Workshop on Problem Based Learning (PBL) - Participatory Action Research (PAR)

Vinh, Vietnam

September 2002
CONTENTS

Executive Summary ........................................................................................................... 1

1.1 Original Agenda for the Workshop on PAR at Vinh University .................. 8
1.2 Communication of July 10, 2002 .......................................................................... 8
1.3 List of Vinh Workshop Participants ................................................................. 11

2.1 Verbatim Transcript of Meeting ......................................................................... 11

APPENDIX 1
State of Vietnamese Education ................................................................................ 46

APPENDIX 2
PAR in Agro ForestryTeaching Short ...................................................................... 73

APPENDIX 3
PAR in Child Studies ................................................................................................. 89

APPENDIX 4
Overall PBL Graphics ............................................................................................... 97

APPENDIX 5
Final Day – Summary Overhead .............................................................................. 101

APPENDIX 6
Follow-up Letter from Vinh CPR to Martha Piper, President, UBC .................. 105

APPENDIX 7
Vinh CPR Follow-up Project Proposal ..................................................................... 97
Workshop on Problem Based Learning (PBL) - Participatory Action Research (PAR)
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Executive Summary

LPRV Overview

The above-noted workshop was held as a part of the Year 4 activities of the Localized Poverty Reduction in Vietnam (LPRV) initiative. The workshop was developed jointly by academic partners in Vinh University and the University of British Columbia. The overall intent of LPRV is to enhance the capacity of universities, governments, and poor communities to address poverty at the local level. One major method by which this capacity has been changed has been through a robust rolling series of commune projects whereby active three-way partnerships have been formed between universities (Vietnamese and Canadian), local authorities, and members of the poor community themselves. Using a model of “learning by doing” the commune projects have allowed the partnership not only to address poverty directly in the affected communes, but also to reflect on the “lessons learned” and apply these to develop a better understanding of poverty. This better understanding is intended to be translated into education and action in a national program to eradicate poverty. One of the products of this joint work is the development of seven course books which cover the various stages and aspects of organized poverty reduction. It is the ultimate intent that this will form a basis for a national curriculum in poverty reduction.

The Role of Vinh University

As a premier pedagogic institution, Vinh University has, from the beginning of LPRV, had a particular interest in the learning aspects of this complex undertaking. They have made major contributions to the conceptual basis of the LPRV project and to the conceptual model expressing the way in which the LPRV course books inter-relate.

In essence, Vinh provides the foundation course on Participatory Action Research.
Workshop on PBL-PAR

(PAR) that is then used as the primary methodology in developing the community profile, doing the project planning and policy assessment as well as a major focus for the gender, ethnology, and urban poverty nodes of the seven-university project. For this reason, Vinh has developed a particular interest and expertise in PAR and has undertaken to apply this methodology to their own institutional development.

Role of the Workshop

Through joint discussion by e-mail, Vinh University and the University of British Columbia agreed on the following goal for the event:

To develop the capacity of Vinh University to teach the skills of participatory action research using problem based learning methods, with localized poverty reduction as the focus.

Thus the intent was to focus on the development of pedagogy using poverty reduction as the “problem” at the centre of this work. Vinh CPR has developed critical experience in interdisciplinary and community-based learning that can be generalized to other complex topics that can only be addressed effectively through an interdisciplinary and community-based approach. Senior university leadership have bought into this topic and approach. They have demonstrated their commitment to interdisciplinarity and the “learn by doing” model as it applies to problem-based learning.

The Workshop

The workshop was held September 11-13, 2002. Professor Hoi (CPR Vinh Vice-Director) outlined the enormous potential impact that pedagogy could have on poverty reduction as Vietnamese society moves forward from its current heavy dependency on physical and agricultural labour towards enhanced intellectual work in the new century. However there are equally enormous challenges if Vietnam is to grasp the opportunities:

- Vietnam has a young population with a huge number of students and only a limited number gain entrance to university.
- Teaching resources (space, facilities, materials, technologies, etc.) are limited.
- There is a need for the training of teachers.
- There is a need for skill development in informatics and languages on the part of both teachers and learners.
- The curriculum in Vietnam is isolated from international innovations and norms.
- There is a concern that some teaching methods are obsolete.

Vinh University had done significant survey work to identify these problems.

It was recognized that to meet these challenges and to transform the pedagogy at Vinh University, there must be both top-down and bottom-up elements committed to...
the change. It was noted that MOET is supportive of the changed pedagogy and that national policies supporting this shift are already in place.

By linking poverty reduction and change in pedagogy, the workshop was committing itself to two of the most noble acts of any society:

- helping its most vulnerable members
- teaching its children to create a brighter future

The hard work over the three days reflected this commitment.

The UBC delegation had added the expertise of Dr. Carol Ann Courneya, an expert in adult education and problem-based learning. Through her help and working together, the workshop came to the conclusion that “problem-based learning” and “participatory action research” were particular methods of learning that worked best because they were grounded in the principles of adult learning. Excellent examples at Vinh University in the case of child studies, literature, folklore literature and agricultural extension were presented and discussed. At the same time we reflected on the experience of LPRV. A diagram was developed to demonstrate the “circle of learning (see next page).”

This demonstrates that LPRV began with the problem of poverty and through its processes developed and applied adult learning principles. The universities, on the other hand, can start with the following principles of adult learning and modify their pedagogy so that they can contribute educationally to the reduction of poverty:

1. Adults need to know why what they are learning is important.
2. Adults need to have some control over what they learn.
3. Any group of adult learners brings a wide variety of experience to the classroom.
4. Adults need to learn practical things that help them deal with problems.
5. Adults learn best through real-life problems that are important to them.
6. Personal desires and hopes are stronger motivators than external measures.
7. Adults need feedback on their learning.

The workshop then focussed on applying these principles and reflecting on the large number of grassroots activities that are already applying the principles. The challenge then is to help organize this into a broader institutional change. The UBC delegation outlined a number of experiences of such change in their experience. It is essential that curriculum and curriculum change begin with educational objectives. Those objectives will determine what form of pedagogy is required in a particular course or particular skill development. Thus some lectures and laboratory work will be required but those methods will be inadequate in teaching independent thinkers to use their own minds rather than those of their professors.
Another key observation from experience is that often those who most vocally resist the change will later become strong supporters of the change. This is because they care so much about what is happening and once they understand the reason for change and once they understand how the change will meet their and their students...
needs, they will become champions. It is clear that the members of the workshop were passionate people who care.

Another key observation was the requirement for effective faculty development to teach teachers to work in this different learning environment.

Finally, it was important to recognize that we would not get it right the first time so we consciously focussed on evaluation and feedback and getting the students involved in the process. The workshop group had demonstrated insight on this already.

The workshop then broke into smaller groups to address a number of key questions.

1. What is the main reason to reform pedagogy at Vinh?
2. Why did we choose PAR over other methodologies?
3. What subjects should initiate use of PAR at Vinh University?
4. What conditions are needed to upgrade the methods of teaching at Vinh University?
5. Links with Canadians.
6. What are the steps to follow to implement the new model or project?

Extensive discussion was engendered in each of these questions and is reported in the attached proceedings (page 22-23).

These answers were then shaped into suggestions for strategic development and joint work.

**Results**

The workshop agreed that it would be worthwhile for Vinh University to develop a formal proposal for the transformation of its pedagogy that could then be taken forward to a variety of funding agents. UBC and Vinh University must work together at a number of levels in order to achieve success. UBC may provide a number of roles in this future relationship:

1. strategic planning for change based on our own experiences
2. specific review and feedback on the proposal as it develops
3. exchange of faculty members and/or students
4. workshops in Vietnam and at UBC
5. joint approaches to funding agencies
6. consultations on coursebooks and learning materials being made available through our libraries
7. the development of a network of networks: making networks of Vietnamese Universities with UBC educators and a global network of universities committed to poverty reduction
8. faculty development to teach the teachers in the new methods
It was felt that the topic of educational reform in service of poverty reduction would gain interest from both the Vietnamese government and funding agencies and that the success of LPRV may be helpful in this regard.

