

College of Education, Health and Human Development

School of Educational Studies and Leadership

“How can we internationalise higher education curriculum in a Vietnamese way?”

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Overview

I. Key Concepts

1.1. Internationalisation of Higher Education (IoHE)

1.2. Internationalisation at Home (IaH)

1.3. Internationalisation of the Curriculum (IoC)

II. IoC in Vietnamese higher education

2.1. Developments

2.2. Challenges

III. “IoC at home” as an Initiative

3.1. IoC at home

3.2. Conceptual framework

I. Key Concepts

1.1. Internationalisation of Higher Education (IoHE)



- “the process of integrating an international, intercultural or global dimension into the purpose, functions or delivery of post-secondary education” (Knight, 2003, p. 2).
- “the *intentional* process of integrating an international, intercultural or global dimension into the purpose, functions and delivery of postsecondary education, *in order to enhance the quality of education and research for all students and staff, and to make a meaningful contribution to society.*” (De Wit & Hunter, 2015, p.3).

I. Key Concepts



1.2. Internationalisation at Home (IaH)

- “any internationally related activity with the exception of outbound student and staff mobility” (*Wächter*, 2000, p.6).
- “is the purposeful integration of international and intercultural dimensions into the formal and informal curriculum for all students within domestic learning environments. (Beelen & Jones, 2015, p. 76).

I. Key Concepts

2.3. Internationalisation of the Curriculum (IoC)



- “multi-faceted package, and not as a series of strands which are dealt with in isolation of each other” (Harari,1990, p.78).
- a process of educational change and innovation which involves mini steps of adoption, implementation and institutionalisation, requiring “careful planning, a combined bottom – up and top – down approach, the role of both individual and the organisation, commitment and motivation of staff and through and regular evaluation” (Der Wende, 1996, p.194).
- “the incorporation of an international and intercultural dimension into the content of the curriculum as well as the teaching, learning and assessment arrangements and support services of a programme of study” (Leask, 2009, p. 209).

II. IoC in Vietnamese Higher Education

2.1. Developments



- Has undergone a long evolution from feudal, semi-feudal, colonial, socialist form in the past to socialist-oriented market model in the contemporary time under foreign impacts, namely Chinese, French, American, Soviet, and Western (Anglo-Saxon).
- “Đổi Mới” (“Renovation”) Policy at The 6th Congress of CPV in December, 1986 took a shift from an centralised planning mechanism to socialist-oriented market mechanism.
- The 7th Congress in 1991 and the 4th Plenum in 1993 emphasised three key reform aspects including socialisation, diversification, and democratisation (Pham & Fry, 2004; Tran, Marginson & Nguyen, 2014).

II. IoC in Vietnamese Higher Education



2.1. Developments

- The Higher Education Reform Agenda (HERA) inaugurated in Resolution 14 in 2005 is concerned with substantial and comprehensive renewal of Vietnam's higher education in the 2006 - 2020 period. "By 2020, Vietnamese higher education will have reached the regional standards, approached the world's level, been most competitive and suited the socialist – oriented market mechanism". (Resolution 14)
- IoHE is understood as the expansion and enhancement of international cooperation (MOET, 2012) with three key targets: human capacity development, research capacity development and international cooperation development.
- Three major corresponding streams of internationalisation include student and staff mobility, cross-border higher education initiatives, internationalisation of the curriculum (Nguyen, 2009; Tran, 2012; Tran, 2014; Tran, Marginson, & Nguyen, 2014).

II. IoC in Vietnamese Higher Education

2.1. Developments



- In 2004, Document No.1269/CP-KG issued by Vietnamese Government indicated the task of implementing the project of “advanced curricula” in leading higher education institutions (Nguyen, 2009).
- These curricula instructed in English are designed based on the curricula in use at top 200 universities in the world.
- In academic year 2006/2007, MOET allowed 9 key universities in big cities to offer 10 advanced programs as pilot projects. After two years, these programs were implemented in more contexts and there were 17 universities nationwide, offering 23 advanced programs in 2008.
- In 2008, MOET officially proposed the project “Training by advanced programs at some Vietnamese universities in period 2008-2015” which was then approved by the Prime Minister in Decision 1505/QD-TTg dated October 15, 2008.
- Advanced curricula have been implemented in almost universities nationwide.

