

Elearning – A Solution for Training Program Development in the Context of Digital Transformation at the Faculty of Language and Literature College of Education - Thai Nguyen University



Associate Professor, Dr. Duong Thu Hang

Faculty of Literature, College of Education, Thai Nguyen University

ABSTRACT: Developing training programs is a mandatory activity of contemporary significance. In recent years, especially during the Covid 19 period, online teaching has been an effective solution for the global education system, including Vietnam. This article focuses on researching and evaluating the development of the Bachelor of Literature Pedagogy training program at the University of Education, Thai Nguyen University. The results show that in the process of developing the program, online teaching is a useful solution suitable for the context of ongoing digital transformation. The successes and limitations of online teaching in particular, and the program development process in general, are analyzed, and will be barriers that need to be removed so that the Faculty of Literature, Thai Nguyen University of Education, can continue to affirm its capacity and position in the current educational innovation journey.

KEYWORDS: Elearning, training program development, digital transformation, Faculty of Language and Literature, College of Education - Thai Nguyen University

1. INTRODUCTIONS

Developing university training programs is an urgent requirement of Vietnamese education in the context of current innovation and integration (Hoang Thi Tuyet, 2013). From the philosophy of education based on examinations and curricula with the main goal of approaching knowledge to the philosophy of education oriented towards capacity development, focusing on the comprehensive and multifaceted nature of capacity including knowledge, skills and attitudes, focusing on the relationship between theory and practice, between learning and practice, between teaching words and teaching people... the orientation of Vietnamese education is getting closer and closer to the orbit of advanced education systems in the world (Do Ngoc Thong, 2012), (Duong Quoc Hoa, 2015)... However, a fact worth discussing is that while general education is continuously reformed (from 1975 to now, there have been 4 reforms), university education seems to be quite stable, stable, with few major changes. Faced with that situation, innovation and development of specific training programs is a specific and practical solution.

In the past 5 years, under the direction of the Party Committee and the Board of Directors of the University of Education - Thai Nguyen University on developing training programs to meet the requirements of innovation to ensure the role of the "main machine" in training educational human resources, keeping pace with general education in the journey of fundamental and comprehensive innovation, the Faculty of Literature has actively implemented and achieved remarkable results. In 2018, the Faculty was granted a certificate of quality accreditation of the Training Program and continued to review and adjust in 2020 and 2022. In 2025, the Faculty has been implementing the second cycle of external assessment of the training program. In the context of digital transformation taking place globally, online teaching is an important solution to develop the training program of the Faculty of Literature, University of Education, Thai Nguyen University.

2. RESEARCH RESULTS

2.1. Goals and orientations for developing the Bachelor of Literature Pedagogy training program at the College of Education, Thai Nguyen University

Based on the characteristics of the Literature subject, the most important goal identified in the Literature program for high school students is communication skills. In the Literature program, the communication goal is placed first because it is "the basic characteristic of the Literature subject and it is also a requirement that opens the way for other goals". The program considers the "main axis" to be training learners to master four communication skills (reading - writing - listening - speaking, including the ability

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to present and receive information through audio-visual channels), while Vietnamese and literature are complementary axes. With communication skills, students will be interested in reading, through reading and understanding, students will love literature more and the humanistic values of literature will impact and permeate the thoughts and aesthetic feelings of learners naturally and easily...

According to the individual competency approach, the training program needs to be designed flexibly, adaptably, and meet the requirements of individualization. For learners, the training process can be stretched according to their needs and abilities in an effort to achieve the competencies according to output standards. During this process, learners can choose subjects that are suitable for their career orientation, personal abilities and interests... For teachers, from specific circumstances and conditions, the training program can be flexibly adjusted within a certain scope, and they can proactively choose to use different teaching methods and approaches... to help learners achieve the competency goals according to output standards.

The open program helps learners develop dynamism and creativity in learning, practice self-study skills, communication skills, aesthetic skills, understanding and self-development skills, critical thinking skills, independent thinking skills, etc., helping them to dialogue, debate, and speak proactively and confidently. With the open program, only general content and requirements for knowledge and skills standards that students must achieve after completing the program should be prescribed; not imposing the choice of specific authors or works, but leaving that right to both teachers and learners. The program only guides and suggests general content, while the choice of specific content will be decided by teachers and students when working together. In teaching according to the open program, it is necessary to pay attention to multi-dimensional interaction through discussion: teacher-student interaction, student-student interaction, interaction inside and outside the classroom, etc. To do so, teachers must know how to arouse interest and create a friendly learning environment capable of stimulating dialogue, debate, and critical thinking to help learners find the truth of life.

