve the fourth sustainable development goal in Vietnam	Nguyen Van Bao¹ Nguyen Quoc Thang² ¹ <i>Super Energy Corporation Public Co. Ltd.</i>

		² University of Labor and Social Affairs - Ho Chi Minh Campus, Vietnam
3	Digital scholarship services at universities: An investigation of academic library websites	Ngo Thi Huyen¹ Ninh Thi Kim Thoa¹ Nguyen Hong Sinh¹ ¹ University of Social Sciences and Humanities, VNU-HCM, Vietnam
Hanoi: 14.45 - 16.00 Brunei: 15.45 - 17.00 Minnesota: 02.45 - 04.00 London: 08.45 - 10.00 Paris: 09.45 - 11.00 Melbourne: 17.45 - 19.00	Room S1D: Virtual Room 4 Theme: Learning & Instruction Chair: NGUYEN Tien Trung, Vietnam Journal of Education Moderator: DUONG Thi Anh, The Saigon International University, Vietnam	
1	Learning motivation and financial knowledge	Phung Trang Minh Thai¹ Tran Quoc Nam¹ Nguyen-Hoang Phuong² Nguyen Nhut Hoang³ Nguyen Tho Huu⁴ ¹ Hoa Sen University, Vietnam ² The University of Iowa, USA ³ University Auckland of Technology, New Zealand ⁴ University of Economics, Ho Chi Minh City, Vietnam
2	Students' self-directed learning at University of Social Science and Humanities, Vietnam National University, Ho Chi Minh City	Nguyen Van Tuong¹ Phan Nguyen Dong Truong¹ ¹ University of Social Sciences and Humanities, VNU-HCM, Vietnam
3	How the high-stakes and nationally standardized exam affects students' perception	Nguyen Van Bao Super Energy Corporation Public Co. Ltd.
Break Time (30 minutes)		

16:30 – 18:00 Keynote 2 & 3

Venue: Virtual Hall

Hanoi: 16:30 – 18:00
Brunei: 17:30 – 19:00
Minnesota: 04:30 – 06:00
London: 10:30 – 12:00
Paris: 11:30 – 13:00
Melbourne: 19:30 – 21:00

Discussant: **DAO Thuy Li**, *Aalborg University, Denmark*
Moderator: **NGUYEN Thuy Phuong**, *University of Paris, France*



TRAN Ly, *Deakin University, Australia*

Title: The geopolitics of international education and student mobility: Implications for internalisation of Vietnamese higher education



PHAN Le Ha, *Universiti Brunei Darussalam & University of Hawaii at Manoa*

Title: Rethinking educational mobilities, transformation, and internationalisation: Asian higher education in times of pandemic

SOCIAL MEETING ROOM - Break Time (45 minutes)

18:45 – 20:00 Parallel session 2

Hanoi: 18:45 – 20:00
Brunei: 19:45 – 21:00
Minnesota: 06:45 – 08:00
London: 12:45 – 14:00
Paris: 13:45 – 15:00
Melbourne: 21:45 – 23:00

Room S2A: Virtual Room 1

Theme: Governance & Management

Chair: **NGUYEN Nhu Ngoc**, *Van Lang University, Vietnam*

Moderator: **DAO Thuy Li**, *Aalborg University, Denmark*

1

Developing Vietnamese higher education administration in the globalization era

Nguyen Duy Mong Ha

University of Social Sciences and Humanities, VNU-HCM, Vietnam

2

"Living in market forces": Teachers' perceptions of and their roles in university marketing in Vietnam

Pham Linh

University of Languages and International Studies, VNU-HN, Vietnam

3

Vietnamese teachers' leadership competences: A policy analysis

Ngo Nga¹

Nguyen Hoa²

Nguyen Long³

Ngo Ha²

Nguyen Du⁴

Phan Voc¹

¹Tay Bac University, Vietnam

²University of New South Wales, Australia

³Ha Long University, Vietnam

⁴Thai Nguyen University, Vietnam

Hanoi: 18:45 – 20:00 Brunei: 19:45 – 21:00 Minnesota: 06:45 – 08:00 London: 12:45 – 14:00 Paris: 13:45 – 15:00 Melbourne: 21:45 – 23:00			Room S2B: Virtual Room 2 Theme: Internationalisation Chair: TRAN Ly , <i>Deakin University, Australia</i> Moderator: PHAN Le Thanh Huong , <i>Deakin University, Australia</i>		
1	How visible are the "lighthouses"? Elite status of German universities and attractiveness for international students				Bessey Donata <i>Yonsei University, South Korea</i>
2	International students in Vietnam: Push - pull factors and implications for post-COVID 19 student mobility for a niche market				Mai Khanh¹ Chau Ngoc¹ ¹ <i>University of Social Sciences and Humanities, VNU-HCM, Vietnam</i>
3	Rethinking curricular internationalization in Vietnamese higher education: Challenges and opportunities in the 4.0 knowledge economy				Nguyen Thi My Ngoc¹ Fry Gerald² Prachyapruit Apipa³ Bovornsiri Varaporn³ ¹ <i>Vietnam National University Ho Chi Minh City, Vietnam</i> ² <i>College of Education and Human Development, University of Minnesota, USA</i> ³ <i>Chulalongkorn University, Thailand</i>
Hanoi: 18:45 – 20:00 Brunei: 19:45 – 21:00 Minnesota: 06:45 – 08:00 London: 12:45 – 14:00 Paris: 13:45 – 15:00 Melbourne: 21:45 – 23:00			Room S2C: Virtual Room 3 Theme: Learning & Instruction Chair: PHAM Thi Thu Trang , <i>Pennsylvania State University, USA</i> Moderator: NGUYEN Hoai An , <i>University of Paris-Saclay, France</i>		
1	Choosing transformation over tradition: Changes in instructional strategies and college students' learning experience in China during COVID-19				Wulin Chen¹ Rongping Luo¹ ¹ <i>Faculty of Education, Shenzhen University, China</i>
2	Digital transformation in Vietnam higher education: Role of the main actors				Pham Thi Huyen¹ Nhi Tran¹ Long La¹ My Ha¹ Duc Vu¹

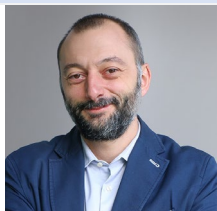
		¹ <i>National Economics University, Vietnam</i>
3	Formative assessment in online English language teaching and learning	Duong Anh ¹ Ho Ngoc ¹ ¹ <i>The Saigon International University, Vietnam</i>
Hanoi: 18:45 – 20:00 Brunei: 19:45 – 21:00 Minnesota: 06:45 – 08:00 London: 12:45 – 14:00 Paris: 13:45 – 15:00 Melbourne: 21:45 – 23:00	Room S2D: Virtual Room 4 Theme: Teacher Education Chair: DUONG Bich Hang, <i>University of Minnesota, USA</i> Moderator: CHAU Duong Quang, <i>SUNY Albany, USA</i>	
1	Teachers' competencies for ESD in the context of Vietnam	Nguyen Thao ¹ Kieu Kinh ² Schruefer Gabriele ³ Nguyen Anh ⁴ ¹ <i>Hanoi National University of Education, Vietnam</i> ² <i>The University of Danang, University of Science and Education, Vietnam</i> ³ <i>University of Bayreuth, Germany</i> ⁴ <i>University of Education, VNU, Vietnam</i>
2	Reflective mentoring conversations: Insights from an EFL teacher education program in Vietnam	Nguyen Ngoc ¹ Nguyen Hoa ² Luong Trang ³ Pham Tho ³ ¹ <i>Hanoi College of Commerce and Tourism, Vietnam</i> ² <i>University of New South Wales, Australia</i> ³ <i>University of Languages and International Studies, VNU-HN, Vietnam</i>
3	Educating students about work ethics at teacher training schools	Dang Thi Thanh Ha <i>Sai Gon University, Vietnam</i>

13:30 – 14:15 Keynote 4

Venue: Virtual Hall

Hanoi: 13:30 – 14:15
Brunei: 14:30 – 15:15
Minnesota: 01:30 – 02:15
London: 07:30 – 08:15
Paris: 08:30 – 09:15
Melbourne: 16:30 – 17:15

Discussant: **Hong T. M. BUI**, *University of Bath, UK*
Moderator: **NGUYEN Thuy Phuong**, *University of Paris, France*



Tommaso AGASISTI, *Politecnico di Milano School of Management, Italy*
Title: Funding challenges for universities in Western countries

14:15 – 15:30 Parallel session 3

Hanoi: 14:15 – 15:30
Brunei: 15:15 – 16:30
Minnesota: 02:15 – 03:30
London: 08:15 – 09:30
Paris: 09:15 – 10:30
Melbourne: 17:15 – 18:30

Room S3A: Virtual Room 1

Theme: Learning & Instruction

Chair: **LE Hoang Dung**, *University of Social Sciences and Humanities, VNU-HCM, Vietnam*

Moderator: **CHAU Duong Quang**, *SUNY Albany, USA*

1	How TESOL teachers adapt the curriculum in response to contextual changes: A case study in Vietnamese higher education	Nguyen Nhung¹ Phan Huong¹ ¹ <i>Deakin University, Burwood, Australia</i>
2	Belief about "Japanese language education aiming for social participation" of Japanese language teachers at Vietnam Universities	Nguyen Hong Ngoc <i>Graduate School of Humanities, Tokyo Metropolitan University, Japan</i>
3	Competencies-based education: A global trend and reference to undergraduate English language program development in Vietnam	Nguyen Quynh Thy^{1,2} Nguyen Thanh Nhan¹ ¹ <i>University of Social Sciences and Humanities, VNU-HCM, Vietnam</i> ² <i>Ton Duc Thang University, Vietnam</i>
4	Vietnamese EFL teachers and students' perceptions of effective English teaching at university level	Le Thi Tuyet Hanh¹ Nguyen Hoai Thu¹ ¹ <i>Vinh University</i>