Conclusion

The workshop represented a major transition in the partnership between the universities. The lessons learned during our work in poverty reduction are seen to have much broader application in transforming the pedagogical methods at Vinh University. They have also had a major effect at the University of British Columbia where a three-way partnership between the government, the Faculty of Medicine and communities has developed as a central focus of the faculty. Vince Verlaan will be moving into a position to help this partnership work and the lessons that we have mutually learned in Vietnam will be applied on both continents.

The proposal and a covering letter to the President of our university will be carried forward and we will get together again in December to finalize plans.

Respectfully submitted:

Robert F. Woollard, M.D., C.C.F.P., F.C.F.P.
Royal Canadian Legion Professor and Head
UBC Department of Family Practice
1.1 Original Agenda for the Workshop on PAR at Vinh University, Sept. 2002

The workshop will be held for three days (each section below is equal to 1 day). The tentative subjects of the workshop are:

<table>
<thead>
<tr>
<th>Subjects</th>
<th># of reports</th>
<th>Organizers/ Responsible</th>
</tr>
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<tbody>
<tr>
<td><strong>Section 1. PAR in poverty reduction</strong></td>
<td></td>
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<tr>
<td>1. LPRV lessons in poverty reduction</td>
<td>2</td>
<td>CCPR, UBC</td>
</tr>
<tr>
<td>2. Lessons learned from the two sub-commune projects at the CPR Vinh</td>
<td>1</td>
<td>CPR Vinh</td>
</tr>
<tr>
<td>3. Methodology on adult-learning</td>
<td>1-2</td>
<td>UBC</td>
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<tr>
<td>4. Using PAR in teaching the LPRV coursebook “PAR in poverty reduction”</td>
<td>1-2</td>
<td>CPR Vinh</td>
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<td><strong>Section 2. PAR in University teaching &amp; learning</strong></td>
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<tr>
<td>5. PAR in teaching – learning some majors/ subjects at UBC</td>
<td>1-2</td>
<td>UBC</td>
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<tr>
<td>6. The current situations of teaching methods of Vietnam Universities and Vinh University</td>
<td>1</td>
<td>Vinh University</td>
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<tr>
<td>7. Onset approaching PAR in teaching some subjects of Vinh University</td>
<td>3-5</td>
<td>Vinh University</td>
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<td><strong>Section 3. Action plan in the future</strong></td>
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<tr>
<td>8. Developing a project “Building capacity of PAR in teaching – learning at Vinh University (Vietnam Universities)”</td>
<td></td>
<td>UBC, VU, WUSC</td>
</tr>
<tr>
<td>9. Joint action plan among UBC -VU-WUSC</td>
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<td>UBC, VU, WUSC</td>
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1.2 Communication of July 10, 2002 between UBC and Vinh University staff

There exists an agreement to work with Vinh CPR to hold an LPRV event about the future of PAR activities at Vinh University in September 2002. Bob Woollard, Leonora Angeles, Peter Boothroyd, Jim Delaney, Steffanie Scott, and Vince Verlaan have been developing ideas and suggestions for this event over the last month, and have had several useful exchanges with Vinh CPR to shape our joint ideas.

Now it is time to firm up the plans for the event, and we hope that this communication does so. We also hope that the following is constructive and respectful of the efforts and progress made by the dynamic Vinh CPR team, and that it contributes to the key objective of organizational sustainability in Year 5 of LPRV.
The UBC team wishes to offer the following points regarding the objectives and program of the September event, for the consideration and comment of the Vinh CPR team.

**Goals**

- We should begin the design of the event by developing the *overall* goals and objectives that we have for the event. It is important that we get consensus on these objectives from the beginning.

- The overarching goal of this event should be defined as *“the development at Vinh University of a sustained focus on the connection between learning and action in localized poverty reduction”*. Benefits and implications of this focus would be felt by the university as a whole, by its faculty, by its students, by local government partners, and by communities.

- Within the broad goal above, the objectives of the workshop should reflect the commitment of Vinh University to foster learning in active three-way partnerships with local officials and communities (i.e. “Working in D” as per the LPRV model of “Getting to D”).

- Objectives should reflect both institutional and individual dimensions. That is to say we want to not only advance the capacity of individual learners, but also the capacity of Vinh University to continue producing such learners.

- While “working in D”, the role of the university is both pedagogic and action-oriented. Therefore, Vinh University is correct in asserting that the university must continue to integrate and teach PAR, where teaching and action-research are two parallel, interacting, and mutually enriching objectives.

- Therefore, the workshop must determine and explore how the momentum of the LPRV activities in the field and in the classroom can be maintained and built upon through an appropriate pedagogy. The workshop must focus on institutional strategies to maintain these parallel foci.

If these points are accepted, we can issue the following as our specific goal for the event:

*To develop the capacity of Vinh University to teach the skills of Participatory Action Research using problem-based learning methods, with localized poverty reduction as the focus.*

**Rationale**

We cannot have problem-based learning as a key to our PAR teaching and action-research without having a *problem* at the centre of the work. Localized poverty
Workshop on PBL-PAR

reduction is the ideal problem around which to develop the individual and institutional skills for effective and sustained PAR because:

1. It is a real-world, real-time problem.
2. We have joint experience in addressing that problem in LPRV (1998-2003).
3. We now have a linked set of curricula capturing lessons learned and theory advanced.
4. It engages the community and local government officials in a practical way so that learners can use the lessons from action research to develop their own ability to teach skills to others.
5. Vinh CPR has developed critical experience in interdisciplinary and community-based learning that can be generalized to other complex topics which can only be addressed effectively through an interdisciplinary and community-based approach.
6. Senior university leadership have bought-in to this topic and approach. They have demonstrated their commitment to inter-disciplinarity and the learn-by-doing model as it applies to localized poverty reduction, and this commitment can be extended to the general issue of problem-based learning.

Specific Objectives

Specific objectives for the three day (Sept. 11-13) event could be:

• to achieve agreement on the particular role of the University in a three-way partnership with local officials and commune partners (“Working in D”)
• to identify the lessons learned by Vinh CPR in its work with the two initial commune projects of the LPRV
• to agree upon the role of the coursebook “Participatory Action Research in Poverty Reduction and Rural Development” in the teaching of the skills of participatory action research at Vinh University
• to develop a working understanding of “the principles of adult learning”
• to agree upon the definition and role of “problem-based learning (PBL)” at Vinh University
• to use the “problem” of localized poverty reduction in the design of a PBL course in Participatory Action Research at Vinh University
• to reflect on the broader application of PBL methods in other courses and programs (existing or new) at Vinh University and in other universities and colleges

Request

You are asked to review the above objectives and add, subtract, or modify them so that we can design the specific workshop based on our agreed upon objectives. Your urgent response to this proposal is requested after which we will undertake to propose specific activities for the three days. Thank you very much. We look forward to your reply and to seeing you soon.
1.3 List of Vinh Workshop Participants

