



Improve Teaching Capacity at Private Universities in Ho Chi Minh City, Vietnam According to AUN-QA

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Abstract: The purpose of this study was to develop an approach to assessing the potential of teachers for the possibility of introducing quality standards of the educational process according to AUN-QA in the higher education system of Vietnam. A survey of teachers and managers of 6 private universities in Ho Chi Minh City was carried out, aimed at assessing the quality of university teachers and their potential to AUN-QA standards. The number of respondents was 172 teachers and 42 managers of the studied universities. Evaluation of the survey responses was made on a 4-point Likert scale. Using the SPSS 22.0 software package, statistical processing of the results of the questionnaire survey of teachers was carried out. By means of questionnaires, an assessment of the need (urgency) and the possibility of implementing measures aimed at increasing the teaching potential was carried out. A pedagogical experiment was carried out, which involved the passage of training for teachers in order to increase the pedagogical potential: the development of the theoretical base and practical skills in the application of teaching methods, such as Teaching simulation, Teaching case studies, Learning project, Teaching by situation, Lecture, Problem solving, Teaching in groups, Practical methods, experiments, Training method, review. The experiment involved 61 teachers from Van Lang University. According to the results of the experiment, a statistically significant increase in the level of methodological knowledge of teachers and skills for their implementation was revealed. The results obtained are of practical importance and can serve as a basis for solving numerous problems of higher education in the country. They can also be used to improve the quality of educational services, the effectiveness of reforms in the education system of Vietnam.

Keywords: Vietnam, university, education, training.

Introduction

The effective functioning of the socio-economic system and the achievement of a high level of well-being of the population, as shown by the advanced experience of developed countries, is primarily ensured by improving the quality of the higher education system (Salmi, 2018). High-quality higher education that contributes to the development of the cultural and spiritual superstructure of society forms the intellectual basis of human capital as the main productive force of innovative development (Salmi, 2018). In this regard, the quality of higher education in modern conditions should be harmonized with the current needs in the field of economics, technology, science, culture, have an applied character and adapt to the volatility of the socio-economic system in the context of globalization. Back in 2005, before the universities of Vietnam, by the approval of Resolution No. 14/2005/NQ-CP On substantial and comprehensive renewal of Vietnam's tertiary education in the 2006-2020 period (Van Khai, 2005), the priority of internationalization and innovative development was determined and by the end of 2020 enter in the ranking of 200 universities in the world. The Vietnamese government pays a lot of attention to education reforms. Outdated curricula, low quality of education do not allow producing highly qualified personnel, and the country needs professionals. The rapid growth of higher education in the Asian countries has brought forth challenges in the higher education sector, including but not limited to "shortages of qualified instructional staff (and) a need to improve instructional quality" (Liu, 2016). It is considered that although quality assurance system is never built from scratch, the normal implementation process is a linear one (Shah and Nair, 2016): new tools and procedures are developed and therefore some conditions are needed in order to support organization to adapt to these new tools and procedures.

In the trend of internationalization, the task of the teaching staff must both help learners meet the integration ability and at the same time improve their applicability in their professional work. Teachers are the most significant change agent in educational reform (Nguyen, 2018; Glewwe et al., 2017). They

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