Hanoi: 14:15 – 15:30 Brunei: 15:15 – 16:30 Minnesota: 02:15 – 03:30 London: 08:15 – 09:30 Paris: 09:15 – 10:30 Melbourne: 17:15 – 18:30	Room S3B: Virtual Room 2 Theme: Technology Chair: DANG Huong Giang , <i>University of Oulu, Finland</i> Moderator: LAI Thi Thanh Van , <i>Monash University, Australia</i>	
1	Design and development of gamification tool for adolescents to study its impact on selection of higher education path based on their personality traits	Bhalerao Deepali <i>MIT Art, Design and Technology University, India</i>
2	Digital adoption in entrepreneurship education in the time of COVID-19 - The impacts and lessons to learn and apply for post-COVID-19	Lam Sophie <i>School of Business, Economics & Law, University of Gothenburg, Sweden</i>
3	An exploration of tertiary English teachers' challenges in shifting towards virtual classroom teaching	Nguyen Huu Ngoc¹ Vo Thi Hoa Canh¹ ¹ <i>Anh Van Hoi Viet My, Vietnam</i>
Hanoi: 14:15 – 15:30 Brunei: 15:15 – 16:30 Minnesota: 02:15 – 03:30 London: 08:15 – 09:30 Paris: 09:15 – 10:30 Melbourne: 17:15 – 18:30	Room S3C: Virtual Room 3 Theme: Teacher Education Chair: KHONG Thi Diem Hang , <i>Monash University, Australia</i> Moderator: NGUYEN Phuong Thao , <i>Hanoi National University of Education, Vietnam</i>	
1	Developing highly qualified lecturers in higher education institutions through establishing the Professional Standards Framework	Nguyen Van Bao¹ Nguyen Quoc Thang² ¹ <i>Super Energy Corporation Public Co. Ltd.</i> ² <i>University of Labor and Social Affairs -Ho Chi Minh Campus, Vietnam</i>
2	The appropriateness of teaching profession for student teachers	Nguyen Nam Danh¹ Nguyen Hung Thanh² ¹ <i>Thai Nguyen University, Vietnam</i> ² <i>Hue University of Education, Vietnam</i>
3	Teacher learning in the partnership with the university: Challenges and barriers	Thi Lan Anh Tran¹ Hoa T. M. Nguyen² Thuy Hong Cao¹

		¹ <i>University of Languages and International Studies, VNU-HN, Vietnam</i> ² <i>University of New South Wales, Australia</i>
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Break Time (15 minutes)

15:45 – 17:00 Parallel session 4

Hanoi: 15:45 – 17:00 Brunei: 16:45 – 18:00 Minnesota: 03:45 – 05:00 London: 09:45 – 11:00 Paris: 10:45 – 12:00 Melbourne: 18:45 – 20:00	Room S4A: Virtual Room 1 Theme: Management & Philosophy Chair: DAO Thuy Li, Aalborg University, Denmark Moderator: NGO Thanh Ha, The University of New South Wales, Australia	
1	An exploration of how U.S. international academic exchanges contribute to higher education reform in Vietnam	Mary Beth Marklein <i>George Mason University (GMU)</i>
2	Educational policy in the Meiji Japan: a synthesis review and its implications for Vietnamese education reforms	Phan Thi Mai Tram¹ Nguyen Thi Manh Ha² ¹ <i>University of Social Sciences and Humanities, VNU-HCM, Vietnam</i> ² <i>Saigon Polytechnic College, Vietnam</i>
3	Revisiting the teaching philosophies of Vietnamese teachers: discovering paradoxes	Phan Thi Tuyet Van¹ Nguyen Duy Khang¹ ¹ <i>Can Tho University, Vietnam</i>
Hanoi: 15:45 – 17:00 Brunei: 16:45 – 18:00 Minnesota: 03:45 – 05:00 London: 09:45 – 11:00 Paris: 10:45 – 12:00 Melbourne: 18:45 – 20:00	Room S4B: Virtual Room 2 Theme: Quality Assurance Chair: NGUYEN Huu Cuong, Independent Quality Assurance Specialist and Researcher Moderator: DUONG Thi Anh, The Saigon International University, Vietnam	
1	COVID-19 and quality assurance for higher education in Vietnam: How are we going to live the "new normal"?	Ngo Ha¹ Phan Anh² ¹ <i>School of Education, Victoria University of Wellington, New Zealand</i> ² <i>Faculty of Education and Social Work, the University of Auckland, New Zealand</i>

2	Administrators' approaches to student evaluation of teaching: Towards accountability or improvement purposes?	Nguyen Thi Lan Anh <i>The University of Auckland, New Zealand</i>
3	Graduate employability and competence development - case studies of translator training programs in Australia and Vietnam	Do Thu <i>Deakin University, Australia</i>
<p>Hanoi: 15:45 – 17:00 Brunei: 16:45 – 18:00 Minnesota: 03:45 – 05:00 London: 09:45 – 11:00 Paris: 10:45 – 12:00 Melbourne: 18:45 – 20:00</p> <p style="text-align: center;">Room S4C: Virtual Room 3</p> <p style="text-align: center;">Theme: Learning & Instruction Chair: PHAM Thi Phuong Ha, <i>FPT University, Vietnam</i> Moderator: NGUYEN Thi Bich Phuong, <i>University of Foreign Languages and International Studies, VNU, Hanoi, Vietnam</i></p>		
1	Don't forget co-curricular activities even amid pandemic - An analysis of how a higher education institution in Hong Kong turned challenges into opportunities through the concept "Total Learning Experience"	Ka Yan Lo <i>The Open University of Hong Kong Li Ka Shing School of Professional and Continuing Education (OUHK LiPACE)</i>
2	Integrating Sustainable Development Goals (SDGs) into curriculum: The case of Pearson BTEC Higher Nationals in business program	Lien Le <i>American Polytechnic College, Vietnam</i>
3	A systems engineering approach for electronics engineering product design course	Kulkarni Vinayak¹ Bhave-Gudipudi Asawari² Bhalerao Yogesh³ ¹ <i>School of Electrical Engineering, MIT Academy of Engineering, India</i> ² <i>School of Education and Research MIT Art, Design and Technology University, India</i> ³ <i>Mechanical Engineering & Design, School of Engineering, University of East Anglia, UK</i>

Break Time (30 minutes)

17:30 – 19:30 Workshops

Hanoi: 17:30 – 19:30
Brunei: 18:30 – 20:30
Minnesota: 05:30 – 07:30
London: 11:30 – 13:30
Paris: 12:30 – 14:30
Melbourne: 20:30 – 22:30

Workshop 1

Venue:

Virtual Room 1

Life meaning & Work meaning

(Khai vấn về Ý nghĩa cuộc sống và Ý nghĩa công việc)

Speaker: **NGUYEN Thuy Phuong**, *University of Paris, France; Vietnam Education Symposium Leader*

Language: Vietnamese

Workshop 2

Venue:

Virtual Room 2

Educational research in Vietnam and international publication

(Nghiên cứu giáo dục ở Việt Nam và xuất bản quốc tế)

Speakers: **Eisuke SAITO & KHONG Thi Diem Hang**, *Monash University, Australia*

Language: Vietnamese

Workshop 3

Venue:

Virtual Room 3

Systems thinking for innovation & sustainability

Speaker: **Hong T. M. BUI**, *University of Bath, UK*

Language: Vietnamese & English

19:30 – 20:15 Keynote 5

Venue: Virtual Hall

Hanoi: 19:30 – 20:15
Brunei: 20:30 – 21:15
Minnesota: 07:30 – 08:15
London: 13:30 – 14:15
Paris: 14:30 – 15:15
Melbourne: 22:30 – 23:15

Discussant: **DUONG Bich Hang**, *Postdoctoral Researcher, University of Minnesota, USA*

Moderator: **NGUYEN Thuy Phuong**, *University of Paris, France*



Gerald W. FRY, *University of Minnesota, USA*

Title: Higher education in Vietnam: Paradoxes, challenges, and opportunities

20:15– 20:30 Best paper awards & closing ceremony

Venue: Virtual Hall

Hanoi: 20:15 – 20:30
Brunei: 21:15 – 21:30
Minnesota: 08:15 – 08:30
London: 14:15 – 14:30
Paris: 15:15 – 15:30
Melbourne: 23:15 – 23:30

BEST PAPER AWARDS

CLOSING CEREMONY

NGUYEN Thuy Phuong, *Vietnam Education Symposium Leader*

Presentation Abstracts

KEYNOTES

The end of Anglo-European domination? Higher education in Vietnam in a multi-polar world

Simon Marginson

University of Oxford, England

Abstract

Schooling in Vietnam has been traditionally strong by international standards but higher education less so. This is partly a function of the cost – universities, especially science-based education and research, are expensive. But it is also partly a function of the standard system of international comparison that are used. In political economy the age of Euro-American domination is drawing to a close. The world becoming less hegemonic and more multi-polar. Almost half of world GDP is now generated in the arc between India and Japan. As well as the rise of China and India we see a range of middle powers including Iran, Indonesia and Brazil. It is inevitable that over time political and cultural power will become more multi-polar also. Yet the operations of the higher education and research sectors, including the standard comparisons, still reflect the previous configuration of power. The systems used to evaluate and rank universities, based on bibliometric data collections of English language science, tend to reproduce the domination of the peak Anglo-American universities. Most journal editors are from the US and UK, and in science, Euro-American theories and methodological models are dominant. A huge volume of existing work is not tracked, especially work in languages other than English, and endogenous (indigenous) knowledge everywhere. Universities in China, Korea and Singapore have succeeded by high levels of investment in the capacity to create Western science. Nevertheless, higher education is growing and deepening in many countries, not just wealthier countries. It may be that a more nationally independent strategy of development in universities and science, using broader standards of comparison, will serve Vietnam best.