- **CPR Vinh**
  1. Mr. Nguyen Dinh Huan, Director of CPR, Rector
  2. Mr. Nguyen Ngoc Hoi, Vice Director of CPR, Vice Rector
  3. Mr. Bui Thuc Tam, Lecturer of Literature Dept, CPR member
  4. Mr. Nguyen Dang Bang, Dean of Economics Dept, CPR member
  5. Mr. Le Van Bang, Lecturer of Informatics Dept, CPR member
  6. Mr. Hoang Minh Dao, Vice-Dean of Literature, CPR member
  7. Mr. Nguyen Trong Van, Dean of Postgraduate Dept, CPR member
  8. Mr. Hoang Van Son, Lecturer of Biology Dept, CPR member
  9. Mr. Tran Ngoc Lan, Dean of Agri-Forestry-Fisheries Dept, CPR member
  10. Mr. Tran Ngoc Hung, Lecturer of Biology Dept, CPR member
  11. Mrs. Nguyen Thi My Trinh, Vice-Dean of Primary Education Dept, CPR member
  12. Mrs. Pham Thi Thanh Hai, Officer of Personnel Management Office, CPR Co-ordinator
  13. Mrs. Tran Thi Khanh Tung, CPR Information Officer

- **NCSSH**
  1. Mrs. Dang Anh Phuong, Senior Officer, International Relations, NCSSH

- **UBC**
  1. Mr. Vincent Verlaan, LPRV Program Manager, CHS
  2. Mr. Bob Woollard, Dean of Medicine Dept, UBC
  3. Ms. Carol-Ann Courneya, Lecturer of Medicine Dept, UBC

- **Vinh University**
  1. Mr. Ha Van Son, Vice–Head of Training Office
  2. Mr. Dao Son, Lecturer of Maths Dept.
  3. Mr. Nguyen Van Tu, Head of Administrative office
  4. Mr. Nguyen Cong Khanh, Dean of History Dept.
  5. Mr. Dinh Xuan Khoa, Dean of Physics Dept.
  6. Mr Nguyen Dinh Nham, Lecturer of Biology Dept.
  7. Mrs. Do Thi Kim Lien, Dean of Literature Dept.

2.1 Verbatim Transcript of Meeting

Dr. Huan – Warm greetings to our visitors. Our project has been carried out for more than four years with eight partners. In these years we have done a lot of work, such as developing three sub-commune projects. During the course of the LPRV project, the capacity of the local people and the researchers has been enhanced. Our first outputs of the project are the three sub-commune projects which have been promoting economic potential.
Like other CPRs, Vinh CPR has been producing a coursebook, namely “PAR in Agriculture and Rural Development.” Currently NCSSH is reviewing our book for the last time. In the future it will become a coursebook for use by students across the country.

Our main methodology in the project is participatory action research (PAR). This is a very new method for us to apply in teaching at universities. The main objective of this workshop is to further develop the use of the participatory methods in teaching at universities to build on and advance the cooperation between Canadian and VN partners. Our main way is to approach through understanding the theory, and then we apply it in selected courses. Through this workshop, we have a good chance to learn the theory of participatory methods from Canadians.

Also, by this event we will introduce to you a national level topic produced by Dr. Hoi, who would like to integrate his topic with your new method. Also we would like to integrate the new method to build up another centre at Vinh University, the Centre for Environmental Studies and Rural Development. We would like to receive your help and to further develop our new centre and keep using participatory methods well.

Vinh University, NCSSH and UBC thus are holding a workshop named “PAR in Education and Poverty Reduction.” NCSSH partners will come later today. Time to introduce the Vinh university staff (see attendee list).

Vince Verlaan: For the UBC side, happy to be here and continue our excellent collaboration on this topic. Presents two graphics – relationship between the seven LPRV coursebooks, and the classic image of “how the university gets to D.” Comments on how much work the CPR has done, that their book is accepted, that they are moving forward for sustainability planning, etc. Note that the Vinh CPR coursebook on PAR provides foundation for other books and for LPRV.

Hoi - When we started four years ago, we did not understand the role of universities for poverty reduction. But thanks to the useful help from UBC partners, we now have a very strong foundation on poverty reduction. We highly appreciate the enormous support the UBC team has given and how you have helped us develop a strong foundation on poverty reduction.

For the last four years our staff have been developing their understanding of how to work in the area of poverty reduction and slowly build our capacity. As we know, the poverty topic has become the key topic in many areas and many international forums. We can say that in developing countries especially we have some backward elements (mainly agrarian country). Therefore poverty reduction work is a critical issue in Vietnam. The whole world has entered the century of knowledge.

In Vietnam the labour force in agriculture is 70% of the population, but as we turn to the century of knowledge, the value of intellectual labour accounts for 90%. So we are well aware that we cannot follow slow steps of other countries but must try to escape from poverty conditions by using our intellectual capital and resources.
efficiently and effectively. I think the only way to access knowledge is through
education. Therefore our communist party has raised two major issues re: rural
communities. The main work is poverty reduction. However, for universities the
main task is to enhance the quality of teaching and education, therefore aiding in
poverty reduction.

Therefore our party has issued a lot of decrees to renovate teaching methods to adapt
our methods to the new century of knowledge. By being involved in the LPRV
project, Vinh professors think about the core lessons of our poverty reduction work
so that we can apply them to other subjects and other challenges. Learning from
experiences and lessons from Nora, Bob, Peter, etc., we learned that participatory
method is the core issue for us. Maybe Vince is the person who knows this specific
topic the best, but Professor Huan realized this topic was key for us to understand
from the beginning, so we took it as the topic of our coursebook in LPRV, instead of
TNU.

In the third year LPRV steering committee meeting in Thailand, this topic was
assigned to us. Since then we tried our best to produce this book well and now it has
been reviewed at three levels. The project is coming to an end and we are aware
now that the participatory method is the main mechanism to apply in future projects
and in our curricula.

However, we are educators, so we usually think that our biggest issue in teaching is
methods, and we now want to use more participatory methods to teach students at
universities. The task of the teacher is to show the student how to use new methods
to discover the world around them. Hopefully, with your help, Vinh University will
have a good chance to have its teachers access and use this new method.

Now it is time for me to inform you re basic situation of VN training and education,
and necessity of applying new methods like PAR in Vinh University. (Please see
PowerPoint in appendix #1)

Preschools: 10,653 schools; 3.4 million students. 15,000; 9 million primary; lower
secondary 9362; 6.7 million students. Upper secondary school is 1962 schools –
2.525 million students. Vocational education – 277 schools with 330,000 students.
College level, mainly in HCMC and Hanoi: 114 schools with 10,393 teachers and
246,000 students. University level: 77 schools; 25,546 faculty; 800,000. Here is the
flowchart showing you the structure of the education system in VN: graphic.

Current conditions: demand from students remains high. This year, for entrance
exams of all universities, selected 1 of 7 only. At Vinh, 1 candidate entered from 30
applicants. Some faculties had 1/72 rate.

Second issue – some resources are missing – limited classrooms, outdated facilities,
lack of teaching materials like coursebooks, low access to modern technologies.

Third issue is teaching skills of lecturers which remains questionable. Ratio of
teachers with post-grad degrees is only 30-40%.
Fourth issue is skill of teachers and students with informatics (not available in high school due to lack of funds) and foreign languages.

Fifth issue is curriculum of VN universities remains isolated from others and do not integrate with that of other countries, therefore our output does not meld with reality (needs).

Last issue is that teaching methods are obsolete so efficiency of education remains low.

Shows table re human resource and education capacity of VN v. other SEA counties, adapted from UNESCO data. Korea scores 6.91; Singapore 6.81; Japan 6.5; Taiwan 6.04; India 5.76; China 5.73; Malaysia 5.59; Philippines 4.53; Thailand 4.04; Vietnam is 10th at 3.79. Indonesia is at 3.44. This means that quality of education in VN is low in comparison and so we would like to receive help from our international partners.

Current situation of training at Vinh University: It belongs to one of the biggest of 77 universities in VN. It is one of top 7 in terms of number of students. Also second strongest in pedagogical training. Also has perfect structure in teaching and education and training spread across Vietnam. Has more than 4000 teachers…etc.