The construction of an open program aims to assess students' abilities and skills, not to test their knowledge and memorization ability. Therefore, the assessment method must also change accordingly. The main focus is on assessing students' thinking ability and reading and writing skills through the application of knowledge, not on the presentation of pure knowledge content. The texts used as testing materials are not only literary works, but are diverse, rich, and related to the academic environment and real life of students.

2.2. The process of developing the Bachelor of Literature Pedagogy training program at Thai Nguyen University of Education

Based on new perceptions of the demands of general education in the new period, the training program for the Bachelor of Literature Pedagogy has been developed compared to the old program as follows:

Firstly, the subject system is restructured: reducing the number of 2-credit subjects, increasing the number of subjects with a duration of 3.4 credits to reduce the pressure of exams for learners. The subjects in the training program are carefully reviewed so that there is no longer any overlap between the knowledge blocks in the subjects. The construction of the new program aims to both focus on deeply exploiting the aesthetic values and deeply exploiting the humanistic values of literature to both meet the requirements of teaching Literature in high schools and meet the requirements of interdisciplinary or open up job opportunities for learners (*Traditional culture in medieval Vietnamese literary works, Creative writing, Cultural and linguistic characteristics of ethnic minorities, Journalistic language, Literature and life, Music, visual arts with literature, Culture and development...*).

Second, increase many new subjects in both elective and compulsory parts. The basic courses have really focused on the general education program and practical experience activities of learners such as: *Field trips, collecting folk literature; Teaching Sino-Vietnamese words in general schools; Creative writing, Practicing writing different types of texts in general schools; ...* The compulsory courses ensure systematicity and comprehensiveness, equipping learners with most of the fundamental, basic knowledge and skills necessary for future teachers. In addition to providing new knowledge, the elective courses also expand in an integrated, interdisciplinary direction, focusing on guiding students on how to teach reading - comprehension and practice preparing and teaching specific works, increasing the ability to practice and apply practical skills for students (*Teaching folk literature works in general schools, Teaching medieval literature works in general schools, Teaching modern literature works in general schools, ...*). Third, although the names of some subjects have not changed much, there have been many adjustments in the content and approach. The content has reduced overly academic knowledge, focusing only on basic knowledge units, while enhancing professional training through discussion and practice activities to ensure both the necessary amount of knowledge and time to practice professional skills and develop learners' abilities (*Vietnamese folk literature, Overview of medieval Vietnamese literature, Overview of modern Vietnamese literature, etc.*).

Fourth, increase the pedagogical knowledge block to the maximum duration (34 credits). The modules in the NVSP knowledge block include new subjects to meet the requirements of educational innovation such as: *Developing the Literature program in high schools; Developing the capacity to teach Literature; Assessment in teaching Literature; ...* The subjects only spend very little time on teaching theory but mainly practice and discussion, training skills to develop capacity for learners. Even the subjects in the industry knowledge block pay attention to enhancing the integration of basic knowledge and pedagogical skills for students,

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focusing on vocational training, guiding learners in teaching methods of the subject. Therefore, all modules in the program are built in the direction of: reducing many hours of theory, increasing hours of exercises, discussions, and practice by 30% to 50%. Fifth, the educational perspective of “taking learners as the center” and “approaching learners’ capacity” requires lecturers to minimize the presentation method and flexibly apply modern teaching methods and techniques, focusing on supplementary activities (group activities, practicing presentation skills, building game models, dramatizing literary works, using information technology, etc.) to organize and support students to be self-reliant and proactive in acquiring knowledge, developing the general and specific capacities of future Literature teachers such as: communication skills; cooperation capacity; problem discovery and solving capacity; creative thinking capacity; scientific research capacity; capacity to perceive, transmit and stimulate aesthetic emotions in learners to transform humanistic aesthetic values from literary works into real life; capacity to develop the Literature program...

It can be seen that never before has the program been organized in such a systematic, thorough and in-depth manner as this time, from researching the innovation orientation of the Ministry of Education & Training, researching and evaluating the current general education program, researching and evaluating the current university program, building output standards, building knowledge modules, building subjects... However, to meet the current digital transformation requirements, the Bachelor of Literature Pedagogy training program of the University of Education, Thai Nguyen University has continued to develop the program in the direction of building and implementing online teaching subjects on the LMS system.

2.3. Current status of organizing online teaching on LMS system at Faculty of Literature - Thai Nguyen University of Education

It can be simply understood that *online teaching* is a form of interaction between teachers and learners, conducting teaching through phones, laptops... with internet connection under the support of E-learning platforms. First appearing in 1999 at the CBT-Computer Based Training International Conference, in 2010 E-learning became popular in Vietnam. Along with the continuous development of technology and the appearance of the Covid-19 epidemic at the end of 2019, the E-learning market officially exploded worldwide and became a new trend for the education industry because of the outstanding advantages it brings.