The geopolitics of international education and student mobility: Implications for internalisation of Vietnamese higher education

Ly Tran

Deakin University, Australia

Abstract

Geopolitics is shaping the international education landscape. Traditionally, international education is a powerful vehicle to promote multilateral relationships, global understandings, transnational solidarity and empathy. However, recently international education has become weaponised in the context of escalating political tensions and disputes, exacerbated by the COVID-19 pandemic. International education generally and student mobility particularly have been shaped and impacted by politically motivated agendas and movements, shifting global and regional geopolitical power,

inward-looking nationalism, far-right policies and systemic racism. This presentation will address the complex relationship between geopolitics and international education and its implications for internationalisation of higher education in Vietnam. It will discuss policy responses to rising geopolitical uncertainty and student mobility, international partnerships and global engagement.

Rethinking educational mobilities, transformation, and internationalisation: Asian higher education in times of pandemic

Phan Le Ha

Universiti Brunei Darussalam & University of Hawaii at Manoa

Abstract

In this talk I shall discuss several emerging and established phenomena in Asia's higher education, including the increasing educational mobilities, internationalisation, the promotion of English as a medium of instruction (EMI), and Asian universities' keen participation in the global university rankings exercise. I then show how these phenomena have been affected by the pandemic since the beginning of 2020. Drawing on rich and complex insights obtained from varied higher education contexts in a number of ASEAN countries, I argue that the pandemic has brought about challenges, prospects, dilemmas and opportunities that invite and force us to rethink higher education in the region and to reconsider current dominant meanings and practices associated with these phenomena.

Funding challenges for universities in Western countries

Tommaso Agasisti

Politecnico di Milano, School of Management, Italy

Abstract

In this talk, I will concentrate on the funding dimensions of Higher Education (HE) systems, which is central to the current debate in the light of the crisis induced by the COVID-19 emergency. The viewpoint adopted stems from the economics of HE, so the question at the center of this discussion is: "How funding of HE systems has been affected by the COVID-19 crisis? And which are the perspectives for the next future?"

In presenting potential answers to these questions, I will encompass four main topics: (i) Different instruments for funding HE – a political economy perspective at a glance, (ii) Data about HE financing in Western countries before the pandemic – evidence from OECD's Education at a Glance, (iii) Main effects on the current levels of HE funding (short-run effects of COVID-19) – what do we know?, (iv) Scenarios about the future – potential long-lasting effects of COVID-19 crisis on funding mechanisms and levels for Higher Education The geopolitics of international education and student mobility.

Abstract

In this overview of Vietnamese higher education, its historical roots and evolution will be shared as important context. Tony Reid in his insightful study of Southeast Asian history stresses that a defining characteristic of the region is its ability to adapt external influences to indigenous systems. Contemporary Vietnamese higher education represents a creative amalgam of Chinese, French, Soviet, US, and global influences merged with important indigenous elements. Then the major strengths and weaknesses of Vietnamese higher education will be summarized. The final part of the presentation will look to the future and assess Vietnam's potential at replicating "the miracle on the Han River" and becoming a dynamic, innovative economy with equitable sustainable development.

ROOM S1A: POLICY & GOVERNANCE

Universities and stakeholders: An historical organisational study of evolution and change

Cantore Stefan¹

Wilson John¹

Dyer Ron¹

Lang John¹

¹Sheffield University Management School, UK

Abstract

Academic research of the main university stakeholders has only been of a cross-sectional or short-term nature thereby limiting our understanding of how universities have evolved as a result of stakeholder influence. For this reason, this paper uses historical organisational studies to provide a longitudinal overview of university evolution and change from their foundation in the early Medieval period. It is evident that the role of stakeholders is becoming increasingly important to universities and may partially explain their success and longevity in comparison to companies. Since their establishment in the early Medieval period, it can be argued that universities have progressed through five evolutionary generations and these changes have occurred as a result of the dynamic interaction among internal and external stakeholders. This investigation reveals a number of strategic shifts in stakeholders as their voices have become increasingly prominent or have declined as happened with the church. Over time, the number of stakeholders have grown as their salience has been acknowledged through concepts such as the third mission and corporate social responsibility. Moreover, although some of the main stakeholders have remained constant such as learners and faculty, their influence has fluctuated.

Keywords: stakeholder, stakeholder theory, evolution, institutional change, third mission, historical organisational studies

Crisis adaptation: How metaphors help make sense of leadership experience inside a crisis

Du Plessis Linda

North-West University, South Africa

Abstract

Public universities in South Africa are embroiled in an era of unplanned radical change driven by violent student protests between 2015 and 2018 to ask for free higher education for poor students and overcome past inequalities amidst a broader, unstable economic climate. This paper uses metaphor analysis to contextualize how higher education leaders experience and respond to a crisis. The power of metaphor analysis lies in the fact that it can help organize, interpret, and make sense of matters that are difficult to verbalize, particularly under constant pressures from many directions. Data were collected through 37 semi-structured interviews with senior managers from different portfolios within 16 public universities during a violent student protest and the instant implementation of free higher education policy in South Africa, which are combined and called

#FreeHigherEducation# movement. The findings from this study advance the literature of leadership and leadership development in crisis by understanding leaders' emotions subtly via the way they use metaphors to convey what is truly felt in their mind. They also suggest recommendations for policymakers and higher education managers to steer change better.

Keywords: metaphor analysis, crisis leadership, higher education

Japanese educational culture in times of COVID-19 pandemic

Tran Thi Thuy Trang

University of Social Sciences and Humanities, VNU-HCM, Vietnam

Abstract

The pressure for quality improvement and innovations in higher education in Vietnam is getting greater as universities are coping with more competition while they can gain more autonomy in various aspects nowadays as long as they are at least institutionally accredited. Higher education administration should be developed first so that it can lead to further innovations and reforms in educational curricula and activities as well as research and community service activities. The paper first introduces the new context of the requirements for innovations in higher education administration. Then, the 3 main qualities or criteria for the higher education administrators will be analyzed which are vision, commitment and competences for a visionary, whole-hearted and talented leaders. Finally, it gives some implications for improving these 3 elements of the modern higher education administrators in the globalized world.

Keywords: educational culture, Japanese education, Japanese culture

Internationalisation of Vietnamese higher education through English medium instruction programmes: A literature review

Nguyen An

The Open University, UK

Abstract

As part of the internationalisation process of higher education, there has been a fast-moving shift from teaching English as a Foreign Language to teaching through English language around the world. This article provides a literature review of the internationalisation process of the Vietnamese higher education sector and the current developments of EMI research in the global and Vietnamese context. The emergence of EMI remains to be contested in terms of the conceptual operationalisations and the underlying assumptions behind this global phenomenon. Given the rising role of English as the most important foreign language in Vietnam, the implementation of EMI seems to increasingly become 'unstoppable train' (Macaro, 2015, p.7) in the internationalisation agenda of Vietnamese universities. This article considered a large volume of existing research on EMI policy, practice and processes in the Vietnamese context from different levels of perspectives. In doing so, this article also highlighted several areas of knowledge gap that require further research attention. Most urgently, more empirical and comparable evidence is needed to validate the effectiveness of EMI programmes, compared to the traditional VMI programmes that are both being provided to Vietnamese students at universities.

Keywords: English medium instruction, internationalisation of higher education, self, efficacy beliefs, content learning, English proficiency

Internationally educated local staff or IntELS in Vietnam: Do they feel supported in the workplace?

Aguilar-Lego Mary Precy¹

Edwards Ron²

As Saber Sharif³

¹*College of Business and Economics, United Arab Emirates University, United Arab Emirates*

²*Asia Pacific University of Technology and Innovation, Malaysia*

³*Royal Melbourne Institute of Technology University, Australia*

Abstract

They are called 'internationally educated local staff' or IntELS. IntELS are employed in local workplaces and have been growing in numbers reflecting the rising popularity of gaining international qualifications. They either go abroad to study or enrol themselves at an offshore branch campus of a foreign university in their home country. Using a qualitative research method through semi-structured interviews, this paper examined how IntELS in Vietnam perceived the extent to which their organisation value their contributions and care for their well-being in the different workplaces in Vietnam. The study indicated that IntELS from overseas and branch campuses expressed uncertainty on how organisations value their contributions compared to locally

educated local staff (LELS). Interestingly, participants from branch campuses expressed a high regard for their own capabilities and skills as a contributing factor to the organisation's success. This paper contributes to filling a gap in HR management and international higher education, in which studies on recognising this growing population of employees and the challenges they face in the local workplace are limited. This study is the first known research which focuses on identifying and recognising the existence of IntELS in the local workplace.

Keywords: IntELS or internationally educated local staff, Perceived Organisational Support (POS), returnees, re- entry issues, international higher education.