II. IoC in Vietnamese Higher Education



2.1. Developments

- The specific objectives of this project are “to put into operation some advanced programs at higher education level in order to establish and develop a number of fields, faculties and universities which reach the regional standards and international ranking; contribute to enhancing the quality of and carrying out fundamental and comprehensive renovation programs of Vietnam’s higher education; endeavor to have some Vietnamese universities being ranked in the top 200 of the world universities by 2020” (MOET, 2008).
- Additionally, the advanced programmes are hoped to attract about 3,000 international students and at least 700 international scientific staff who will come to Vietnam to deliver lectures and do research at training institutions in advanced programs by 2015.
- The major practices of curriculum internationalisation are curriculum borrowing and curriculum adaptation from more developed countries (Tran & Phan, 2015).
- Vietnam is a typical Asian developing country characterised by importing educational programmes from other countries, particularly from Western countries, accepting Westernised academic values and ideals through implementing these programmes (Huang, 2007).

II. IoC in Vietnamese Higher Education

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II. IoC in Vietnamese Higher Education



2.2. Challenges

- Improperly structured curricula, poor teacher professional development and quality assurance, insufficient feedback from learners and employers, inadequate research on innovative pedagogies, lack of guidelines from MOET and limited resources (Le, 2010a; Thai, 2005, Tran, Marginson, & Nguyen, 2014).
- The process has been slow, lack of coherency and transparency from top down approach and lack of consistency among departments and institutions across the nation (Tran, Marginson, & Nguyen, 2014).
- “lecturers’ language abilities, students’ language abilities and learning styles, pedagogical issues, and resources”(Vu & Burns, 2014, p.14)

II. IoC in Vietnamese Higher Education

2.2. Challenges



- Five crucial paradoxes: (1) the curriculum positions knowledge as being fixed and contestable while in reality, it is not at all but fluid and always evolving to new discoveries and emerging needs; (2) society and the workplace require not only knowledge but also graduates' capacity to apply knowledge in practical settings whereas curriculum consists of disciplinary theories and political indoctrination and is less practice oriented; (3) curriculum positions the teacher as the knowledge transmitter while they should be the facilitator of learning and the nurturer of creative thinking who help students harness skills and attributes except for knowledge in modern reality; (4) curriculum learners are viewed as passive receivers of knowledge whilst they are expected to be content producers, creative thinkers, effective team members as well as individuals in communication, problem solving, constructing new knowledge and responding new challenges; (5) the contradiction between the rigidity of the examination-driven system and the rhetoric of responsive and learner-centred pedagogy and curriculum. (Tran, Marginson, & Nguyen, 2014).

