



VIETNAM EDUCATION SYMPOSIUM

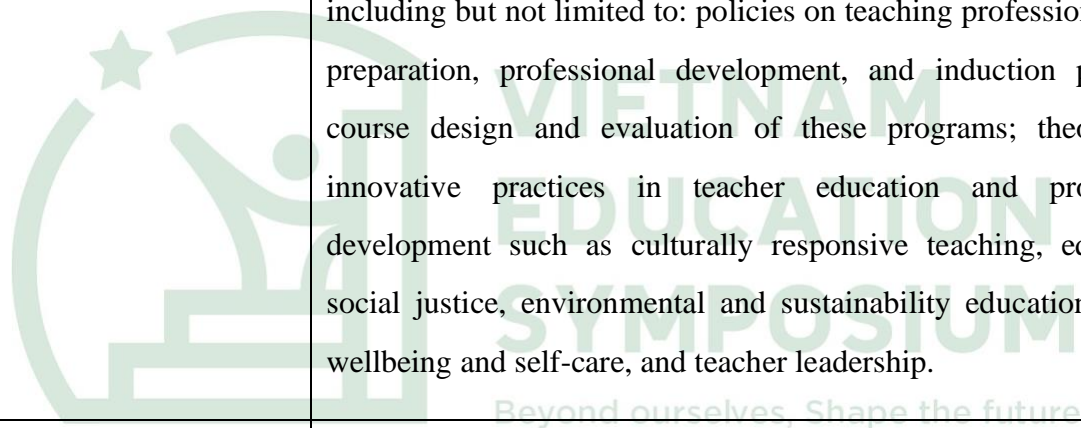
Beyond ourselves, Shape the future

<p>1. Technology and Digitalization of Higher education</p>	<p>Over the past decade, evolving technologies have revolutionized and transformed the education landscape in many aspects. Advanced technologies such as big data analytics, Artificial intelligence (AI), and the Internet of Things (IoT) do not only change what we teach but also how we teach. The rapid digitalization of education has resulted in several challenges but also opened novel opportunities for education at different levels from education governance and management to daily teaching. Consequently, it is an urgent need for education researchers and practitioners to explore, understand, and improve innovative learning environments, pertinent curriculum, and the future of education.</p> <p>The Educational Technology track encourages research contributions that deal with the development, use, and implementation of technology in education, including but not limited to learning theories, learning analytics, innovative learning environments, online (distance) learning, educational IT infrastructures, social impacts, user experiences, research methods, and measurable outcomes as they relate to the area of technology and its support of improving teaching and learning.</p>
<p>2. Higher Education Governance and Management</p>	<p>The unprecedented pandemic of covid-19 has caused enormous challenges to every aspect of the society, and education is not of exception. Despite all the difficulties brought by the outbreak, it is also an opportunity to look into insights our educational system. For decades, education has always been one of the top priorities in development policies around the globe. Unfortunately, our education system has been criticized for not being developed along with the development of the economy, it is not so different from it</p>

	<p>was several decades ago. Therefore, there have been urgent calls for innovating the educational systems to adapt with the rapidly changing conditions today, such as the crisis of covid-19. Fostering creativity and flexibility, improving teaching and learning methods, enhancing linkages among stakeholders, and a large number of other initiatives have been implementing by schools and universities worldwide to deal with unexpected consequences of the pandemic. This track is open to both theoretical and empirical contributions, and papers that address how universities manage their educational entities during and after the pandemic. How to measure the effectiveness of universities' interventions and change management in education are also welcomed to shape the big picture of education management during and post crisis.</p>
<p>3. Quality Assurance in Higher Education</p>	<p>Due to increasing competitiveness in higher education, there has been greater emphasis on quality assurance activities such as global ranking, accreditation or different forms of evaluation and assessment. What purposes do quality assurance serve higher education? How higher education institutions, globally or locally, respond to external and internal demands for better quality assurance activities? To what extent various quality assurance activities transform teaching, learning and research in higher education? This track opens to discussion and dissemination of work conducted by educational researchers, practitioners or policymakers who are dedicated to promote an authentic culture of quality assurance in higher education.</p>
<p>4. Learning and Instruction in Higher Education</p>	<p>This track welcomes the in-depth papers on either learning, instruction, and the relationship between them. The appropriate study topics would be related to learning and teaching activities in various domain such as computer science, ESL, engineering, business, social science etc. Besides, studies on how internal factors (e.g., motivation, attitudes, beliefs, cognitive) and external factors (e.g., society, culture, learning environment, curriculum,</p>