Currently , online learning is divided into 2 forms, which are: (1) Real-time online learning: Teachers and learners will interact in real time through chat applications, online seminars. This form is similar to traditional teaching methods. Participants can be flexible about the learning location. (2) Learning available courses: Learners will participate in pre-designed courses via video. Teachers will teach the lecture content in the video, then there will usually be some knowledge testing exercises. Depending on the course, learners can take exams to get certificates. With this form of learning, learners only need to log in to their account to be able to study anytime, anywhere, easily review lectures and do review exercises many times.

In keeping with the digital lifestyle, after the Covid 19 period, online teaching is no longer strange to lecturers and students of the Faculty of Literature in particular, and the global education system in general. However, to ensure professionalism and improve training quality, since 2018, according to Circular No. 12 of the Ministry of Education and Training and Decision No. 5803 of the President of Thai Nguyen University of Education, the Faculty of Literature has begun to implement online training tasks via the LMS system. Meeting the requirements for building text documents and question sets of lectures to ensure use in digitization according to SCORM standards, used for publishing and uploading to the LCMS system of the modules; up to now, the Faculty of Literature has organized training for 11/34 modules on the LMS system. Each online lecture is divided into 2 parts including a word text part and an electronic lecture part. In the text section, in addition to the General Introduction, Main Content, Questions, Exercises and Discussion Topics, each course focuses on building resources to promote self-study and autonomy of learners . In the Electronic Lecture section, in addition to ensuring full content, filtering, classifying information, inserting illustrative images and videos, the courses also focus on interactive activities with learners such as: Designing warm-up activities for each chapter; diversifying the types of exercises, discussions, practices, etc.

Each course combines 1 to 2 online credits and 1 to 2 face-to-face credits to ensure teaching quality while still promoting the benefits of online training in the digital transformation era. Specifically:

(1) Save time and study costs: Students and lecturers of the Faculty of Literature do not waste time traveling from home to class. For those who study or teach far from home, they also save on rent and food costs. With online courses on platforms, learners can study many courses at the same time, even study many degrees and certificates in a short time. This will help them optimize their study time and save more costs than the traditional way of studying directly in class.

(2) Promote proactive learning in students: Each student has their own personal characteristics and circumstances, online learning allows them to learn at their own pace without being affected by fixed study programs lasting for months like traditional classrooms.

(3) Helps learning not be interrupted by external factors: Factors such as epidemics, natural disasters, etc. will make it impossible for direct classes to take place. At this time, online learning will become an effective solution, helping learning and teaching to take place normally, avoiding delaying the learning and graduation time of learners. In fact, students of the Faculty of Literature K53, K54, K55 were not interrupted during the Covid 19 outbreak.

However, besides those advantages, online teaching in the Faculty of Literature also faces difficulties and shortcomings in implementation, specifically:

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On the part of the teachers: Some teachers are still confused in the implementation process, need to be specifically trained in all stages such as: (1) Preparing and designing lectures ; (2) Using appropriate tools and platforms ; (3) Flexible teaching methods ; (4) Managing the classroom and promoting student participation ; (5) Creating a positive learning environment .

On the learner's side: (1) Dependence on the Internet: To study online, it is necessary to connect to the Internet. This is an obstacle for students in areas without Internet access. On the other hand, unstable Internet connections sometimes cause interruptions in images and sounds, making it difficult for students to hear the lesson content; (2) Reduced direct social interaction between people: Lecturers and students will not meet and interact with each other directly, which sometimes leads to boredom in learners and can gradually affect their dynamism and communication skills; (3) Requires high discipline in students: When studying online, lecturers cannot pay close attention to students as in direct classes, so it requires students to be proactive, focused and serious in their studies.

3. CONCLUSIONS

“Development” is different from the concepts of “construction”, “design”, “compilation”... because “development” includes both the construction and compilation of a new program or the addition and adjustment of an old program. Development also implies the meaning: this is a process that has no end point but is continuously improved according to new requirements. Therefore, E-learning lectures need to be regularly updated, adjusted, and improved according to new requirements in both content and digital technology. On the other hand, the Bachelor of Literature Pedagogy training program of Thai Nguyen University of Education needs to continue to review and supplement online teaching for other subjects and other training systems that the Faculty is undertaking.

Online teaching is an educational trend not only in Vietnam but also globally. To truly achieve the desired effectiveness of online teaching, lecturers and students need to try to update technology, improve professional capacity, improve foreign language proficiency and always be ready to adapt to changes and developments in society.

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