

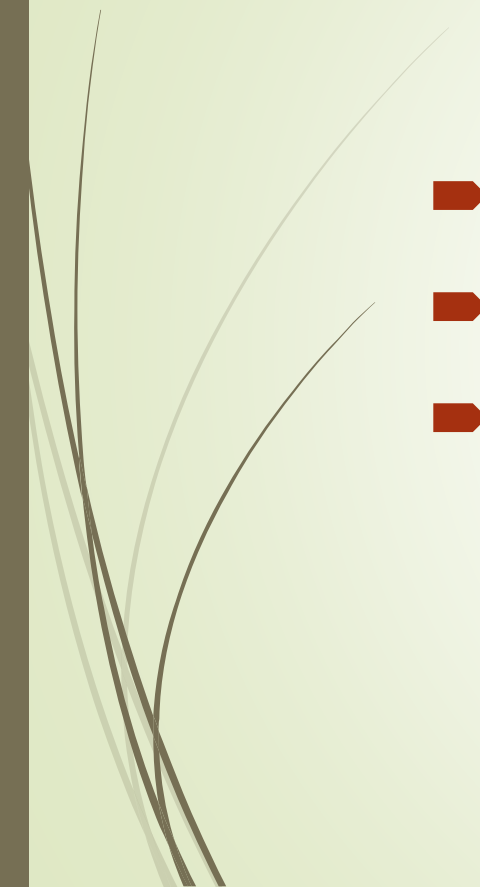
Vietnam FEGU Study Tour

Presentation by the 2014 Vietnam Fellows





Presentation Overview

- Video Travelogue
 - Education Themes
 - Personal Reflections
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Travelogue

► [Video Slide Show](#)



Education Themes

Role of Assessment

- Rooted in historical tradition
- Currently, tests serve in a gate-keeping role at each level of education

“Test-oriented teaching and learning is dominated in the public and private schools. I can feel the competitions at different levels: among students, school administrators, and among schools.”