Collective and cultural memory engagement through intergenerational knowledge transfer for transformative learning in undergraduate ecoeducation

Wyper Laura

Algoma University, Canada

Abstract

Eco Education can be used for transformative learning in higher education. The combination of adult education pedagogy focused on 'praxis' with curriculum design specifically tied to intergenerational knowledge transfer in the attempt to elicit collective and cultural memory and counter-narratives, can provide the dissonance moments for perceptual shifts to occur. This type of dialogic and reflexive curriculum design can also be decolonial in nature as it is intended to work as a deconstruction and reconstruction of knowledge in the learners that critiques dominant discourses.

Keywords: ecopedagogy, intergenerational knowledge transfer, ecoeducation, sustainability, transformative learning

Technologicalization of higher education in response to current COVID-19 pandemic in Vietnam

Ta Ha¹

Ho Duc¹

Nguyen Lien¹

Faculty of Political Theory, University of Commerce, Vietnam

Abstract

The movement and development of science and technology is creating many opportunities as well as challenges for the socio-economic development, including education and training, especially in higher education there is a need for rapid change in order to promptly absorb human knowledge. Especially in the period when the COVID-19 pandemic is spreading all over the world, face-to-face teaching encounters many difficulties and cannot be carried out in a thorough and methodical way, the application of science and technology in education in general and higher education in particular is a very urgent need, which requires us to have timely access to serve the needs of society. However, the application of science and technology in higher education today is also posing many problems in terms of organization, quality, and related stages. Therefore, in this article, in addition to stating the necessity of higher education technologicalization, which is inevitable and objective, and comes from practical needs, it must be prioritized for development and application one step ahead to serve as a premise for other fields. At the same time, through the investigation and survey of over 10 universities and colleges in regions of Vietnam today, with thousands of students participating in the assessment, the authors initially contribute to pointing out the advantages for teachers and learners in the application of teaching and learning technology. In addition, the authors point out the difficulties and challenges in the process of organizing online and distance teaching and learning. On the basis of advantages and disadvantages, the authors propose some basic solutions which further improve the effectiveness of the application of science and technology in online teaching and learning of Vietnamese students to achieve the best results.

Keywords: technology, COVID-19, universities, training and education

Leveraging information and communication technologies as a means to achieve the fourth sustainable development goal in Vietnam

Nguyen Van Bao¹

Nguyen Quoc Thang²

¹Super Energy Corporation Public Co. Ltd.

²University of Labor and Social Affairs - Ho Chi Minh Campus, Vietnam

Abstract

Vietnam has made impressive gains in improving educational performance over the three decades, transforming from one of the world's poorest nations after independence into a lower-middle-income country. Since then, the country's education system has grown significantly with higher rates of adult literacy and school enrollments than other countries in the same income group. In addition,

national policies on education and human resources have been increasingly aiming towards ensuring fairness in access to quality training and the needs of learners. However, numerous challenges to accomplish the post-2015 education goals remain in place, especially as many individuals are facing the difficulties of the COVID-19 crisis. Meanwhile, in the era of the 4th Industrial Revolution, information, and communication technologies (ICTs) surfaced as a reliable vehicle for facilitating educational reforms and development and are expected to contribute to the achievement of the Sustainable Development Goals (SDGs) including SDG4 – quality education. Therefore, with the purpose of leaving no child behind, Vietnam has opted to embrace quality education for all by incorporating ICTs in teaching and learning at all school levels. In this sense, this paper first aims to look into SDG4 with regards to Vietnam, focusing on two main challenges to its accomplishment: (i) lack of financial resources and (ii) low quality of education. Then, it further explores how ICTs can contribute to overcoming such obstacles. All in all, this paper contends that ICTs should be prioritized as a critical means for achieving SDG4 – quality education in Vietnam.

Keywords: ICT, SDG4, quality education, Vietnam

Digital scholarship services at universities: An investigation of academic library websites

Ngo Thi Huyen¹

Ninh Thi Kim Thoa¹

Nguyen Hong Sinh¹

University of Social Sciences and Humanities, VNU-HCM, Vietnam

Abstract

In the context of digital transformation, academic libraries are offering digital scholarship services to support various academic activities. To investigate digital scholarship services being currently implemented in academic libraries around the world, this study analyzed the website content of nine academic libraries in Australia, Canada, China, Singapore and the United States. The study results help identify the functions, support areas and service types of current digital scholarship services. The functions of digital scholarship services are explored, comprising (1) supporting digital project management, (2) supporting digital data, (3) supporting digital methods and tools, (4) supporting digital sharing and publishing, (5) supporting digital scholarship connections. Based on these functions, the study identifies the following key support areas of digital scholarship services: (1) project management, (2) copyright and licensing, (3) data management, (4) data curation, (5) digital scholarship information technology infrastructure, (6) digital and open publishing, (7) digital scholarship connections. At the same time, the types of digital scholarship services are also recognized, such as consulting services, teaching and training services, digital scholarship information technology infrastructure provision, digital and physical spaces, information resources provision, promotion event services, digital scholarship connection assistance and implementation assistance.

Keywords: Digital scholarship, library services, academic library, website analysis

Learning motivation and financial knowledge

Phung Trang Minh Thai¹

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²*The University of Iowa, USA*

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⁴*University of Economics, Ho Chi Minh City, Vietnam*

Abstract

Using surveyed data of 730 undergraduates in Vietnam, we find that learning motivation and its components, especially self-efficacy, finance learning value, and achievement goal, significantly correlate with the students' financial literacy performance. Gender, study major, university type, and parents' education also exhibit significant effects on financial knowledge whereas academic seniority and extra math study do not seem to directly improve financial knowledge. In addition, these characteristics moderate the positive impact of motivation in different ways, and their moderation effects apparently vary depending on the level of financial knowledge examined. Our research contributes to the scant literature on the association between motivation and financial literacy.

Keywords: financial knowledge, financial literacy, motivation, self, efficacy, Vietnam

Students' self-directed learning at University of Social Science and Humanities, Vietnam
National University, Ho Chi Minh City

Nguyen Van Tuong¹

Phan Nguyen Dong Truong¹

¹*University of Social Sciences and Humanities, VNU-HCM, Vietnam*

Abstract

The study aimed to investigate level of students' self – directed learning of at the University of Social Sciences and Humanities, Vietnam National University, Ho Chi Minh City. The study was proceeded with a sample of 395 students voluntarily participating in the survey. The sample was calculated according to the Watson sample formula (2001) out of a total of approximately 12,540 students across the university with 50% in level confidence. The research calculated was within the second term of the academic year, 2021 – 2022. The self – assessment self – directed learning scale developed by Williamsons (2007) was administrated in this research in order to evaluate levels of students' self – directed learning. The instrument was firstly vietnameseized and tested for Cronbach Alpha and Exploratory factors analysis in order to match with Vietnamese logic thinking and context in this research. The scale comprised of 4 aspects of self – directed learning such as: Awareness, Learning strategies; Learning activities, Evaluation and Interpersonal Skill. In the pilot

research, Cronbach alpha index was respectively 0.862; 0.911; 0.908; 0.905. The results revealed that students' level of self – directed learning was at intermediate level. For more specific, students had relatively high awareness and good in learning strategies, according to awareness and learning strategies figures. However, there were differences between different academic years in term of self-directed learning.

Keywords: self-directed learning, students, University of Social Science and Humanities of National University of Ho Chi Minh City

How the high-stakes and nationally standardized exam affects students' perception

Nguyen Van Bao

Super Energy Corporation Public Co. Ltd.

Abstract

Over the last few decades, Vietnam's education system has undergone enormous changes. One of the significant reforms is the college admissions process which all high school seniors are obliged to go through the National High School Graduation Examination for university entrance in Vietnam. Despite its significance, however, little is known about how this high-stakes and nationally standardized exam affects students' perceptions. By using the concept of washback, this current study provides a comprehensive qualitative analysis of students' perspectives and learning experiences when preparing for and taking the national examination. In this paper, the participants consist of 20 students who are purposely selected from different high schools in Hanoi. To participate in this study, students must have the cognitive abilities and verbal skills to assent to the research study and have already taken the 2020 national examination for university admissions. I started by utilizing a stratified sample methodology to identify individuals from two locations before randomly picking 20 high school seniors: 10 from rural areas and 10 from non-rural areas. This study reveals that there was inequality in the form of college admission as many universities accepted international language certificates and high school transcripts while some test-takers could earn bonus marks on the national examination. Additionally, the national examination seems to minimize the ultimate goal of education: critical thinking by requiring students to memorize mass amounts of information while high school students are overburdened with schoolwork that surpasses their typical memory capacity. The study's findings add value to the way parents, students, and educational policymakers make more informed choices in a broader context.

Keywords: higher education, college entrance exam, students' learning, management policy

ROOM S2A: GOVERNANCE & MANAGEMENT

Developing Vietnamese higher education administration in the globalization era

Nguyen Duy Mong Ha

University of Social Sciences and Humanities, VNU-HCM, Vietnam

Abstract

The pressure for quality improvement and innovations in higher education in Vietnam is getting greater as universities are coping with more competition while they can gain more autonomy in various aspects nowadays as long as they are at least institutionally accredited. Higher education administration should be developed first so that it can lead to further innovations and reforms in educational curricula and activities as well as research and community service activities. The paper first introduces the new context of the requirements for innovations in higher education administration. Then, the 3 main qualities or criteria for the higher education administrators will be analyzed which are vision, commitment and competences for a visionary, whole-hearted and talented leaders. Finally, it gives some implications for improving these 3 elements of the modern higher education administrators in the globalized world.

