



INTERNATIONAL CONFERENCE 2023

A NEW PARADIGM OF LEADERSHIP & MANAGEMENT, TEACHING AND LEARNING
IN HIGHER EDUCATION: GLOBAL AND LOCAL PERSPECTIVES AND PRACTICES

SEAMEO RETRAC, July 13-14, 2023

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Cooperative education model at Tra Vinh University, Vietnam

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Tra Vinh University

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2. Lessons learned from Canadian universities
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Cooperative education

- Work-Integrated Learning (WIL)
- Cooperative learning
- Service learning
- Career development learning
- Experience-based learning
- Internship and practicum

(Harvey et al., 2010)

Cooperative education

□ “Co-op can be reduced to four core dimensions:

- 1) an integrated curriculum; integrating the needs of industry with academic requirements
- 2) learning derived from work experience; careful design to ensure experiential learning
- 3) cultivation of a support-base; and the cultivation of a loyal supporting industrial base
a structure ensure practices of monitoring and evaluating students
- 4) the logistical organization and coordination of the learning experience”

(Groenewald, 2004; Haddara & Skanes, 2007)

Cooperative education

❑ **United States: 1906**, University of Cincinnati (Björck, 2020)

❑ **Canada:**

- **1956:** University of Waterloo;

- **1964:** l'Université de Sherbrooke; and

- **1968:** Memorial University of Newfoundland

(McCallum & Wilson, 1988 in Haddara & Skanes, 2007)

❑ **Australia, Japan, Germany, Vietnam ...**

Cooperative education

- ❑ Establishing relationships among education and the economy, the theory and practice of academic curriculum, and university and the industry (Wagner et al., 2001)
- ❑ Providing students with practical experiences within academic curriculum through which students can develop functional skills and skills on problem-solving, networking, negotiating and managing complex processes (Harvey et al., 1997 in Reddan, 2016)
- ❑ Producing work-ready and employable graduates (Crebert et al., 2004)

2007 – Starting Point of Co-op Model at TVU

Chemical Engineering Technology (Mylan Group)



Benefits of Co-op programs

Benefits for students:

- ❑ Financial reward, career enhancement, cost savings (Coll & Eames, 2000)
- ❑ Better academic performance, greater self-confidence and knowledge of careers and workplace requirements, and gained higher salaries (Wilson, 1989)
- ❑ Better job seeking skills (Mariani, 1997)
- ❑ Personal growth and maturity, work skills, academic impact, and employability (Bentley and Broons, 1999) (in Cullen, 2007, p.37)

Benefits of Co-op programs

Benefits for HE institutions:

- Student motivation and commitment (Bentley & Broons, 1999)
- The development of student attributes and skills (Bentley & Broons, 1999; Fleming, 2015 ; Gault, Redington & Schlager, 2000; Patrick & Crebert, 2004)
- Community engagement (Langworthy, 2005)
- Integration between the university and the industry and university profile (Fleming and Hickey, 2013)

Benefits of Co-op programs

Benefits for industries:

- Hiring of students for special projects and potential employees for future
- Interactions with the universities,
- Cost benefit advantages
- Address the need for extra labour as a resource to improve efficiency

(Braunstein & Stull, 2001; Braunstein & Loken, 2004; Cullen, 2007; Fleming & Hickey, 2013)

2011 - a three-week study visit

Vancouver Island University (VIU)



University of Victoria (Uvic)



Lessons from VIU & UVIC

Vancouver Island University
Centralization

University of Victoria
Decentralization

Tra Vinh University

Co-op Coordinator
(Teaching and
Learning Centre)

Co-op Coordinators
(Departments)

Adaptation to TVU



For student-driven, community-driven,
and job-related & experienced learning.