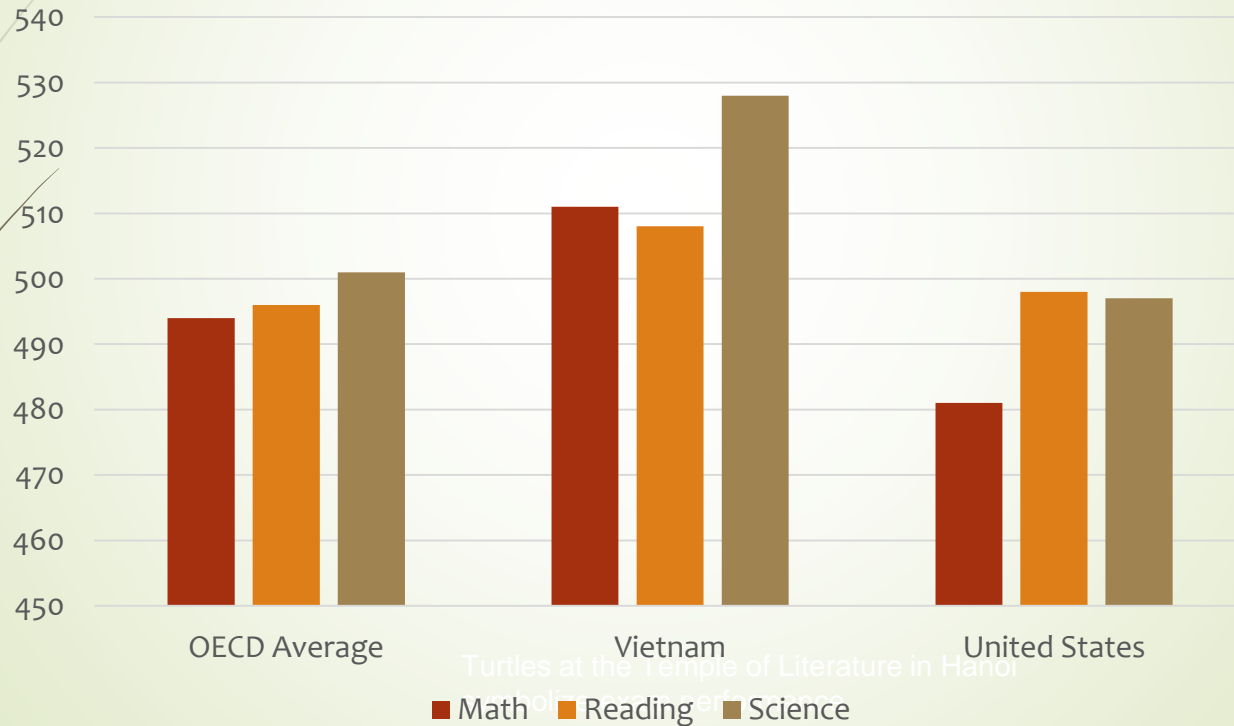
-FEGU participant



Concrete turtles at the Temple of Literature in Hà Nội symbolize exam performance

Role of Assessment (Continued)

PISA Results, 2012



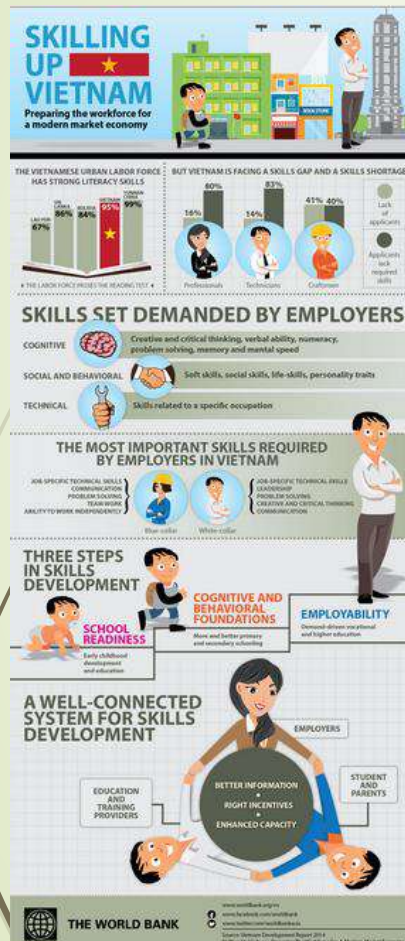
“With one of the highest GDP growth rates in Asia and in the world, Vietnam is currently trying to transform its education system from test-oriented to capacity-building oriented.”

Economic Influences on Education

- Center for Manpower Training Needs Analysis and Forecasting (Vietnam Institute of Educational Sciences, Hà Nội)
- Higher education business partnerships with corporations (Intel, Canon)

“The Ministry of Education collects data from employers to ensure that graduates possess skills the market desires, and this informs curriculum and pedagogy... Overall, education in Vietnam seemed to be very measured, open to improving, and efficiency-focused.”

A 2014 World Bank Report:



World Bank:
Skilling Up
Vietnam

SKILLS SET DEMANDED BY EMPLOYERS

COGNITIVE



Creative and critical thinking, verbal ability, numeracy, problem solving, memory and mental speed

SOCIAL AND BEHAVIORAL



Soft skills, social skills, life-skills, personality traits

TECHNICAL



Skills related to a specific occupation

THE MOST IMPORTANT SKILLS REQUIRED BY EMPLOYERS IN VIETNAM

JOB-SPECIFIC TECHNICAL SKILLS
COMMUNICATION
PROBLEM SOLVING
TEAM WORK
ABILITY TO WORK INDEPENDENTLY



Blue-collar



White-collar

JOB-SPECIFIC TECHNICAL SKILLS
LEADERSHIP
PROBLEM SOLVING
CREATIVE AND CRITICAL THINKING
COMMUNICATION

THREE STEPS IN SKILLS DEVELOPMENT



SCHOOL READINESS

Early childhood development



COGNITIVE AND BEHAVIORAL FOUNDATIONS

More and better primary and secondary schooling

EMPLOYABILITY

Demand-driven vocational and higher education

(De)centralization

Under the centralized educational system, the new trend of decentralization in terms of curriculum (core/elective) and school finance