Keywords: higher education, administration, autonomy, competences, qualities

“Living in market forces”: Teachers' perceptions of and their roles in university marketing in Vietnam

Pham Linh

University of Languages and International Studies, VNU-HN, Vietnam

Abstract

The presence of market forces in education is apparent, leading to a number of impacts on the education system and the society. While the proponents claim that the marketization fosters school development and overall education quality, the opponents voice concerns about ethical conflict and social inequality. While the topic has been discussed at a systemic level, the roles and perceptions of teachers towards the inevitable school marketing is actually scarce. This study examines university teachers' attitudes towards their roles and involvements in marketing their school, and the perceived impact of educational markets upon them. The findings show that the university teachers expressed a positive attitude toward marketing, but their perceived roles and contributions as school marketers differed considerably. Also, the market mechanism exerts a number of impacts, both positive and negative on the teachers. Implications for the development of policies and practices that increase teacher participation in marketing are suggested. ⇑

Keywords: marketization, market, higher education, teachers, Vietnam

Ngo Nga¹

Nguyen Hoa²

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Ngo Ha²

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²*University of New South Wales, Australia*

³*Ha Long University, Vietnam*

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Abstract

As we live in an era of ambivalence, transition, and conflict, many researchers suggest that the teacher education programs need to prepare the future teachers as the leaders in schools and teacher leadership learning components need to be integrated in teacher education programs. However, there are concerns around the quality of pre-service teacher education in Vietnam. Therefore, it is a matter of urgency to rethink and reframe teacher education programmes to support prospective teachers' development of leadership competences. This research aims to explore policymakers' perceptions and viewpoints regarding teacher leadership competences manifested in teachers-related policy documents. The Teacher Leadership Model Standards developed by Teacher Leadership Exploratory Consortium is used as the analytical framework to analyse 62 policy documents. Based on the findings, the study put forward to implications for policy and practice to restructure the teacher education programs to prepare the future leaders for education system.

Keywords: policy analysis, initial teacher education, teacher leadership competences, Vietnam.

How visible are the "lighthouses"? Elite status of German universities and attractiveness for international students

Bessey Donata

Yonsei University, South Korea

Abstract

Since the early 2000s, the nurturing of competitive research universities has become a topic on the national agenda in both developing and developed countries (Altbach, 2000) and several countries have prioritized nurturing research universities which are seen as possible providers of a competitive advantage (Shin, 2009), including (but not limited to) China, South Korea, or Germany. Germany is one of the most important destination countries for international students worldwide, hosting about 5% of all students studying abroad, and international students made up about 13% of the country's student population in the winter semester 2017/18. This paper analyzes the effect of a recent university reform in Germany on university attractiveness for international students. The university reform analyzed here is the "German Universities Excellence Initiative" (GUEI) which took place since 2005 and is currently scheduled to end in 2033. The GUEI has three official goals (Bundesländer-Vereinbarung, 2005). The first one is strengthening Germany as a research and science hub, the second one is to increase Germany's competitiveness in research and science, and the last one is to increase the visibility of excellent research by granting additional funds to excellent universities and research programs, creating "lighthouses" of excellent research.

I analyze the effect of the "elite university" status on the numbers of incoming students without a German high school diploma (henceforth "international students") using a differences-in-differences approach and comparing universities who eventually received the "elite" status to those who made it to the final round, but were not awarded the status, as these universities should be of similar quality. Using data on international freshmen students from Wissenschaft Weltoffen for the years between 2001 and 2012 and controlling for a host of university and city characteristics, including information on the number of exchange agreements with other universities, if the university charged tuition fees, average rents, scientific staff/student ratio and GDP per capita in the university region, I find a significantly positive effect of the "elite" status on the number of international students. This suggests that the "elite" status indeed increases a university's attractiveness for international students.

Keywords: international students, university reform, higher education policy, internationalization of higher education, Germany

Abstract

Student mobility has become a global phenomenon with an upward trend in the past two decades, and Asian countries are becoming important receiving countries. International students have been proven to make positive contributions to internationalization in higher education and bring both economic and non-economic benefits to host countries. In Vietnam, the Party's orientations and Government's policies have seen increasing international students as a measure to enhance internationalization in higher education. To attract higher number of international students, higher education institutions need to examine factors that attract international students to at national as well as institutional levels.

University of Social Sciences and Humanities is the leading VNU-HCM's member university in term of regular international student enrolment. Hence, a study which examines international students' pull factors would contribute to the understandings of factors attracting international students to study at the university, which could be used to provide recommendations and implications for international student recruitment in Vietnamese universities.

This study employs a mixed method approach combining qualitative and quantitative approaches examining full time international students who are currently enrolled in Faculty of Vietnamese Studies, USSH, VNU-HCM to answer the research question of: What are the pull factors that influence the decision of international students to choose USSH as a host institution?

Research findings confirm that USSH's reputation and the Vietnamese language program are the most important pull factors attracting international students to the University to study. Based on the research results, recommendations are proposed with implications related to the ongoing COVID-19 pandemic and its impacts on international education.

Keywords: international students in Vietnam, push pull factors framework, internationalization in higher education in Vietnam, University of Social Sciences and Humanities VNUHCM, COVID-19

Rethinking curricular internationalization in Vietnamese higher education: Challenges and opportunities in the 4.0 knowledge economy

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Abstract

The need to internationalize the Vietnamese higher education curriculum has increasingly been recognized as a high priority. In that context, most universities and colleges in Vietnam aim to focus on training the next generation to meet not only the needs of the country, but also to foster international integration through a wide variety of local and international programs. With the targets of reaching an advanced economic level and high ranking in the ASEAN region by 2030 and the required skilled workforce to serve national development, many Vietnamese universities have been asked to adapt to the changing requirement of the global society, especially by internationalizing their curricula. The goals of the internationalization of the curriculum are to produce qualified human resources who can work effectively in both local and international environments, to enhance the university prestige, to strengthen local curricula, to create more and diverse study opportunities for students, to improve the quality of training, to create the opportunities for the professional development of lecturers, and to be more recognized by regional and international institutions. Based on an analysis of the international curricula in five Vietnam higher education institutions as well as the case studies of Royal Melbourne University-Vietnam (RMIT-Vietnam) and the Fulbright University Vietnam, this paper analyzes the past and current international curricular developments, and then provides numerous recommendations for the future implementation of the internationalization of Vietnamese higher education in the 4.0 knowledge economy.

Keywords: rethinking internationalization, internationalizing the curriculum, higher education in Vietnam, RMIT University Vietnam, Fulbright University Vietnam

Choosing transformation over tradition: Changes in instructional strategies and college students' learning experience in China during COVID-19

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Abstract

The outbreak of COVID-19 has witnessed worldwide changes in the learning experience of college students. To provide optimal instructional strategies and improve online learning effect, this study investigates the current situation of online learning and higher education quality among college students, and thereby explores the relevant factors that influence the learning engagement and the process of online teaching. Using online questionnaire, 1953 undergraduates from the universities in China were surveyed by stratified random sampling. This study finds that there is an uneven development in college students' learning capacities, which shows that college students' executive capacity is relatively insufficient. Moreover, due to the differences in disciplines, the learning investment of engineering students and science students is relatively higher, while liberal arts students are relatively lack of the professional practice opportunities. Further, the finding indicates that the awareness of learning planning and communication of college students increases with the growth of grades, but the learning habits of low-grade students need to be improved.

Keywords: COVID-19, higher education quality, online learning, learning experience, learning effect

Digital transformation in Vietnam higher education: Role of the main actors

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Abstract

Vietnam's government considers education is one of eight key fields that have been on the verge of digitization. Education has a responsibility to take advantage of the opportunities of the Fourth Industrial Revolution (IR4.0) to be able to achieve the goal of higher education to providing a professional labor force, ready to become a global citizen. This article analyzes the main actors in higher education including students - beneficiaries of learning services; lecturers - educational transmitters; and university - providers of learning environments, landscapes for lecturing, to check how they are affecting the students' intention to adapt and ready for digital transformation. The research model was built based on literature review and necessarily adjusted variables to match the research problem. A Survey of 913 students' responses in Vietnam has been made in 2020 when the COVID-19 pandemic is affecting all over the world. The results show that the students' expectations toward the shift in learning methods from direct to online are leading by their

consciousness and lecturers, and universities also made an accountable impact on their readiness to digital transformation in studying. Based on the results, the authors propose some conclusions and recommendations to promote student's pretension and actively make use advantages of digital transformation in education.

Keywords: digital transformation, higher education, lecturer, university, student

Formative assessment in online English language teaching and learning

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Abstract

Since distance learning has been increased to keep up with the changes caused by the pandemic, the research was conducted with the aim of investigating the practice of formative assessment in online English language teaching and learning. There 151 students and six lecturers involved in the mixed-method research of questionnaires and interviews. The results indicated that there is a little bit of difference in conducting formative assessment via online and face-to-face mode. While traditional classrooms highlight the nonverbal interactions between lecturers and students, lecturers could not have scanned observations to boost rapport with students. The practice of self-assessment and peer-assessment has not been focussed as they were in traditional classrooms. Moreover, the research shows that Speaking skills and Writing skills could be benefited from online teaching, not Reading and Listening skills.