Adaptation to TVU

PRINCIPLES

1. Fulltime program ✓
2. Work related to program. ✓
3. Minimum time: 30% of the program. ✓
4. Students get payment from employers. ✓
5. Co-op terms are credits, evaluated Pass or Fail, condition for graduation. ✓

From 2020

- Scored by Enterprises & Department
- Included in GPA

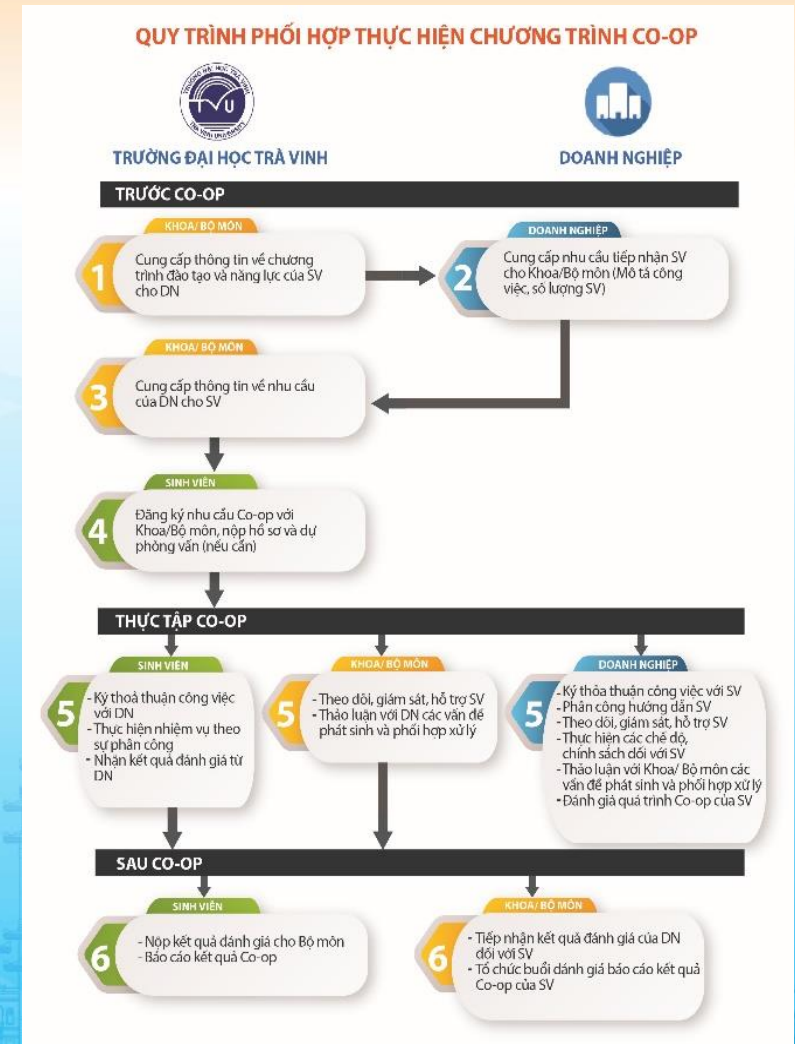
Adaptation to TVU

Stakeholders' benefits



Stakeholders' responsibilities

- ✓ Before Co-op terms
- ✓ During Co-op terms
- ✓ After Co-op terms



Results from 2007 - 2023

No	Co-op programs – Uni. level	No. of Co-op students
1	Chemical Engineering Technology	351
2	Aquaculture Engineering	416
3	Veterinary	603
4	Food Technology	59
5	Agriculture	84
6	Mechanical Engineering Technology	23
7	Ecommerce	06
8	Logistics	39
9	Accounting	39
10	Tourism – Restaurant - Hospitality	49