Currently have 25 majors of training (degrees) at Vinh. For example, math, computer science, IT, for the secondary schools. Literacy, history, geography for secondary school. Ethics, civic virtues, policies. Besides pedagogy field, we grant science degree such as IT engineering, construction engineer, fishing engineer. MoET gives us the role of training students across Vietnam but are to focus on northern central provinces.

Concerning infrastructure, our university is one of 77 universities destroyed totally by the war. We try to mobilize resources from MoET, from govt., from community, etc., to rebuild after the war times. Re upgrading methods in teaching, we meet difficulties re lack of information and models. We surveyed teachers and students re which method they have experienced – through evaluation we have results that lecturing is students 83%; profs. 90%. Teacher only reads is second (95/86). Third is lecturing using coursebooks (90/77). Visual aids like projector or VCR (0/9). Demonstration 84/81%.

So now we know that the method at Vinh is that teachers speak and students only listen. Now we have a list of weak points of these methods: one way info (80% students say this); 63% mention student cannot get main ideas of lectures; 42.8% of students say they cannot practice their skills; 50% say students are passive and idle thinking, not engaged; 76% students say that methods used by lecturers do not promote the creativity of students; 61% say that atmosphere of classroom is very boring. And lecturers are not aware of how many students actually understand their lectures.
Proposal made by students re upgrading methods: 94.2% support workshops; self-teach is 82% support; practical discussion is 82%; learning and teaching by visual aids is 76%; problem based learning is 94%; teaching through research based study is 97%. Strong desire among students to access modern methods of teaching.

Q. With strong support for Problem-based learning (PBL), how have students had exposure to PBL?
A. Two years ago the government and MoEt recognized that teaching methods are weak, so they seek renewal of teaching methods. So we have a proposal from MoEt now re PBL.

Q. Were students exposed to PBL through that initiative?
A. Concerning theory of PBL, the students know the concept. But they are not experienced or clear how to use it effectively. MoEt has a newsletter document about theory for education, and some discussion of PBL theory there. We are very concerned now with the problem of upgrading or renewing our methods and want to discuss these.

Two major difficulties so far – 1. Theory about new methods for teaching; 2. If we can send them to workshop or seminar or training course in Vietnam or overseas so that they can upgrade their methods? We also need teaching equipment and knowledge of how to use it.

We would like to use PAR in education to upgrade the methods in teaching at Vinh University. Some further issues: need to modernize classrooms and equipment (e.g. projectors, multimedia); modernize delivery; improve documents and coursebooks and access the experience and methods/models of others. Need ideas for a new proposal to get support for upgrading methodology in teaching.

TEA BREAK

Discussion of morning presentation: Bob found the report by Dr. Hoi very exciting in terms of putting the context for the current workshop in place. It indicates some very important elements of change if Vinh University wants to change its future.

It is obvious that the senior leadership of the university is committed to helping change to happen. You have also asked your students and profs how they feel that change should occur. One of the things that we know is that top-down or grassroots change alone will not succeed. It sounds like Vinh University has both commitments in place. That would indicate that change is almost certain to happen, so our job is to make sure that it is the right change.

Vinh has a long tradition of excellence in training people, and you do not want to wholly dismantle that tradition. The foundation for change is already here. That is not surprising because just as Vinh did the work to lay the foundations for the LPRV coursebook, Vinh is laying the foundation for change at the university. We are looking forward to this afternoon where we will hear from agriculture, literature,
kindergarten education, etc., about the movements that people are already undertaking to build the foundation of the changes.

We hope we can make a small contribution from our experience, but as usual we will learn more from you than you will from us. Around this table there are representatives from many different disciplines and this is broader than you would usually see at UBC. I close by congratulating you on how you have surveyed the profs. and students to engage their ideas in the process of change. We have some ideas and experience in the technology and methods needed to assist this change in pedagogy so we can assist in the development of your proposal.

Carol-Ann – one thing that you mentioned was that you want to see teachers encourage their students to discover the world around them. When I went to Nepal three years ago to introduce PBL to their medical school, we brought together young students to a workshop and it was their first exposure to active learning. This means Learning-by-Doing (LBD) or PBL. After the first workshop, one of the young students said “this was the first time I have thought with my own mind and not with the professor’s mind”. The results of your survey made me think of that student who was given a voice to express what they needed in their education.

Vince comments re: the PLAN 548O course experience at UBC, where CHS projects were built upon by students, and the strong benefits generated for both students and CHS. Argues that LPRV has been weak in understanding how to work with MoET and needs your experience. Then asked whether Hoi went to the Nha Trang LPRV national workshop, and if there was a similar discussion re: pedagogy as part of the work of the future network. Answer was that after Steering Committee and Hoi An meetings, we concluded that 7 coursebooks have become very useful, and we have shared these among all CPRs and NCSSH. In Vinh University, for example, we currently use 6 of the 7 coursebooks as teaching materials.

Re: the relation between MoET and CPR Vinh and the network and NCSSH: NCSSH is a national centre with an independent position. They focus on policy and research, and have a good relation with other researchers. But the universities’ activities are under MoET control. All the universities use the output from the CPRs and their research. Research results of the Centres are shared well, and Mr. Thong of NCSSH often talks to us about methodology of teaching. We will focus on pedagogy and hope to catch up with other universities in the region and in the world. So that is why we think this workshop topic is so important for the university as a whole, as we have staff of over 400 teachers, and we bring key teachers to this workshop. The core need is that we need to share experiences in how to renew and upgrade methods in teaching.

Mr. Tam, mathematics faculty: I would like to supplement what Mr. Hoi has said. Qualified students often do not want to enter vocational schools, so this means we cannot find well-qualified students. At the university level there is a disparity between rural and urban areas. Most of the people sitting here have not been exposed to modern teaching methods. One of the main foci for the future is to activate students in learning. We would like all of the staff of Vinh university to
become accustomed to this approach, dealing with it from the bottom-up. Currently carrying out new activities (heuristic approach, multimedia, PBL) to move forward. Difficulties include that student skills are uneven.

Mr. Long: I want to return to the idea of the university connection to MoET. Currently the state has launched a lot of policies re: decentralization of the management of universities, as they try to empower universities. Therefore most of the activities of the universities seem independent of MoET. Universities are in charge of their own output.

Q. Is the work at Vinh on methodology connected now or in future to the same problem at the MoET level?
A. MoET gives us independence to take care of our own curriculum and outputs. Until now Vietnam is trying to integrate with other universities in the region. When quality of students is high, that university will get more students. Re: mathematics, for the entrance level is 22.5 but in comparison with another university they accept a mark of 13. Exam questions are standard for all. So that is why the universities in Vietnam are aware that Vinh concentrates on good quality. Universities need to update style of teaching and results to international standard to maintain good output. Need help of overseas partners.

Bob’s presentation: start by noting the nature of the work in this room. In this room, we have people doing two types of work that is the most important kind of work that can be done. 1. Commitment to help most vulnerable; 2. Dedication to teaching the children and developing the future of society. A society that looks after its most vulnerable and its future, has a future. What we are trying to do in LPRV is to see how we can combine these two major activities to get the task done.

Over the last 4 years, the LPRV has developed methods for engaging with poor people in the problem of poverty. Have done so with the idea that the academy has a key role to play in poverty reduction. We have worked to develop the 3 way partnership of “D”. We want now to propose a model of how the teaching and poverty reduction goals can be further blended and built on.