	<p>educational policies) affect learning or teaching are also encouraged within this track. Moreover, all submissions pertain to equity, autonomy, and democracy in learning and instruction are also taken into account. Especially in the face of the Covid-19 pandemic, we are interested in the new findings of digital transformation in class as well as the notable pros and cons of technology application in learning and instruction. We look forward to the well-designed reports, which using methods tailored to the research questions, to be drawn from actual data rather than predictive results. We accept not only empirical studies but also literature review submissions.</p>
<p>5. Higher Education Policy</p>	<p>Policy is a major topic in education as it is in other social fields. Its impacts are felt by virtually everyone involved in education, though different stakeholders are influenced in different ways. In higher education, policy is usually studied at the global, national as well as institutional levels, usually not separately. Inter-disciplinary by nature, policy study requires much understanding of other social fields, including but not limited to the political economy, and this holds true also in the realm of higher education policy. The literature on higher education policy – such as governance, privatization, research, financial, internationalization – is extensive, and keeps expanding rapidly, but there always remains a need to understand higher education policies more thoroughly. This track invites proposals that analyze specific higher education policies – especially those contemporary and hotly debated, for instance policies related to COVID, governance, privatization, and research – at all levels. We highly encourage authors to adopt a multi-disciplinary approach in their policy analyses. We are especially interested in studies that seek to unpack the “black box” of policy-making process to shed light to all the stakeholders involved in policy formulation. Although welcoming all types of studies, we expect to see studies that have gone or plan to go through rigorous stages of collecting empirical data.</p>

<p>6. Higher Education Sustainability</p>	<p>Sustainable development is among the greatest challenges facing humanity. The challenges of sustainability require a fundamental change of higher education which is a potential catalyst for sustainable development for the next generation. Changes are necessary in curricula, pedagogy, policy and institutional structures. This track makes the case and discussions for higher education's responsibility to respond, transform and review its efforts to do so. Therefore, this track invites researchers, practitioners and educators to present and discuss the most recent innovations, trends, and concerns as well as practical challenges encountered, and solutions adopted in the fields of higher education and sustainability.</p>
<p>7. Higher Education Philosophy</p>	<p>This track welcomes paper presentations and discussions on current challenges of higher education seen from a philosophical perspective. Given the fast-changing world we currently live in and the post-crisis time we need to cope with, relevant challenges might include: redefining the role and purpose of the university, the value of university autonomy, knowledge creation in higher education, power dynamics among higher education actors. Contributions can be conceptual or empirical with insights into the historical, socio-cultural, economic and institutional context of higher education practices dealing with such challenges. The aim of the track is to create an open, critical dialogue on the meaning of higher education, its philosophical underpinnings, its contextual sensitivity and thereby encourage meaningful action in post-crisis management.</p>
<p>8. Teacher Education and Professional Development</p>	<p>The last fifty years has witnessed challenges and opportunities in teacher education to prepare the capable workforce to meet the ever-changing demands of the job market. Policy makers, researchers and educators across the world have also discussed persistent and emerging issues facing the teaching profession. These issues include teachers' low salaries but high demand for the profession, low enrollments in teacher preparation programs but</p>



and humanity crises, border closures and the restrictions of international student mobility, has exposed the vulnerability of the transactional model of IoHE in key destination countries. In many other countries, the digitalization of HE as an approach to adapt to the new normal created by COVID-19 has created new possibilities to internationalize teaching and learning as well as increase access and equity in IoHE. How can IoHE adapt to crises and how can we build a resilient, sustaining and humane international education sector? Drawing together crucial threads across IoHE policies and practices, this section looks closely at fundamental issues related to the ways IoHE adapts to crises.



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