> 1.660

**> 800 Co-op
graduates**

**> 350
enterprises**

Estimated income of Co-op students

**> 22
billion
VND**

**No tuition fee for Co-op terms
since 2017**

**100%
employed/
self-
employed**

Estimated expenses from TVU

**> 35
billion
VND**

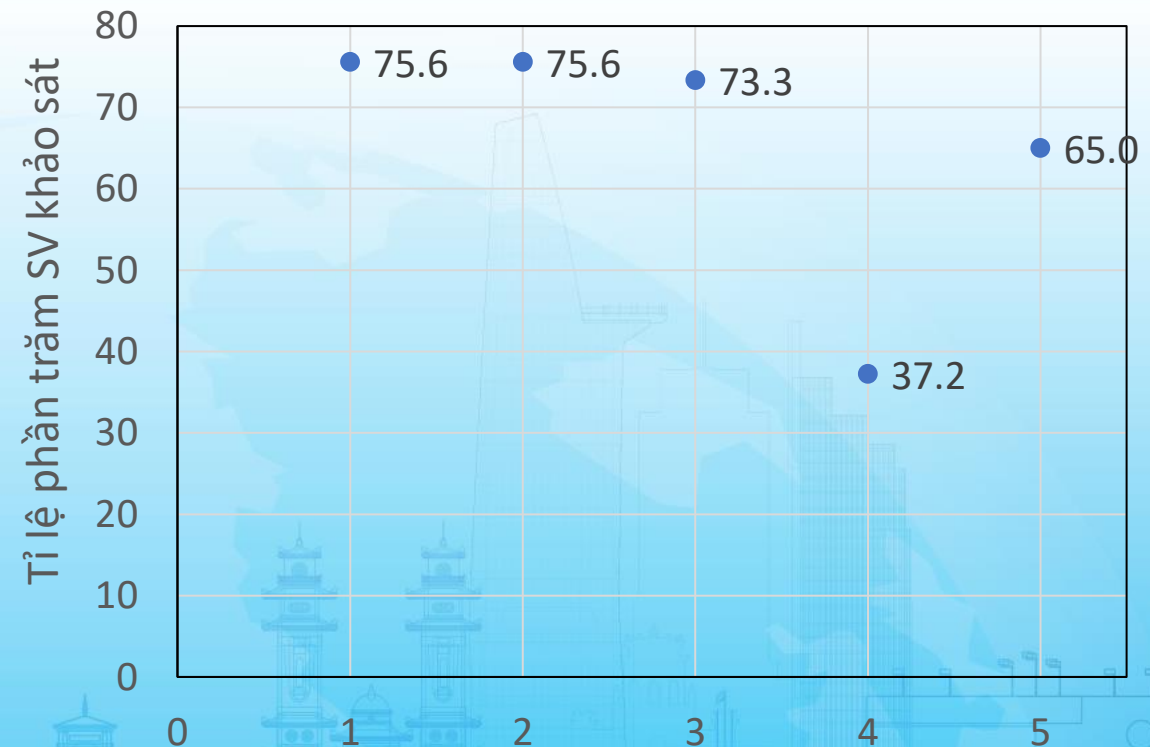
Students' feedback