I am nervous when I present a model to Vinh professors, because they always take the model and shake it up and improve it. Mr. Lanh challenged an early model by UBC of how the coursebooks fit together, and then we developed a better version with Vinh’s input. See next page for the coursebook graphic.
Diagram representing relationships between LPRV coursebooks

Participatory

COMMUNITY PROFILE: Hue

Action

Gender Ethnology Urban Poverty (HCMC)

Research

POLICY ASSESSMENT: Da Lat

Vinh

PROJECT PLANNING: Thai Nguyen
Bob continues:

But beyond this LPRV coursebook graphic, we have also developed a unifying graphic for what we want to think about in this workshop. Here it is, and then I will explain it:
Vinh University has a long history of teaching the teacher. LPRV has a shorter but effective history of looking at poverty reduction. So we can think of a cycle of learning that allows Vinh university and LPRV to move along further together.
Vinh is founded on principles of adult learning; takes those principles and applies them through PBL, which means that the learners participate in their own learning. One subject that they might participate in is poverty reduction.

LPRV, on the other hand, started with the problem of poverty reduction. Together we decided that we needed the participation of locals – this meant that we needed PAR to address/solve the problem of PR. The way we did this was through the 3 LBD projects at each CPR. By doing this work, we learned how adults think about poverty reduction. It did not matter who those adults were – through the problem and PAR, they all could learn about acting on PR. This helped us to understand a little bit about the principles of adult learning.

So we could say that universities do the left and LPRV does the right in the graphic but reality is that they are doing the same. Participation by learners is very similar to participation by communities. LBD similar to PBL. Get participation by the learners, in PBL to understand how to learn. That is the job of Vinh university that they have done well for many years.

Need to exchange ideas of principles of adult education and PBL. From common understanding, we can address central question of how do we help in the change that you envision for Vinh university? If the subject of change is poverty reduction, then we help the future of society and of students.

Q. Are the arrows in the graphic actually one way?
A. No, things move back and forth. I remember well when CPR Vinh took lessons learned from first commune, and you applied those lessons in your second project and got much better participation. That was when we felt a lot of excitement from learning those lessons and doing much better in the second commune. It is that excitement that we want to build into students who are using PBL to learn themselves. That is one way where the same theme emerges on both sides of the graphic.

LUNCH BREAK

Carol-Ann’s presentation on principles of adult education: (see CA overhead in VN/Eng)

Mr. Lan, Agri-Forestry: Presents a PowerPoint (see appendix #2). He reflected on the pilot curriculum for new course using PAR techniques for agriculture and forestry. Discussed theory of plan/act/reflect and start again. Described how the unit has 30 hours of theory and 15 of practice.

PAR in higher education – seen as a very effective method:
- Many subjects of agri/forestry/fishery can apply tool of PAR efficiently
- Need to have multi and inter disciplinary orientation
- Both teachers and learners participate in research and education to generate knowledge
Teachers must work intelligently in designing problems, working with learners, etc.

Q. There are many factors affecting use of PAR in teaching, like equipment, materials, good teacher, etc. If we are lacking one of them should we keep using it? And is there time planned for adaptation and time for adoption of new method?

A. Bob says this discussion shows problem-based-learning in action. Problem is how do you introduce PBL and PAR into existing faculty of Agriculture/Forestry/Fisheries. In PBL, one of the first things that you do is define the learning issues, the things the group needs to learn to solve the learning problem. A number of learning issues have already been raised – things we need to know to solve the problem.

Is there enough time for the students to learn what they need? How much direction do we give the students in defining the problems? How much support or structure as we answer the problem together? What resources are needed to solve the problem? These are 4 problems to discuss and solve tomorrow. We can work together tomorrow to find the answers. That is the essence of PBL.

When PBL first starts it is sometimes confusing and frustrating. Sometimes the students want a clear recipe telling them exactly what they need to know for the exam. But once they become excited about learning together using these methods, 2 things seem to happen. First, they enjoy the experience of learning more and so do the teachers. Second, they seem to be able to keep their learning for a longer period and expand it into new areas. We can discuss more tomorrow.

Ms. Trinh – presentation on applying PAR in kindergarten education (see appendix #3)

Rationale for PAR in child studies – after graduating they become teachers and/or professors of kindergarten, contribute to work of educating kids through their experience and research; method equips the learners with scientific research skills and helps them discover thinking of the children.

Why should we upgrade teaching method in this subject? There are 30 periods in which 16 are practice and 12 are theory and 2 for tests. Very difficult subject for students. Difficulty in teaching is increased if only traditional methods are used. To promote the independence of students we have to graduate the teaching methods. We would like to pilot the PAR in kindergarten faculty as the first step.

Applying PAR in teaching child studies at Vinh university. We do not know how to fully apply the PAR method yet as we have only 1 year experience with PAR. We’d like to focus on self-study of groups of students. First step is to research problems; second is to propose the procedure for research; third is develop method of research; fourth is to present research outputs. Students must themselves discuss the issues.
Mr. Son – Biology - “Applying PAR in coursebooks for extension work in Faculty of Agriculture/Forestry/Fishery”. Training educational engineers in VN. Extension is knowledge transfer to farmers to increase their harvest, apply new techniques, avoid flooding, etc. Orientation for developing agriculture and demand for extension staff. New course would identify problems, then methods, then choosing flexible methods to use, then training staff of extension program in those methods, then organize services, implement and review results.

Day 2 – LPRV and CPR activities – connected to pedagogy issues

Mr. Dao of CPR – PAR in teaching and learning folklore literature at Vinh University

This report was presented at a scientific workshop at faculty level in Vinh university. At that time, my college discussed this issue closely. PAR gives us system of tools that will give us new information and will help us generate new information, and this process will improve our teaching. I only use some main tools but very useful to me as we pilot new methods. I have piloted a course of folklore in front of council for university.

We know that if we apply PAR in teaching, we do not have passive listeners. And we have professors who pay more attention to the class lesson. And students have to prepare more carefully.

When piloting for a seminar, I divided students into small groups, better or worse education level, or which region they were from. Then we discussed a lot of issues. I asked the class to analyze folklore. Students had been asked to develop problems needing solving in the class, and we will correct or grade the student’s preparations. Role of teacher changes to be very active in seminars, with discussion groups. Then teachers summarizes and draws conclusions.

After my report, our faculty launched a bulletin to go deeply into these issues of teaching models.

PAR can also be applied in field trips. We hope to conduct these kinds of activities in the future. Discussions of difficulties and challenges follows.

Dr. Hoi – I would like to summarize the last day and 1/3 of our meeting. Main task is to confirm or discuss the transformation from more traditional to more participatory teaching models.

In LPRV, CPRs found that PAR cannot only be applied to poverty reduction work, but can help us in other subjects, such as methods for teaching and learning at the university level. As we have listened to 4 reports, we want to confirm that besides poverty reduction work, we have been trying to apply PAR for teaching and learning. And through discussion we realized that PAR applied in adult teaching is not new to the world, but is new to Vietnam and to Vinh particularly.
Now we need help from you to find the proper approach to the foundations of this method. Attendees here are few but as we apply this method more broadly we will bring more and more researchers and teachers trying this method and joining our discussion. Through our 4 presentations you can see that Vinh CPR has done a lot of work on using PAR methods. Now would like the workshop to move to the second step of listening to Canadians in applying PAR in teaching.

Vince – agree with your focus on pedagogy as the way to keep moving forward. Need to focus on foundations and get clarity re how you want to transform the relationship with learners. In LPRV, we had the problem of PR and used the tool of PAR to change the relationship between universities and communities. Now need to most effectively and efficiently connect what we learned about PAR and how to work together on complex problems in LPRV with the larger problems and goals you have in revising your curricula. We want to help you make a clear strategy and foundation for this transition.

