

Original Paper

Challenges in Online Teaching Management in Vietnam Universities

Thuy-Phuong Thi Pham¹

¹ Trade Union University, Vietnam

Received: September 28, 2021 Accepted: October 16, 2021 Online Published: October 28, 2021
doi:10.22158/elsr.v2n4p20 URL: <http://dx.doi.org/10.22158/elsr.v2n4p20>

Abstract

In Vietnam today, online teaching is still in the development stage. There has not been a set of quality assurance standards for universities to organize online education. Universities that apply online teaching are mainly based on the ability to use information technology. The resources of each university are at a different level and limited while receiving no government investment. Furthermore, the implementation of online teaching requires a significant and methodical investment in technology infrastructure, training content, human resources, and implementation. Therefore, there is a need for online teaching management solutions in universities.

Keywords

online teaching, management, university, Vietnam

1. Introduction

In the last two decades, the application of information and communication technology in teaching and learning has become more popular, leading to the significant development of educational teaching activities (Kahiigi, Ekenberg, Danielson, & Hansson, 2007). A series of online learning courses and many different forms of e-learning have appeared. They are constantly increasing in number, aiming to the convenience of knowledge transfer and meeting the students' individual learning needs. The variety of online tools, social networks, online spaces, and online activities also provide many research and learning opportunities for career development and become an indispensable part of modern life (Jacobsen, 2017).

Online courses are built with many different uses, such as teaching, short-term teaching programs, specialized teaching, and skill teaching, which has brought many practical benefits to individual and community learning. Besides, these online courses also have many limitations of online teaching types.

So in the development trend of open and distance education, the development trend of information technology and online training across the world and in Vietnam, universities' resources investment is still limited. To promote the development of information technology and higher education to meet the needs of regular learning in society, improve the quality of human resource training, then the online teaching management in Vietnamese universities needs appropriate solutions.

2. Online Training Management Solution

2.1 Managing the Development of Diverse Online Training Materials, Ensuring Professional and Technical Quality

Improve the learning materials quality in terms of content, richness, and quality, which are regularly upgraded and updated to suit the labor market's needs, ensuring the requirement for prescribed teaching content.

Improving the quality of knowledge transmission methods, the accessibility of learners can use e-learning materials conveniently and quickly on computers and devices, convenient for self-study at all times everywhere.

Improve the quality and effectiveness of training, and help learners access good learning content with a convenient way of learning; help units and businesses use human resources to get the right human resources to meet the requirements.

Based on built-in learning materials, schools need to focus on managing the design and implementation of content development to manage online teaching materials. As well as manage the work of appraisal and approval; manage the exploitation and operation of the learning materials system; manage the periodic and regular review, correction, and update of e-learning materials of all subjects. The management and development of learning materials content play an important role in developing a way that is suitable with the labor market's requirements and meets the needs of learners. Furthermore, universities need to organize a system of online open courses to provide supplementary knowledge and references for students-which is currently the trend of many universities worldwide, at the school and national levels.

To organize a system of online open courses to provide supplementary and reference knowledge for students, each university needs to build a system of storing lectures, electronic learning materials, free online sharing for interested students. This sharing helps students look up more learning resources and contribute to the innovation of better learning resources. Access to the learning resources is for ongoing students and other training systems such as full-time students and part-time working. Universities in many developed countries use the online open courses system - the MOOCs system (Massive open online courses) (Tran Thi Lan Thu, 2018).

To organize the implementation, the school needs to form a group/team to develop e-learning materials, including capable and qualified staff and lecturers to perform the task. Furthermore, the school needs to issue a process to develop the online learning materials. Participating in the developing process are five

groups: specialized lecturers, content design experts; technical experts in content development and studio engineering; general management staff. Furthermore, it is needed to develop guidelines for the construction and updating of e-learning materials in schools and organize the training course for groups/teams to develop e-learning materials on new processes and supplement knowledge and skills to perform each specific activity. Besides, it is necessary to issue or update new e-learning materials standards as a basis for developing the e-learning resources and for evaluation and acceptance before deciding to put the resources into use (Beatrice Ghirardini, 2011).