- 180 Co-op students
- Online survey
- School year: 2021 -2022

Students' feedback

Learning effectiveness

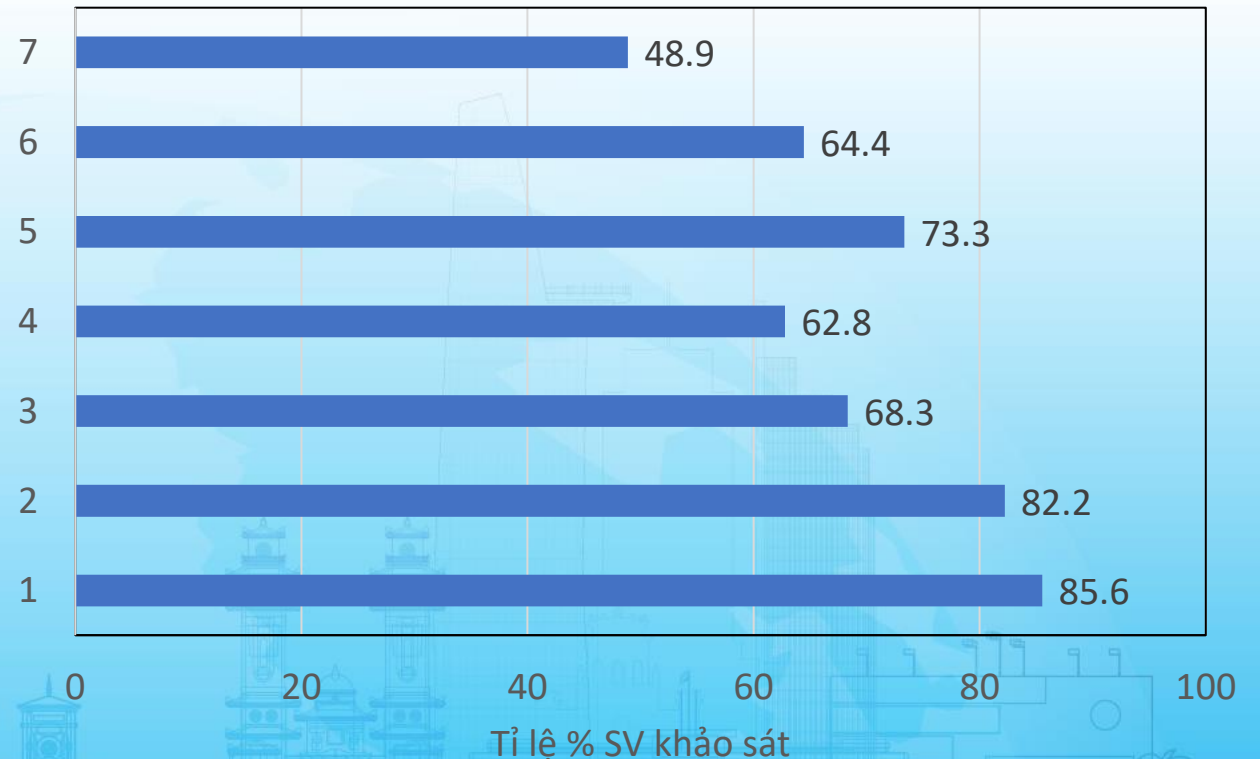
1. Clearer orientation to profession
2. Opportunities to apply knowledge to real work.
3. Develop professional skills
4. Develop research skills
5. Develop soft skills