(spontaneous applause)

Bob - Need to discuss the model of learning so we agree on why a focus on principles of adult learning is important at this stage. Puts circle diagram in Vietnamese back onto overhead. We spent 2 years in LPRV discussing how universities could work on PR, and recognized PAR as a useful tool. There were other tools used as well. One other tool under PAR was the LBD projects in the communities. During our work, it became clear to Vinh University that these kinds of tools could be used on issues beyond PR. As you have shown, you have applied it in various cases.

In reaction to your examples we changed the circular model a bit. Changed central element from PBL to the use of applied or action learning. This means that learners are active in the learning, not just receptacles having knowledge shoved into their heads by professors. Then the obvious way to close the circle came from the extension example, because that involved the students being farmers and officials and students learning together in the field. But there are also possibilities in kindergarten and literature teaching where we can expand the role of active learning.

There are many ways of doing this kind of education. There are also ways of trying things that do not work and we have done enough of that. We have had examples in Canada where things have worked and not worked. Often the success depends on being grounded in principles of adult education. Places where we struggled were where we used the terms of adult education but did not apply the principles of adult learning. Saw this in the introduction of the new curriculum in the UBC Medical School as we measured where we had failed. When we looked at the piece of the curriculum that had failed, and then grounded it in the principles of adult education, that piece became the best piece.

Carol-Ann – thank you for the opportunity to revisit these important principles. As we go through this list, please have your faculty members think of ways to
implement these principles. As soon as we go through this list, I am going to ask you for examples of how you would implement this list, and then will write them down in the back. This may include examples from presentations or from your own practices at university.

1. **Adults need to know why what they are learning is important.** In medicine, where we used adult learning principles, we chose real life problems to help the students understand why they needed to know science. You have all likely been in the situation as adult learners where you were asked to learn something not important, and I ask you how long you retained that information. For me I do not remember it very long if it is not important.

2. **Adults need to have some control over what they learn.** When we work with small groups of adult learners in Canada, those adults have the chance to decide how the group will work together. Perfect example was where Dr. Hoi asked for cooperation in how this group will learn. Adults deciding on rules by which they will learn, and what they will learn, is very important. I work with the students to ensure that what they decide to learn is linked to our important educational objectives but I give them an opportunity to come up with what they have to learn first.

3. **Any group of adult learners brings a wide variety of experience to the classroom.** This group is perfect example of that fact in practice. As adult learners, you feel that your experience is important to share with the group. So does everyone else!

4. **Adults need to learn practical things that help them deal with problems.** In our small group learning, the students must learn how to search the literature to find answers to their questions. Equally important is their ability to learn to communicate with each other in a professional way. In traditional lectures, they do not communicate with each other and do not learn the skills of getting a point across respectfully in a discussion.

5. **Adults learn best through real-life problems that are important to them.** In Medicine where we use adult learning in Canada, we carefully design our problems so that they are real and not pretend. This helps the student take it seriously and learn the most from it. I think the reason that LPRV worked so well with PAR was that everyone in D was talking about critically important problems that everyone was truly concerned about.

6. **Personal desires and hopes are stronger motivators than external measures like grades from a teacher.** When you think about your own curriculum, you might think about ways to reward your students that meet this principle. Future job satisfaction and self-esteem and quality of life is more critical.

7. **Adults need feedback on their learning.** This includes student to student, teacher to student, and student to teacher feedback. In Canada, when we started to adopt this principle, some teachers did not like to receive feedback from
students. But this helped us to become better teachers. The students learned how to give respectful feedback by watching how the teachers gave respectful feedback to the students. In that spirit, please give us feedback on if this talk was useful to you or not. We would like to know what we did that helped you learn and what did not.

Now it is time for you to do some work. Take some minutes and talk to your neighbour and come up with some practical ideas of how to highlight some of these principles in your own courses. Talk for a few minutes and then I will ask for examples of practical applications you could use.

(Audience talks for 3 minutes and then fills sheets in). Discussion follows.

Chart of “practical applications” of selected AL principles from Vinh faculty:
1. End of day feedback in LPRV and apply field experience to next day of work (7) (3)
2. Interactive feedback (from student to teacher) more than previous (7)
3. Gave students new criteria to do evaluation and oversaw implementation (7)
4. Design of field trips to meet these principles in LPRV visits (1) (4) (5)
5. Vietnamese saying that it is better to learn from students than from teachers (3)
6. Coursebook begins with explanations of objectives and encouragement of self study (1)
7. Students see grades as a means not a desire (6)
8. There should also be feedback on content/issues not just on methodology (8) (7)
9. Good marks are necessary but not sufficient (6) (7)
10. Pass or fail is an example of how to encourage cooperation (6)

Q. Which is the most important of the 7 principles?
A. We have found that these foundational principles are equally important, and they all need to be eventually built into the foundation of your new pedagogical approach. In your particular course, it may be very easy to address one principle and very hard to address another one. But if you start with the idea that you will eventually build the foundation, then you will be successful. You will also discover new principles or modify these as you apply these in Vietnam. The literature and our experience would say that this is the minimum set of principles to build a strong foundation.

Q. What is your experience with this critical issue of grades?
A. In our UBC medical school, we adopted a cooperative learning model based on “pass” or “fail”. This was an adult learning model, where the professor decides whether they pass or fail. Students made a decision that this is what they would prefer and they worked very hard to get this in place. Students actually voted to implement this system. (rich discussion followed)

Q. Want to ask if it is the student who decides who passes?
A. No, the professor decides who passes, not the student. Students in the medical curriculum are divided into groups of 8 students who study together a problem in a patient. They have a professor who helps them ask the necessary questions to solve
the problem. But they help each other learn the anatomy, physiology, science, etc.,
that they need to solve the problem. So one student goes to the library to read about
the anatomy issues; another student goes on the Internet to learn about the disease
problem, etc. The professor makes sure the students share only good information, so
that when the students come to the conclusion at the end of the week, it is the correct
conclusion. There is much discussion in the group and between the professor and
the group. They might spend 5 weeks discussing problems with the heart, then at
the end of that 5 weeks, the professor would decide if all 6 students had contributed
enough and knew enough about heart disease to pass the course.

They also take an exam that would cover some of the material as well. To pass the
course, the professor would have to say they pass and they have to pass the exam.
No marks as such except the score in the exam. When they graduate, the transcript
says pass or fail, not a percentage mark or rank. We know that most exams do not
accurately measure the percentages; what is key is that we know they know enough
to be good physicians. It was important to do it this way, so that they concentrate on
learning the best things to be a good doctor rather than compete for grades.

Q. Concerning pass/fail in exam, do some who are excellent feel cheated because
they cannot show their superiority?
A. That sometimes happens and at the beginning of our process the students wanted
an “honours” mark to recognize those people. But we realized that this might not
actually reflect how good a student they were. It meant they could write a good
exam, but when they were in a room with a patient, they did not necessarily know
how to apply that knowledge to help a patient.

Q. On admission do you just mix all the different levels of students randomly in
groups?
A. Yes, and we mix up the groups throughout the year too.

Hoi – thank you for these good ideas and for the discussion re: evaluation. Time is
short before lunch so ask each participant should think carefully about how to apply
these lessons at Vinh University. Can discuss the same in the afternoon.

Here are some topics: actuality of their needs; among advanced methods, is it
necessary to carry out PAR or do we need some time to rethink our approach; if it is
very urgent, how can we bring these methods into Vietnamese universities; what are
the steps that we need to follow to apply at the university of Vinh; teaching staff
factors, assuming they know nothing about PAR and need basic knowledge.

Also need to discuss facilities in terms of tools, equipment, materials, etc., to bring
this model into practice; whether we can do it without Canadians; if so, how long
will it take to apply it? In short do we need for cooperation with Canadians under
this issue?