Keywords: online assessment, formative assessment, language teaching and learning

Teachers' competencies for ESD in the context of Vietnam

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Abstract

Education for Sustainable Development (ESD) has emphasized the important role of educators and trainers as powerful change agents in the educational response to sustainability. This raises the discussion on the needed competencies of teachers to implement ESD successfully. Competencies do not exist independently; instead, they should be considered in specific contexts of teaching, school, culture, and society. Therefore, in this study, we carried out a Delphi study with eight experts to collect their expertise viewpoints regarding teachers' ESD professional competencies in the context of Vietnam. After three rounds of Delphi, 13 competencies were emerged and highlighted by those ESD experts. The study results can be utilized as an important orientation to help teacher education institutions in renovating the existing teacher education programmes, particularly the outcome standards when competence-based education has been widely mainstreamed in Vietnam. The results also implies the significance of appropriate pedagogies to promote teachers and student teachers' competencies.

Keywords: teachers' professional competencies, ESD, Vietnam

Reflective mentoring conversations: Insights from an EFL teacher education program in Vietnam

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Abstract

Teaching practice has long been considered one of the most important factors in preparing preservice teachers. It is the student teachers' first-hand experience with students which creates opportunities for them to develop their pedagogical skills. However, the practicum has received a number of criticisms, one of which is the lack of opportunities to develop their reflective practice. In teacher education programs, mentoring during practicum has been widely recognised as a critical component to support preservice teachers' learning via a number of mentoring activities such as modelling, observation, giving feedback and so on. This echoes the need for further studies on

preservice teachers' reflection during their practicum. In addition, while there exist quite a number of studies on mentoring conversations in English, little CA research has been conducted on Vietnamese language. There is a gap in the literature on how preservice teachers' reflection in mentoring conversations actually occurs. This study examines how PSTs' reflection is interactionally produced and managed in mentoring conversations between mentors (henceforth MTs) including school-based teachers and university mentors^[1] and pre-service teachers (PSTs hereafter). This paper expands the line of research on reflection occurring in mentoring conversations using a fine-grained analytic research method, conversation analysis. The data consists of 18 mentoring conversations between mentors and pre-service teachers. We examine three environments involving mentor's feedback where we locate: (1) little or no reflection; (2) reflection without explicit solicitation; and (3) reflection with explicit solicitation. These findings add to conversation analytic understanding of how reflection is interactionally produced and co-constructed in mentoring conversations in EFL teacher education programs. Based on such insights, implications on mentoring practice can be provided for all involved stakeholders including mentors, PSTs, mentor training programs for both MTs and PSTs. Using the data of Vietnamese, an under-researched language, the study also contributes to a growing body of cross-cultural CA research into mentoring talk.

^[1] In this paper we use 'mentors' referring to both school-based teachers and university mentors.

Keywords: conversation analysis, Vietnamese mentor, teacher conversation, EFL teacher education, feedback, reflection

Educating students about work ethics at teacher training schools

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Abstract

Educating students about work ethics is an important and necessary activity at universities and colleges, in general, and in particular, teacher training schools. The purpose of this activity is supporting the comprehensive training process at school. In this article, some contents related to the activities of educating students about professional ethics at teacher training schools are generalized based on the analysis and synthesis of domestic and foreign studies.

Keywords: work ethics, professional ethics, educating work ethics, teacher training schools

ROOM S3A: LEARNING & INSTRUCTION

How TESOL teachers adapt the curriculum in response to contextual changes: A case study in Vietnamese higher education

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Abstract

In our constantly changing society, it is undeniable that classroom, institutional, local, national and global contexts demand due considerations in the design, implementation and adaptation of curriculum. However, in reality, the valuable voice of TESOL teachers in the process of curriculum adaptation remains unheard in the literature of this field. This qualitative case study aims at filling this gap in the literature by investigating the way TESOL teachers adapt curriculum in response to contextual changes in Vietnamese higher education during COVID-19. The study drew on nine semi-structured, in-depth interviews with university English teachers and used NVIVO 10 for data analysis. Findings strongly confirm the crucial role of TESOL teachers in developing curriculum. Despite being restrained by a textbook-based syllabus and outcome-based assessment mode, teachers demonstrated their flexibility in adapting the textbook, gearing their pedagogies more toward learner-centeredness, and modifying assessment methods as a direct response to the need to transition to online teaching due to COVID-19. The study findings have important pedagogical implications for TESOL curriculum designers and teachers in Vietnam as well as in Australia and similar contexts.

Keywords: TESOL, curriculum adaptation, online learning, Vietnamese higher education, contextual changes

Belief about "Japanese language education aiming for social participation" of Japanese language teachers at Vietnam Universities

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Abstract

This article seeks to clarify the beliefs of Vietnamese teachers who teach Japanese at universities about "social participation" as educators and "social participation" in classroom's activities. Four collaborators clearly emphasized their beliefs are formed and changed by teacher training, connecting with colleagues, conducting collaborative practices, and participating in and learning from communities inside and outside the university. Besides, it is essential for learners to participate in the Japanese language learning community not only in the classroom and on campus but also off campus. Further, it is necessary to further promote practical research on Japanese language

education aiming at the introduction of CCBI/CLIL and the integration of citizenship education in Japanese language education in Vietnam.

Keywords: Japanese language education, social participation, teacher's belief, Japanese language learning community

Competencies-based education: A global trend and reference to undergraduate English language program development in Vietnam

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Abstract

In the context of international integration and developing the country on grounds of industrialization as well as modernization, increasing education quality is of special interest. In order to fulfill the requirements of the current labor market, the Competencies-based Education has been introduced to diverse educational settings. This is an indispensable movement in this era which helps learners identify particular competences necessary for their future jobs after graduation. In the world, this approach has been applied in various fields from Healthcare, Technology, and Science to Education. Similarly, it has also been applied widely in higher education in Vietnam. In spite of its significant effects, there are still many limitations during practices, especially the English Language major. In hopes of understanding the implementation of this approach, the author would like to present a general overview of the program development trend in the world and in Vietnam. From this analysis, strengths as well as weaknesses are withdrawn. Also, some recommendations are suggested to adjust and improve the curriculum more appropriately for the situation of Vietnam.

Keywords: curriculum, undergraduate program, English language, competencies-based education, higher education

Vietnamese EFL teachers and students' perceptions of effective English teaching at university level

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Abstract

This paper aimed at identifying EFL teachers and students' perceptions of effective English teaching at tertiary contexts. This study involved 298 EFL students and 62 English teachers from three different universities in the Center of Vietnam. A questionnaire designed basing on three variables, included context, process and product was validated before the administration to all the participants. The follow-up interviews were conducted in order to deepen the quantitative results from the questionnaire. The findings showed that both teachers and students at Vinh University highly appreciated the importance of these three main factors affecting the

effectiveness of teaching English. However, they considered “Process” as the most important component in effective English teaching. Moreover, a significant difference was found between teachers and students' perceptions regarding the role of critical thinking during the teaching process. On the basis of those findings, many pedagogical suggestions were put forward with the view of enhancing the quality of English language teaching and learning in EFL tertiary contexts.

Keywords: effective English teaching, teaching process, learning environment, teacher's attributes

Design and development of gamification tool for adolescent to study its impact on selection of higher education path based on their personality traits

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Abstract

Gamification is an effective tool to engage user effectively in fun making mode. This research work presents a unique game developed to find out personalities of the adolescent which are further mapped with the career selection of the high school students. Career selection is the important turn in every student's life and if tools like gamification helps in making this decision realistic based on different factors, then students can select their career path accordingly to their choice, skills and personality. Innovative game is designed and developed to find out personality traits based on the big five factors or the OCEAN model which is further mapped to the important career paths available for the high school students for higher education.

Keywords: gamification, personality traits, OCEAN model, storytelling, career decision making

Digital adoption in entrepreneurship education in the time of COVID-19 - The impacts and lessons to learn and apply for post-COVID-19

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Abstract

Digital adoption has already been a discussion topic among academia for years, but the education industry was still reluctant to try embracing digital to deliver lectures or organize classes, until the disruption caused by COVID-19; the pandemic has undeniably affected various fields, including Entrepreneurship education (EE). For the first time in the academy's history, adopting digital solutions to transit to emergency remote teaching was set up. While Entrepreneurship Education has its own differentiated nature of "theory - practical emphasis" to equip students with knowledge, entrepreneurial skills to deal with ambiguities and to bring ideas into practice; such a sudden transition is even more challenging with the field always requiring dynamics and high attention in engaging with students interactively. With "OHWI" framework, this research investigates if there is any change in the objective of educating entrepreneurship due to COVID-19 and captures how this process of digital adoption has been implemented in entrepreneurship education during the time of pandemic, followed by data analyzing. What teaching methods and learning activities have newly adapted due to the situation, and to assess Impacts brought by the Coronavirus, so as to condense lessons learnt and potentially able to apply when the pandemic is over. With an explorative approach for this multi case study, the author interviewed 11 teachers and 12 students in 6 universities in Netherland, Sweden and Singapore. The findings indicate that more attention and assistance is given to educators (in "how to teach") than students (in "how to learn") with their unsolved obstacles and unmet needs during their remote learning process. On the other hand, organizing interacting, entrepreneurially engaging lectures are among key responsibilities of the

teachers, while diverse initiatives were applied by some of them, they have been encountering additional multitasking challenge. Moving forward, every stakeholder expects to go back to campus, however hybrid mode is suggested by majority of interviewees to inherit legacy from the process of digital adoption in EE during COVID-19, at the same time allowing more flexibility for both teachers and students. Nevertheless, the decision maker should aware their insight driving the propose of new study mode, to avoid potential risks and to achieve EE's expected quality.