Hà Nội-Amsterdam High School

(De)centralization (Continued)

We are pursuing more decentralized system. We are developing different kind of textbooks and trying to give more autonomy for schools. (Institute of Educational Science in VN)

(De)centralization (Continued)

“I had assumed, because the national government more tightly controls the education system, that we would see more repetition across institutions. However, we saw a range of types of higher education (open universities, private, provincial, regional), and great variation in school resources.”

“My impression of education in vietnam is that the Ministry of Education sets the policies and curriculum for the entire country. However, based off of your location within the country determines the quality of the education you receive.”

Global/Local Aspects

- Cultural aspects (imported pedagogy)
- Learner vs. teacher centered

Although there has been call for learner-centered education, it is quite hard to implement in classrooms.

*Because cultural tradition that respects authority hinder students to be a center of learning.
(Hue University of Foreign Language)*



Global/Local Aspects (Continued)



- International cooperation through organizations
- Cooperation with international companies/universities in higher education institutions: curriculum MOU/ faculty from the field (Hà Nội Vocational College of High Technology)

Global/Local Aspects (Continued)

Still, meeting local needs also important.

College of Rural Development
in Can Tho University



Global/Local Aspects (Continued)

- “My overall impression of education in Vietnam is best summed up as ‘culturally-based’.”
- “I feel that the collectivist basis of the culture – versus the individualist culture of the U.S. – contributes to the highly centralized nature of the educational system, pedagogical practices, and an expressed preference for cohort education.”
- “I found the education system in Vietnam to be rooted in traditions yet open to improvements.”

Traveler Reflections

Processes and Changes



Three Themes

- Professional Influence
- Travel, Study, and Relationship to Other Cultures
- Personal Reflections

Professional Influence

“This tour offers me the chance to look at educational issues from multiple perspectives.”



Professional - Global View

“I left Vietnam with a renewed desire to devote my studies and career to the examination of academic attitudes toward other cultures.”

“I have decided to expand my research to include issues of how students of color make sense of study abroad . . . and how social justice scholars can utilize study abroad experiences to challenge students’ assumptions and ideologies.”

Professional - New Contexts

The experience “allowed me to see connections with other contexts and think about how a pervasive problem takes on unique shapes in different environments.”

“I would be interested in how resource disparity would influence student educational attainment.”

“I have become more interested in the politics of language in teaching and learning.”

Travel, Study, and Relationship to Other Cultures



“Not just touring, but understanding the lives of Vietnamese.”

Travel and Relationship to Other Cultures

“The study tour allowed me to see that many of my research interests are universal.”

The experience “inspired me toward greater confidence in my ability to explore other international opportunities for interaction and learning.”

“I had an opportunity to reflect on the cultural values embedded in the practices of tourism, research, and study travel.”

Travel and Relationship to Other Cultures

“My participation caused me to question many academic assertions regarding ‘cultural sensitivity’ or ‘cultural competence’.”

“The trip challenged my assumptions about Americans traveling abroad” and cultural competence.

Personal Reflections

“The country was a very reflective place for me . . . these experiences allowed me to see the value of creating a protected space for unstructured thinking.”



Personal Reflections

“My professional identity had taken on an a removed and academic character. The study tour reminded me of the original concerns that brought me into doctoral study.”

“As a result, I now view my identity within a context of other professional scholars whose interactions with each other, me, and the world I am forced to view with a greater degree of complexity.”

Personal Reflections

“I feel an enhanced sense of purpose to seek out a greater degree of understanding toward others and a broadened perspective of the world.”

Vietnam’s collectivist culture, “challenged my thinking about when the ego is good or bad in decision-making.”

Reflection is an Ongoing Process



“I suspect that as more time passes I will be able to reflect on my experiences in this program further.”

THANK YOU



Questions & Comments