LUNCH
Bob – we had a very dynamic discussion this AM, and we like what Vinh is trying to do. We need to discuss what the foundations for a larger change would be. As we said yesterday, it sounds like we have the conditions for both top-down and grassroots change and I think our exercise this AM demonstrated that there is lots of activity at the grassroots that we need to shape into a larger change. It is evident that a number of these activities are grounded in the principles of adult learning; and we have discussed how these principles are expressed at Vinh University.

Successful pedagogical change in educational institutions will take place if it is based in the foundations of adult learning theory. But there are many tools and ways to express those principles in the curricula and programs. We wondered if it would be helpful if we talked about some of the changes that we have used at UBC. That will help us talk about some of the tools that will help shape the future at Vinh University.

In Canada, we say the difficulties are in the details. So we would like to go deeper into the details around problems so that we can demonstrate some of the issues.

Carol-Ann: We at UBC decided to use a focus on problems to stimulate change. The problems that we used were in the form of medical cases because we were from a medical school. Like in LPRV, you had problems that studied cases of communes in poverty; we had people with medical dilemmas as our problem. So what I want to share is how we used problems in different ways to encourage active learning.

There are three ways to use problems: (see graphic on next page)

1. **Use problems to add relevance to lectures** – in this way the lecture is improved by using problems during the lecture. Didactic approach. This method uses problems but it is still very teacher-centred. The teacher talks to the student and decides what problem to use, commands the discussion, etc.

2. **Problem-solving**: Using problems to test the understanding of the students. Start with a lecture from teacher, then the teacher selects a problems that tests the student’s understanding. Everything decided by the teacher.

3. **More like what we have been talking about: problem-based learning**. This is where the problem is the very first thing that the students see. It will be selected about a topic that the students do not know anything about – no preceding lecture. Students decide themselves what they need to know to solve the problem. The problem leads to student questions. This means that the work is mostly student-centred. Remember that the professors write the problems that will guide the students learning; even though it is student centred, the professors still decide what it is that they want the students to learn.

One thing we would like you to consider is whether using various problems could be used in your courses to: add relevance, to test understanding, or to have student centred learning.

Q. Raising a problem is important but how to solve it is more important. To solve the problem you need inputs from teachers and students. Sometimes there are problems raised that both teacher and student cannot answer.
A. Interesting point, that in the discussion of problems, other problems can arise. Sometimes in discussion, that can enrich the discussion for both teachers and students. We do not always presume that we can solve all problems. Sometimes they are used for just discussion, and not to reach a solution. In PBL, we often presume we will get to a solution but not necessarily in 1 or 2.

Bob – Let’s discuss why the Medical school chose to move from traditional to more active form of learning strategies. We have described how the new curriculum appears from the student point of view. Let’s discuss how the old curriculum looked from the student’s point of view. In Canada the Medical school is a second degree for most students. Then medical school is 4 years long. In the old way, the first 2 years were mainly lectures and lab sessions. In November of the first year of medical school the students would have a lecture describing where the lungs were in the body. In March they might have a lecture about how air moves in the body and mixes with blood.

The next year they learn what can go wrong that might stop the patient from breathing. Then in third year they might actually see a patient who is having problems breathing. And when they saw the patient they would always wish that they had listened more during those first 3 lectures. We were violating 2 of the basic principles of adult learning: That was in spite of the efforts the 3 professors made to send knowledge to the student for that incident (having problems breathing).
### Problem-Based Learning

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<td>các trường đại học</td>
<td>Dự án giảm nghèo</td>
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Principles of Adult Learning
Những nguyên tắc học của người lớn

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<th>Learning-by-Doing</th>
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<td>Vừa học vừa làm</td>
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<td>(tập trung vào vấn đề)</td>
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<td>(nghiên cứu hành động cùng tham gia)</td>
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Poverty Reduction
Giảm nghèo
Uses of Problems
Cách sử dụng vấn đề

Bỏ xung tham khảo  Bài - Văn Đề - giảng
Add Relevance  Lec - PROBLEM - ture

(Teacher Centered)
( Giảng viên làm trung tâm)

Test Kiểm tra  Chương trình học => Văn Đề
(Problem Solving)  Programmed => PROBLEM
Learning

Học dựa trên vấn đề  vấn đề => Câu hỏi của SV => Học
Problem-Based  PROBLEM => Student => Learning
Learning (PBL)  Questions  (Student Centered)

(SV làm trung tâm)
When we changed to PBL, the professors who lead the change played the major role. For example, when the cases about the heart were developed, Carol-Ann brought very good professors from many sub areas to design good cases that would challenge the student to learn effectively. (Note that a case is the description of a person; students have to define the problem in that case) Any questions?

Q. From a scientific experience, a problem only occurs after some time working with conditions. Usually I give materials for students in advance and they have no problem. Sometimes students have problems later.
A. That is a perfect way to use problems, type 1 or 2. From the student’s point of view, they do not have background knowledge of why the woman cannot breathe. So they have to be a scientist from that moment to research and explore and explain why she cannot breathe. And sometimes they get frustrated and say “just give me the answer and do not make me go to the library/internet/lecture”. But we know that if they learn to find the answer themselves, then they will develop the skills of problem-solving. This means that 20 years later, when another woman comes with the same problem, but a different cause, they will use those skills to solve that problem effectively. You can easily see that in farmer extension, you may have to teach people to be able to solve a problem in water supply, for example, that is just a little different than the problem that you had in the classroom lecture.

Carol-Ann: When our school decided to change the curricula, we did not start by saying “let’s use PBL”. We said “what are our educational objectives”, and worked from there. We said: some of our educational objectives can be met best by us giving them a lecture. Some of those objectives could be best met through lab or clinical experience (making sure from the very beginning that the students got to see patients with another doctor). But there were some of those educational objectives that could not be met by these but would be best met by using PBL. These objectives focused on clinical reasoning, problem solving.

So please realize that our school first examined our educational objectives, then thought about the main adult learning principles we believed in, and then decided which pedagogical tools were most appropriate or helpful to meet our educational objectives. So that is what we encourage you to do: look at your courses, think about your objectives, think about learning principles, and decide which methods would encourage active learning so that you meet those objectives. Is this helpful? Are there questions?

Q. Assume that UBC has many disciplines. What disciplines use this methodology well?
A. Nursing, medical, forestry, education, pharmacy, dental school.

Q. How did you begin the process of change? Did you organize training for your staff? To what extent did you have to invest in this change?
A. Let me explain why we changed and how. This will give you some optimism for your own changes. Please note that we were one of the most traditional programs and we moved to one of the most advanced in one jump. Our resources were not
increased; we were actually experiencing cutbacks. I do not recommend this; it is better to ensure that you have the resources in place. But if you have dedicated people strongly motivated, you can do a lot.

There were many forces for the change. The thing that most stimulated the change was that the international body that accredits medical schools said that UBC was not following the principles of adult learning. They said that you have good departments, professors, equipment, labs, etc., but your students are not being treated respectfully as learners. So we decided that we needed to look deeply at our existing curriculum and decide how we wanted to change. Carol-Ann was key to that core committee that looked at how we wanted to change. School looked at the principles of adult learning, reviewed our educational objectives, and then selected methods to reach our goals.

Although that small group was enthusiastic about the change, most of the school was not so sure. There were mixed feelings because a lot of people took pride in how they had been teaching. It took a lot of work to engage a large number of people to understand and support the nature of the change. The reason we succeeded was that we had both top-down and grassroots working together on change. We had a Dean committed to changing the curriculum dramatically. We had a group of committed individuals who had a vision of how that change should occur. Once the vision (plan) was accepted by the bulk of the faculty, we had to implement the change. Bob had the privilege of chairing that change process.