Keywords: entrepreneurship education (EE), cognitive load theory (CLT), "OHWI" framework, digitalization, COVID-19

An exploration of tertiary English teachers' challenges in shifting towards virtual classroom teaching

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Abstract

Since the severe outbreak of COVID-19 pandemic, every aspect of life has been adversely affected at a global scale. Apparently, education itself is not an exception. With the aim of saving the situation, the Ministry of Education promptly decided to direct educational institutions all over the country towards distance learning. Although this mode of education is not a new approach in today's technology-driven world, not all teachers were familiar with technology-mediated applications and well prepared for the sudden shift to virtual classroom environments. With the employment of survey questionnaire to 65 English teachers and in-depth interviews with 12 individual teacher participants, this paper aims to explore certain challenges facing the English teachers at a public university in Ho Chi Minh city. The findings showed that most of the teachers found online teaching disadvantageous compared to its counterpart - traditional face-to-face teaching. The challenges facing them are theoretically divided into three kinds, namely teacher-related, student-related challenges and other external challenges.

Keywords: challenges, tertiary English teachers, virtual classroom teaching, COVID-19

Developing highly qualified lecturers in higher education institutions through establishing the Professional Standards Framework

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Abstract

Vietnam has made impressive gains in improving higher education in terms of scale and diversity of educational types and forms over the three decades. The number of students has increased significantly while many fields of study are opened, meeting the needs of diverse learners and the development of society. However, the number of qualified lecturers does not keep up with this increase. Data shows that nearly 40% of the permanent lecturers hold bachelor's degrees, and the number of scientific research projects only counted on the fingers. Therefore, it is essential to develop highly qualified lecturers to offer a better quality of education in the period of national industrialization and modernization. This paper aims to provide a feasible solution for developing highly qualified lecturers. Based on statistics recently released by the Ministry of Education and Training (MOET), many lecturers are not qualified as they hold below standard degrees. Not only that, promoting research and development activities in Higher Education Institutions (HEIs) has also been highlighted as an important task. Therefore, enhancing the competencies of lecturers through a better mechanism will contribute to the quality education and achievements of universities and institutes. In this paper, we reviewed policy options in comparative perspectives, including (1) establishing the professional standards framework, (2) establishing the learning and teaching performance fund, and (3) recruiting high-quality candidates from other countries. Considering the current situation of HEIs in Vietnam, we suggest that MOET should establish the professional standards framework to (1) support the professional development and create an enabling environment for lecturers in HEIs, (2) lay the foundation for monitoring and evaluating lecturers, (3) act as the basis to propose policies towards a dedicated and highly qualified teaching force.

Keywords: higher education, teachers, management policy

The appropriateness of teaching profession for student teachers

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Abstract

The paper introduces the concept of teaching profession appropriateness, analyzes the current situation of career suitability of teacher students and the meaning of teaching profession appropriateness assessment in the training process of pedagogical universities. The paper also presents the results of a pilot assessment of the appropriateness of the teaching profession for

nearly 1,000 teacher students of a number of pedagogical universities in the country. Initial research results show that the job suitability of many teacher students is very low, and the students' ability to adapt to their careers after graduation is still limited. Therefore, the career suitability scale can help students self-assess and evaluate each other, thereby building a plan for self-adjustment and self-improvement of personal competencies and qualities throughout the training process at the university towards a higher level of appropriateness for the teaching profession. This study also points out some measures to help teacher students practice pedagogical skills, nurture their love and career ideals.

Keywords: Career appropriateness, teaching profession appropriateness, assessment scale, teaching profession, teacher student, teacher education

Teacher learning in the partnership with the university: Challenges and barriers

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Abstract

In the Vietnamese context, school-university partnership in teacher education and teacher professional development has also been a topic of increased concern among program developers. Framed in activity theory (Engeström, 1999), this case study aimed to examine the challenges and barriers in the learning experiences of the English language teachers as they participated in the partnership program with the university. Conducted in the context of a partnership program between University A and 20 schools in a mountainous district in a province in the north of Vietnam, the study employed document analysis, focus-group interviews and semi-structured interviews as methods of data collection. Seven focus-groups, each of between five to eight teachers, were organized and five teachers were followed up in individual interviews. The findings indicated major contextualized challenges that the school teachers faced in the partnership program and gave better insight into the nature and the learning conditions of the partnership. These findings are useful for involved stakeholders such as university program organisers, school leaders, and school teachers.

Keywords: university school partnership, teacher education, school teacher learning

ROOM S4A: MANAGEMENT & PHILOSOPHY

An exploration of how U.S. international academic exchanges contribute to higher education reform in Vietnam

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Nationalism is on the rise globally, and academic freedom is often one of the first casualties of autocratic governance (V-Dem, 2021). The United Nations' Sustainable Development Goals urge governments to establish scholarships enabling students in developing countries to pursue graduate studies in industrialized countries, yet much remains unclear about the potential imperialist effects of international higher education collaboration between East and West, North and South (Unterhalter & Howell, 2020). And the coronavirus pandemic has heightened concern about worrisome perspectives on truth, knowledge, and scientific expertise, the primary products of higher education (e.g., Altbach 2009, 2015; Blessinger & de Wit 2018; Matei, 2021). This working paper explores the intersection of these trends through a case study of government-sponsored academic exchanges in one bilateral relationship: the United States and Vietnam. It pays particular attention to the impact of international study on higher education in Vietnam, a one-party government with no history of academic freedom and a long tradition of Confucian influence. The purpose is to understand how international exchange programs contribute to higher education reform in a nation-state as it seeks to engage more globally.

Keywords: Academic freedom; education exchange; globalization

Educational policy in the Meiji Japan: A synthesis review and its implications for Vietnamese education reforms

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This paper aims to synthesize comprehensively and thoroughly to some extent the theory and research of the educational policy in the Meiji Japan and its implications for Vietnamese education reforms. The synthesis employed the content analysis and synthesis for aggregating the findings. Altogether dozens of studies were retrieved investigating the Meiji educational reforms. The results represented that the education policy had vitally contributed in the triumphant "Meiji Restoration" in Japan. Large changes have been made during this era. The nationalization of education resulted in the fact that primary school had become compulsory for both boys and girls. Western-styled schools were built nationwide, and school curriculum was modelled after Western patterns, whilst

more foreign teachers were hired and the school subjects were expanded with more majors such as: reading, writing, recitation, history, geography, science, arithmetic, health, and morals. At the early of the era, learning western culture was strongly advocated, but after some time of reflection, the traditional Japanese culture was retrieved later. As a result, Japan has successfully formed their modern education system with its signature characteristics, which is worthy for other to adopt and/or adapt their model. The implications for Vietnamese education reforms could be retrieved from the patterns and policies of the educational policy in the Meiji era for the lifelong education goals in Vietnam.

Keywords: Meiji Japan, educational policy, Vietnamese education reforms

Revisiting the teaching philosophies of Vietnamese teachers: Discovering paradoxes

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Abstract

This paper aims at revisiting the diverse concepts of teaching philosophies from Vietnamese teachers. The signals of paradoxes were found from the insights of the participants' perceptions and practices of their teaching career and that of their philosophies in education. The study signalizes to portray the current generation of educators and their mindset regarding the perspectives about education in general and teaching in particular. The paradoxes can be assumed to be the behind-the-scenes factors to explain the quests and allow us to witness the reality to renovate the Vietnamese educational system holistically. Although the chaotic perceptions and practices of co-existing educational philosophies in the research context cannot be generalized for the big case of Vietnamese education, these signals and paradoxes should be thoroughly examined sooner or later.

Keywords: teaching philosophies, Vietnamese educational philosophies, the paradoxes in education, teachers' perspectives

COVID-19 and quality assurance for higher education in Vietnam: How are we going to live the “new normal”?

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Abstract

COVID-19 has spawned a critical shift to the landscape of higher education worldwide, entailing indicative transformations across practices in many associated spheres. In response, quality assurance (QA) and accreditation initiatives have evolved to both reflect and stay adaptive to the “new normal” formed during this crisis era. Grounded on a critical review of emerging policies and existing literature, this paper explores the dynamics of as well as challenges for QA activities in Vietnamese higher education institutions (HEIs) during the pandemic across national, institutional, and stakeholders-driven facets as the country has been moving towards a hybrid paradigm for teaching and learning. It also attempts to propose future directions for the development of Vietnamese QA with implications drawn for policymakers at regional and international scale.

Keywords: COVID-19, quality assurance, Vietnam, crisis, new normal

Administrators' approaches to student evaluation of teaching: Towards accountability or improvement purposes?

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Abstract

Neoliberalism or a market-oriented approach to higher education has led to an increased demand for accountability with wider use of ratings and measurement tools like student evaluation of teaching (SET). Despite the prevalence of SET, little is known about how higher education administrators (e.g., faculty deans, chairs, or heads of department) utilize SET for improvement purposes. This qualitative case study investigates administrators' approaches to SET by adopting Problem-Based Methodology (Robinson, 1993) and theories of action (Argyris & Schon, 1974). It employs document analysis and interviews with 18 administrators from six higher education institutions (HEIs) in Vietnam. Preliminary findings of the study show that three fundamental approaches taken by administrators include checking SET data, solving SET problems and using SET for improvement. These strategies are associated with constraints at different levels, from SET benchmark policies, rigid institutional mechanism of governance to faculty norms and personal values of evaluation for improvement. The study finds that the administrators' main approaches to SET resulted in limited effectiveness of evaluation for improvement. The paper suggests some conditions that allow SET to be used as a means of evaluation for improvement in higher education. This study sheds some light on the unexplored issue of using evaluation for learning and

improvement, which is not just applicable in the Vietnamese higher education context but potentially to those which share similar characteristics.