Students' feedback

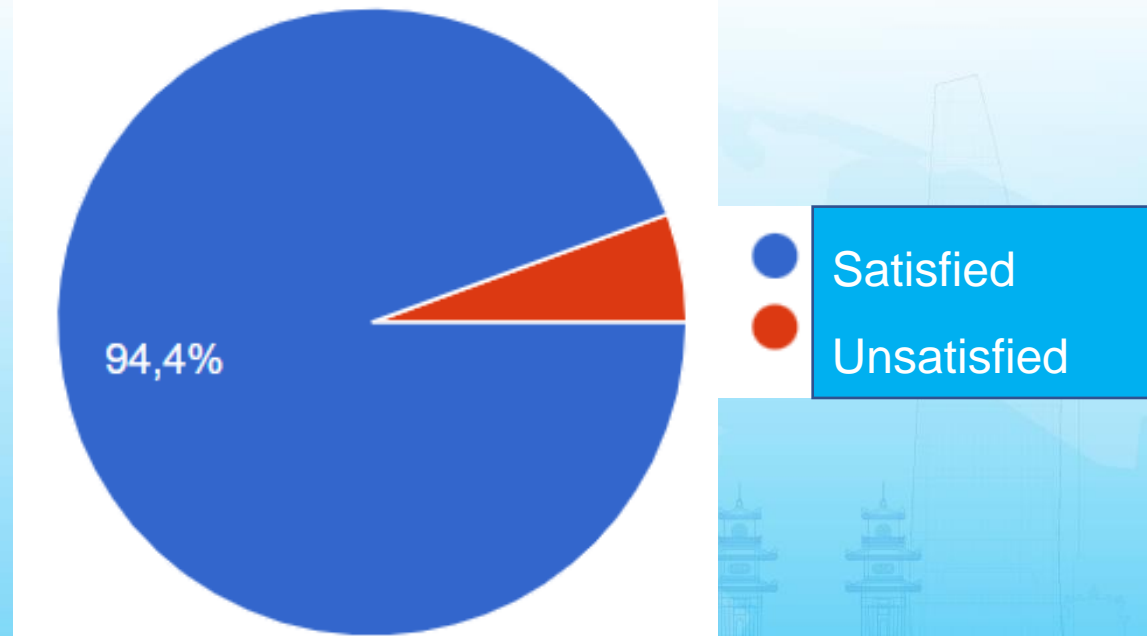
Developing soft skills

- 1. Communication
- 2. Group work
- 3. Organizing tasks and time management
- 4. Problem-solving
- 5. Adapting to work environment
- 6. Self-study
- 7. Creative and critical thinking



Students' feedback

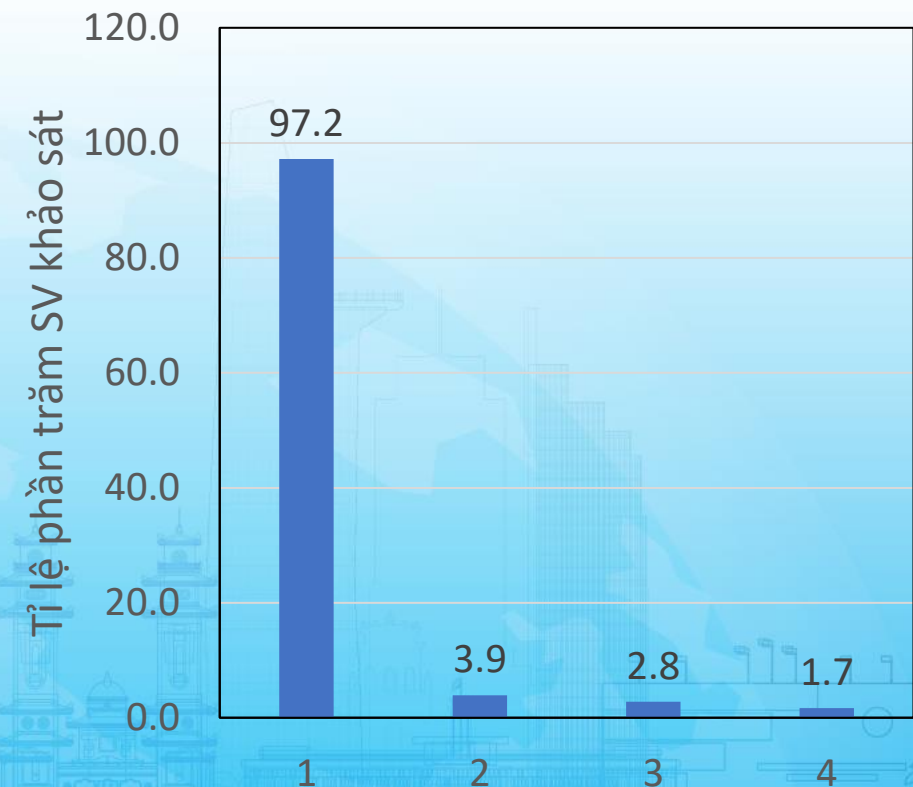
Students' satisfaction on assessment after Co-op terms



Students' feedback

Effectiveness and development of Co-op programs

1. Appropriate, effective and need to be developed
2. Overloaded to students
3. Disturbing industry
4. Shouldn't be developed



05 new Co-op programs (2023 - 2024):

1. Law
2. Hotel Management
3. Restaurant and Food Service Management
4. Travel and Tourism Service Management
5. Biotechnology



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Moving Forward

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