The school needs to directly implement the development of online teaching content according to the issued plan and procedure and adhere to the set standards. The school also needs to organize and supervise the implementation in each phase to ensure the requirements and strategies set out, ensure close coordination between the group/team members developing the learning content, ensure the supervision, and evaluate the content at every stage of the process. The finished materials are then approved by the School's Evaluation and Acceptance Council, from which the school makes an official decision to use e-learning materials in teaching (Curran, 2004).

2.2 Building a Team of Lecturers to Meet Teaching Requirements in an Online Training Environment

Building and developing the teaching staff sufficient in both quality and quantity, meeting the requirements and qualifications of their specialties, methods, and teaching skills in the online teaching environment can improve the quality of online teaching to meet the needs of the students and society.

Identify the need for a teaching staff that meets the size and training requirements.

Make a plan to recruit lecturers based on needs and survey the current number, structure, and capacity.

We organize teaching, fostering, training, recruiting new lecturers to meet the requirements for quality teaching activities.

Manage and supervise the performance of the lecturers' teaching. Periodically evaluate lecturers, survey, and collect students' opinions about lecturers.

With this solution, the way to organize the implementation is as follows:

First, based on the school's training scale, the number of training disciplines, modules/subjects to determine the demand for teaching staff. Second, based on current lecturers, it is necessary to review and survey the teaching staff regarding structure, number, and capability (expertise and methods, online teaching skills) to plan new training or recruitment plans (Brandon, Ed., 2007).

We organize teaching, fostering, training, recruiting new lecturers to meet the requirements for quality teaching activities.

The school trains, fosters, trains, and recruit lecturers who meet the requirements of knowledge, skills, and pedagogical skills related to professional qualifications, teaching methods for self-learners, and online teaching methods, updating new knowledge about teaching methods - interacting with learners on e-learning technology, and applying new media in teaching (Curran, 2004).

Manage and supervise the performance of the lecturers' teaching. Periodically evaluate lecturers, survey, and collect students' opinions about lecturers.

2.3 Manage the Teaching-learning Activities Excellently and Effectively

Motivate students to participate in the self-study process, research the learning materials, and interact with the lecturers and other students.

Create conditions for lecturers to actively improve their teaching role in an innovative and creative online environment to motivate the students to learn. As a result, it enhances the quality and effectiveness of teaching and learning.

To implement a solution to strengthen the management of the training process and support learners to improve the e-learning quality, the school need to organize the following:

Manage the teaching-learning activities and interactions effectively in the online environment.

Create a mechanism to promote and control the interaction between lecturers and students to improve teaching and learning efficiency (Hao, 2010).

3. Conclusion

The solutions have partly met the basic requirements of online training in universities, in line with the situation and conditions of universities and the development orientation of the country.

The solutions ensure the requirements and regulations of training and ensure the teaching goals in general and online training in particular. The purpose of the training is to improve the quality, meet the requirements of the school and society, and be suitable for the socio-economic development situation of Vietnam.

References

- Kahiigi, E. K., Ekenberg, L., Danielson, M., & Hansson, H. (2007). Exploring the e-learning state of the art, ECEL 2007. *6th European Conference on e-learning*, 6(2), 349-358.
- Jacobsen, D. Y. (2017). Dropping Out or Dropping In? A Connectivist Approach to Understanding Participants' Strategies in an e-Learning MOOC Pilot. *Technology, Knowledge and Learning*, 24(1), 1-21. <https://doi.org/10.1007/s10758-017-9298-z>
- Tran Thi Lan Thu. (2018). MOOCs-a solution to support lifelong learning in the education trend 4.0. *Scientific Journal*, No. 40, February 2018.
- Beatrice, G. (2011). E-learning methodologies: A guide for - designing and developing e-learning courses. *Food and Agriculture Organization of the United Nations*.
- Curran, C. (2004). *Strategies for E-Learning in Universities* (pp. 205-217). Center for Studies in Higher Education, UC Berkeley. Retrieved from <http://escholarship.org/uc/item/78280303>
- Brandon, B. (Ed.). (2007). *The e-learning Guild's Handbook of e-learning Strategy*. The eLearning Guild, Santa Rosa, CA.
- Hao, S. (2010). Developing E-learning Materials for software development course. *International Journal of Managing Information Technology (IJMIT)*, 2(2), 15-21. <https://doi.org/10.5121/ijmit.2010.2202>