Keywords: student evaluation of teaching, accountability, improvement, improvement, focused approach to evaluation, administrators, theories of action

Graduate employability and competence development - case studies of translator training programs in Australia and Vietnam

Do Thu

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Abstract

The need to develop graduate employability in response to today's increasingly changing labor market has become one of the central missions of Higher Education Institutions. This has prompted and challenged a major paradigm change in pedagogical practices and curriculum design from content-based methodologies towards competence and skills-based approaches to commit to requirements in the profession. Based on two case studies of translator training programs from Australia and Vietnam in the context of Asia Pacific region, this paper addresses the mismatch between university graduates' competences and expectations from professionals. It presents the perceptions of essentiality of training courses and course offerings in university translation programs using the framework of translator competence development. The overall perspectives of course essentiality from academic and professional respondents reveal that strategic workplace competence and technological competence were deemed very important in the translation market but have not been strongly focused on in training programs. The findings from this empirical cross-national sample of two growing markets in the globalized translation industry provide the opportunities to see possible changes in training curriculum that can facilitate greater integration both generic and specific competences for graduate employability in the Asia Pacific context and beyond.

Keywords: graduate employability, competence development, translator competence, higher education, translator training curriculum, Australia, Vietnam

ROOM S4C: LEARNING & INSTRUCTION

Don't forget co-curricular activities even amid pandemic - An analysis of how a higher education institution in Hong Kong turned challenges into opportunities through the concept "Total Learning Experience"

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(OUHK LiPACE)*

Abstract

Disruptions caused by the COVID-19 pandemic are unexpected and unprecedented. Not only our physical fitness and mental well-being of individuals, but also the political, economic, cultural and educational sides around the globe have been significantly affected. To avoid the spread of coronavirus, many countries have imposed lockdown or have implemented social distancing regulations to restrict human interaction and social activities. In Hong Kong, most of the universities and Higher Education Institutions (HEI) suspended face-to-face classes in the last quarter of 2019 and started purely online classes in the first half of 2020. Subsequent to the improved coronavirus situation in mid-2020, institutions opted for either purely online or dual mode (i.e., both face-to-face mode as well as online mode are conducted concurrently). Therefore, to many institutions, the top priority was to adjust the formal curriculum so as to facilitate online or dual mode teaching. As time goes by, the lack of campus life and gathering opportunities have impacted the in-class participation and level of engagement of students. Even worse, students may find that they are disconnected with the faculty or the university and consider leaving the university. One of the keys to address these concerns is to organize a wide range of co-curricular activities as they are definitely essential to connect and retain current students and also attract and recruit prospective students. This study aims to analyze a HEI in Hong Kong, in particular what alternatives or adjustments were made to traditional co-curricular activities amid the pandemic. Co-curricular activities referred in this study are mainly at faculty or program level but not those organized at university level usually taken care by Student Affairs Office. Based on the selected institution, benefits and challenges to the stakeholders involved - students, teachers and the host universities are reviewed, more variety of co-curricular activities are explored and some suggestions are provided on how to implement the co-curricular activities more efficiently and effectively.

Keywords: co-curricular activities; higher education institutions; Hong Kong; alternatives or adjustments to co-curricular activities

Integrating Sustainable Development Goals (SDGs) into curriculum: The case of Pearson BTEC Higher Nationals in business program

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Abstract

Universities and other higher education institutions have a critical role to develop curriculum and research to achieve the Sustainable Development Goals (SDGs). In Vietnam, the education system

has been decentralizing through educational policies and curriculum development, which is consistent with the overall global trend. However, it was still challenging to modify curriculum, and the activities related to SDGs mostly implemented and prioritized at international universities and rarely take place in vocational training colleges. Based on observation Pearson BTEC Higher Nationals in Business program at American Polytechnic College, this paper aimed to illustrate how to integrate SDGs into existing curriculum at campus level and this would encourage educator teachers to implement SDGs in teaching and learning activities.

Keywords: Integrated curriculum, sustainable development goals (SDGs), Pearson BTEC HN in business management program

A systems engineering approach for electronics engineering product design course

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Abstract

The low employability of engineering graduates appears to be a challenging problem in engineering education. The role of design education in engineering graduates stands very crucial while developing a course curriculum for better employability. This conceptual paper posits the course design process for a product design course with the help of Systems Engineering tools. In this paper, the syllabus design process has presented in a blended learning environment for a higher engineering course. The elements considered during the study include, i) Different Systems engineering tools that were applied for inputs as design drivers for syllabus design. ii) The development of the system framework for the course design process. iii) Consideration of course syllabus as a product or system and different competencies or skills as the requirements. The experimental analysis has revealed that there is a significant potential to satisfy the stakeholder dependencies. This can provide advice on the application in the curriculum design and life cycle integration of the curriculum elsewhere.

Keywords: engineering curriculum design, system thinking, design education, electronic prototyping, stakeholder involvement, life cycle integration of curriculum

WORKSHOP 1: LIFE MEANING & WORK MEANING (KHAI VẤN VỀ Ý NGHĨA CUỘC SỐNG VÀ Ý NGHĨA CÔNG VIỆC)

Speaker: NGUYEN Thuy Phuong, Paris University, France - Director of Vietnam Education Symposium

Language: Vietnamese

Giới thiệu workshop

Nội dung: Ý thức về ý nghĩa cuộc sống và công việc không phải là điều dễ dàng và tự nhiên ở mỗi người. Hiện thực hóa được nó trong đời sống thường ngày là cả một hành trình chuyển biến và phấn đấu trong nhiều năm đối với đa số chúng ta. Bối cảnh đại dịch khiến cho ranh giới giữa không gian sống và làm việc bị xóa mờ. Hơn bao giờ hết, chúng ta cần một sự cân bằng giữa cuộc sống và công việc để nuôi dưỡng tinh thần, duy trì sự bình ổn, khai mở nội lực và kích hoạt những động lực mới. Workshop khai tâm vào hai ý nghĩa này sẽ đưa ra cho người tham dự những gợi ý, hướng dẫn và cách thức để giúp cân bằng giữa đời sống cá nhân và công việc.

Đối tượng: Sinh viên, giảng viên, nhân viên, cán bộ quản lý...

Workshop introduction

Contents: It is not easy and natural for us to be aware of life meaning and work meaning. Being able to realise it in daily life is the process of transformation which requires efforts in many years for most of us. The COVID-19 pandemic has made the boundary between living space and working space blurry. More than ever before, we need a balance between life and work to nurture our minds, maintain stability, unpack the inner power, and activate new motivations. This workshop with the two foci will provide participants with ideas, suggestions, and ways to achieve the balance between personal life and work.

Audience: Students, faculty members, officers, and managers

WORKSHOP 2: EDUCATIONAL RESEARCH IN VIETNAM AND INTERNATIONAL PUBLICATION (NGHIÊN CỨU GIÁO DỤC Ở VIỆT NAM VÀ XUẤT BẢN QUỐC TẾ)

Speakers: Eisuke SAITO & KHONG Thi Diem Hang, Monash University, Australia

Language: Vietnamese

Giới thiệu workshop

Nội dung: Trong bối cảnh hội nhập và nâng cao chất lượng giáo dục đại học, xuất bản quốc tế đã trở thành nhu cầu cấp thiết đối với các giảng viên đại học và nghiên cứu sinh ở Việt Nam. Tuy nhiên, đây cũng là một thách thức lớn đối với giáo dục đại học trong nước vì một số nguyên nhân, bao gồm rào cản về ngôn ngữ, nguồn tài liệu tham khảo, và hạn chế trong phương pháp nghiên cứu.

Workshop sẽ giúp người tham gia nâng cao năng lực nghiên cứu và xuất bản thông qua việc xác định được:

- Những vấn đề thường gặp trong bài báo khoa học ở Việt Nam
- Các tiêu chí bình duyệt của tạp chí quốc tế có uy tín
- Cách lựa chọn tạp chí phù hợp.

Đối tượng: Workshop này đặc biệt dành cho các nhà nghiên cứu, giảng viên và học viên cao học chuyên ngành giáo dục có mong muốn, quyết tâm được thử sức mình ở môi trường học thuật quốc tế.

Workshop introduction

Contents: In the context of international integration and enhancement of higher education quality, international publication has become the urgent need of faculty members and PhD candidates in Vietnam.

However, this also presents a challenge for higher education due to several reasons, including language barriers, limited sources of reference, and limitations in research methodology.

This workshop will help the participants enhance their research capacity by identifying:

- Issues commonly observed in journal articles in Vietnam
- Review criteria required by highly regarded international journals
- Criteria for selecting suitable journals

Audience: This workshop is especially for researchers, faculty members, and postgraduate students who are determined to take up the challenge of publishing internationally.

WORKSHOP 3: SYSTEMS THINKING FOR INNOVATION & SUSTAINABILITY

Speaker: Hong T. M. BUI, University of Bath, UK

Language: Vietnamese & English

Workshop introduction

Contents: Working with personal values; systems thinking's concept, principles and laws; how systems thinking links with personal values, innovation and sustainability in higher education.

Audience: leaders and potential leaders of higher education who desire to create impacts on society via their education and research.