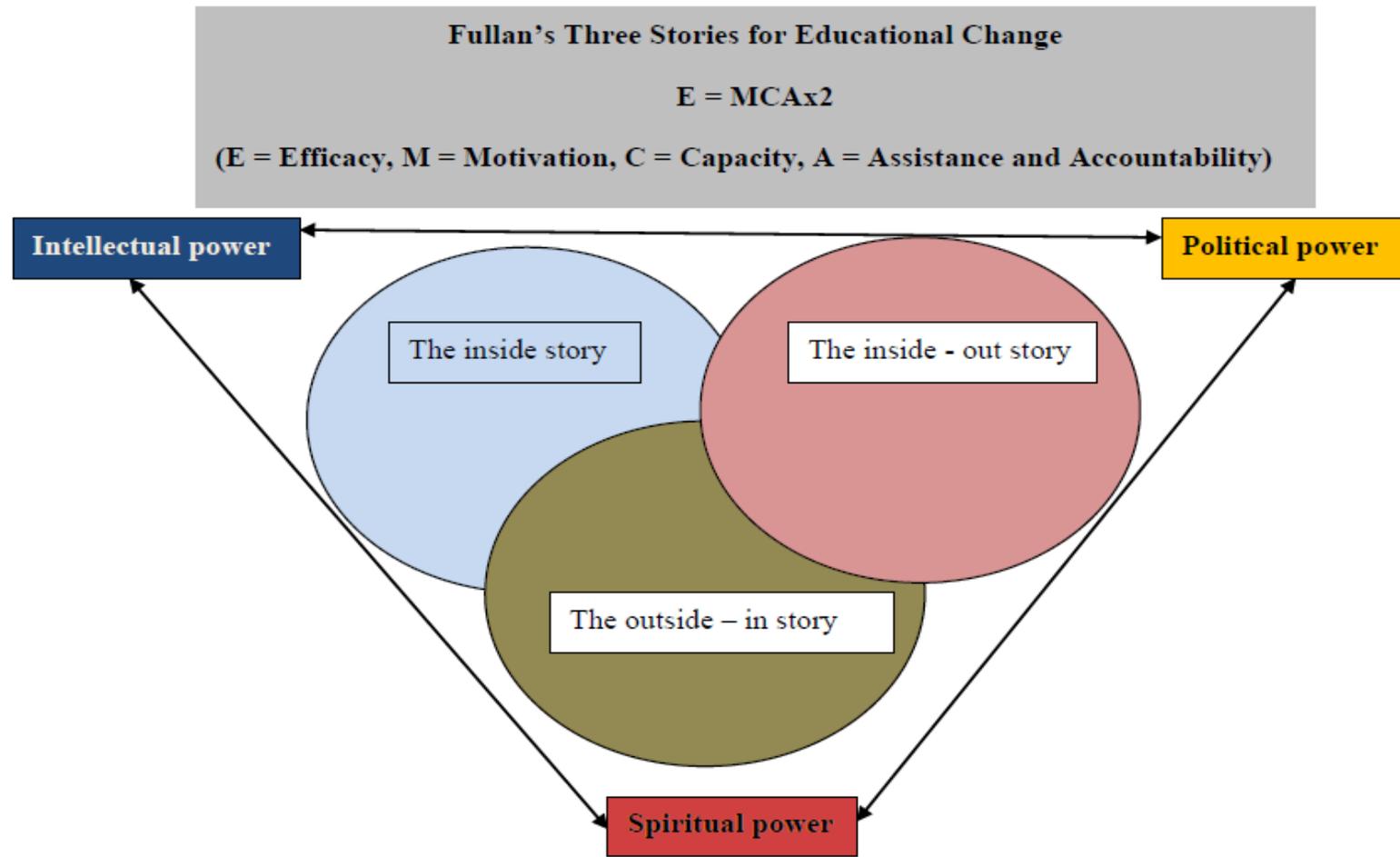
III. IoC at Home as an Initiative

3.1. IoC at Home



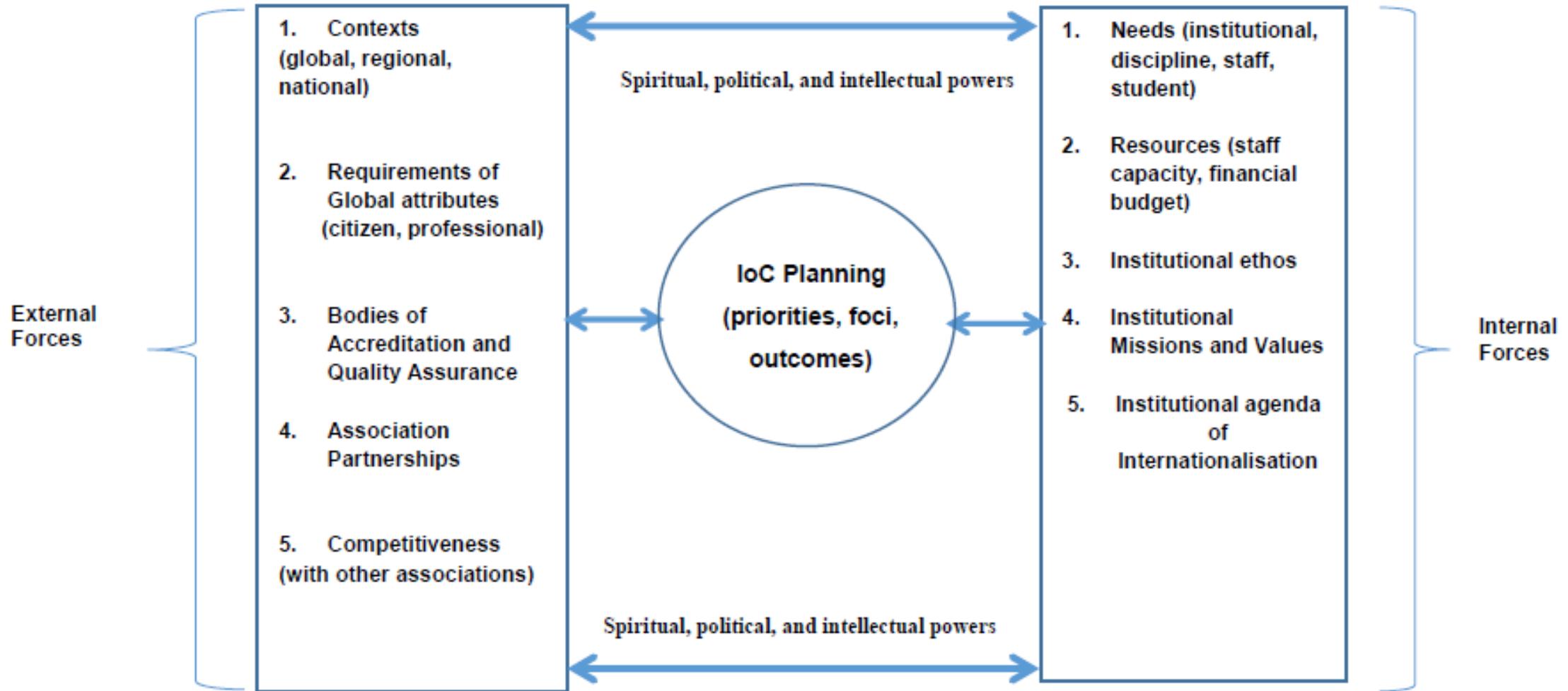
“Internationalisation of the curriculum at home is the process of educational change within an institutional internationalisation agenda, incorporating global, international, and intercultural dimensions into all curriculum facets including disciplinary content areas, teaching pedagogies, learning activities, assessment practices and support services of a study programme, aiming at advancing all students’ internationalised learning experiences for their achievement of corresponding internationalised learning outcomes”.

Fullan's Three Stories of Educational Change)



III. IoC at Home as an Initiative

3.2. Conceptual framework



II. IoC at Home as an Initiative

Concluding remarks



- The strategic plan of IoC in Vietnamese higher education should be formulated in a comprehensive and systematic way to cater to the wide domestic stakeholders who are not mobile and experiencing mono Vietnamese culture.
- While the lack of international students results in the absence of cultural and linguistic diversity, there is a critical need for professional development activities for academic staff and training programmes for students across regions that aim at developing global and intercultural competency.
- As suggested by Agnew and Kahn (2014), there is a necessity for institutions to “look inward to renew curricula and co-curricular programming to reflect new paradigms for global knowledge production and learning. (p.31).
- Given a close link between IoC and IaH, the conceptual framework showcases a pathway to increase equity in internationalisation of higher education through curriculum initiatives and help bridge certain gaps between mono-cultural learning contexts and multi-cultural ones.
- The framework suggests “a comprehensive model for curricular and co-curricular learning that aims to ensure that all students have opportunities to engage in global, international, and intercultural learning in classrooms and across campuses. (Agnew and Kahn, 2014, p.31).

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