Key observations from that experience: First, often those who most vocally resist the change will later become strong supporters of the change. This is because they care so much about what is happening and once they understand the reason for the change, and once they understand how the change will meet their and their students needs, they will become your champions. That is why I feel relaxed here when people are arguing and discussing. You are the passionate people who care. So the challenge is to create a safe environment where people can talk and disagree; at the end of the day they emerge with a common purpose.

Carol-Ann: once the vision had been established and they decided to go forward with the change, we had to then train all our faculty in a very new model of teaching. We started with a small faculty group and trained them in the new teaching methods. We did that by bringing method experts to UBC, and sending some of our teachers to courses with those experts. The aim was to train this small group of faculty as trainers of the rest of the faculty. Investing time in that initial faculty training was very worthwhile. Probably the most important lesson for us was that we did not know that we would get it right the first time. And we did not get it perfect the first time. We learned so much the first few years of our curriculum. And we asked for feedback from students and faculty, had expert reviews, etc., and we learned from that month by month and made the curriculum better over a number of years. There is no end point — we continue to improve.

Bob – Want to make an observation linked to what has just been said. We knew we would not get it right the first time, so we consciously focused on evaluation and
feedback and getting the students involved. Please observe where this group in this room put its emphasis this morning, which was principle 6 and 7. That should give this group confidence that you have proper insight as to the most important elements of those principles.

Q. You mentioned many departments use this method. Why do some others not use it? Why do social scientists not use it?
A. Other departments embrace active learning. PBL is not the only way to do it. Or some faculties may not feel they have the necessary resources or willingness of their faculty to make change.

Hoi – we have worked for more than 1.5 hours with a lively discussion. Now lets watch the video that our CPR has made.

Now we need to discuss transitions in pedagogy and what steps to take. Let’s divide into 4 groups. Topics: urgent issues re upgrading to modern methods to enhance the quality of training in universities across the country and at Vinh; out of many modern methods why should we choose PAR? What subjects are good for applying PAR in teaching. What conditions are needed to upgrade the methods of teaching at Vinh university. Necessity of collaboration between Vinh university and UBC.

(Everyone breaks into groups for 40 minutes then reports their findings below)

**Main reasons to reform their pedagogy:**
1. Have to enhance skills and knowledge of learners as part of our organizational duties.
2. Demand for training and education is increased in the era of information and technology.
3. Traditional methods of teaching have many limitations (e.g. passive students).
4. Decisions by State/Party re upgrading teaching methods are based on adult learning principles.
5. Due to demand of learners, who want to share their experiences, and who would like some self-control in their learning.
6. Real situation of Vietnam’s training and education does not take adult learning seriously.
7. It is the era of information and technology, and teachers cannot supply all info for students. Therefore we need to know how to help the students do self-study so that they can develop their skills and knowledge fully.
8. Current method of teaching doesn’t meet demands of training and education.
9. Learner’s needs have changed as society has changed.
10. To enhance the chance to integrate Vietnam universities with other countries in the world.
11. If Vinh university can apply these modern methods of teaching, they will have a larger impact as they are a pedagogic facility.

**Why we choose PAR out of other methodologies:**
1. Foundations of PAR are based on principles of adult learning.
2. PAR will develop the creativity and activity of the learners.
3. PAR will change training procedures into self-training procedures.
4. PAR has been successfully applied at UBC, and at Vinh we have initial experiences using PAR for poverty reduction.
5. If we apply PAR we will meet the educational objectives more fully.
6. PAR is a modern method, applied successfully in many countries.
7. PAR will create active, self-controlled, independent learners who will become skilful and well-qualified workers in the future.
8. PAR will bring the atmosphere of democracy.
9. PAR will directly affect the teachers, requiring that their capacity is built up.
10. Vinh university has big potential because we have used PAR and produced a coursebook.

What subjects should initiate use of PAR at Vinh University? (topic of much debate)
1. All subjects at post-graduate level could use the method.
2. Or all subjects could use it; some easier than others (agriculture, economics, etc.).
3. Or use it in those subjects with a more practical focus or demand.
4. Or could be applied in all; however method for applying PAR could vary.
5. We can apply it in all subjects like literature (students can play characters).
6. PAR could be best applied in their teaching methodology courses.

What conditions are needed to upgrade the methods of teaching at Vinh University?
1. Teachers should be trained in methods of adult learning and PAR.
2. Should be a series of coursebooks for teachers on adult learning and PAR, as well as specialized textbooks on this issue.
3. Library or Internet should be available to them.
4. Necessary equipment facilities for teaching; classroom upgrades for group work are critical.
5. Favourable environment needed (support from all levels in terms of policies and in institutions or this revolution in teaching will not succeed).
7. Teachers should be dedicated and enthusiastic supporters.
8. Application should depend on the demands of each subject/major.
9. Start with feasible or doable project that can be applied effectively.

Links with Canadians
1. UBC and Vinh should jointly develop a project on this topic.
2. Vinh would like to send staff to be trained at UBC on the new method of teaching; or UBC people could come to train the staff here in Vietnam.
3. Share UBC experience and transfer methods so Vinh’s change process is effective.
4. Implement tomorrow’s project jointly at Vinh.
5. Find budget for this work.
6. Have both sides participate jointly, with Canadians as facilitators and Vinh university staff as the adult learners.
7. UBC to support us in any way you can think of.
What are the steps to follow to implement the new model or project?

1. Hold workshops.
2. Train faculty.
3. Train the staff to adapt the curriculum to the new methods.
4. Good preparation of facilities to apply modern methods.
5. Pilot teaching in some subjects; expand to other majors later.
6. We should develop a project proposal and submit; start doing the work now.
7. If proposal is approved we should have a network of implementers.
8. Apply lessons and books in other universities.
9. Initially assess PAR in Vinh and in Vietnamese universities in general as it will be a useful resource to produce project proposal in the future.
10. Seek support from UBC and other institutions if possible.
11. Discuss this topic in the LPRV network for one year.
12. Examine the materials from other adult education projects funded by donors.

DAY 3 – Developing our cooperation strategy for future curriculum development

Bob – what we would like today is to have a dialogue about where we are after the first 2 days, and how we will progress in the future. So in the Canadian segment we would like to make some observations about where we are and what we have learned together, and then talk about what UBC would like to bring to the partnership in the future. Then Mr. Long will present from the point of view of the faculty here about how to work together.

Need to have a vision of where we are in PAR terms, and where we are in the process of the coursebook that Vinh CPR has written. I hope I can be true to the spirit of your coursebook. I have simplified the steps outlined in the coursebook to situate what we will do today.

In the process outlined in your coursebook, the first step is looking at the perceived needs for action. This group has already done a thorough job of that in answer to Professor Hoi’s first question yesterday. In your responses to that question, a very solid case for change was made, and that will help us carry the proposal forward to funding agencies. The next steps is working with the professors and students to determine each of their needs. We did that in the last 2 days in 2 ways: in the reports from the 4 curriculum experiments or pilot projects, and in the serious reflection by small groups re: the change that must occur. You identified the conditions for change, the facilities needed, etc.

We are now at step 3 of the coursebook process, which is to devise new solutions, to get PAR into courses and curricula at Vinh and at other universities. In the future we will have to test the solutions, monitor the impact and revise the methods as this change takes place. Remember we said that we are very unlikely to get it right the first time. So we will need to be testing and changing and revising in the future.
So our job today is to work on the proposal for change! Step 3 sets up the work to be done in steps 4-6. The Canadians feel that as we develop the proposal, we must be very clear in our own minds about the language of adult education and PAR. As we approach the funders, we must use language that they understand so that they become as excited as we are about this project. As we know from writing the textbook on foundations of PAR, there are complex ways of talking about PAR. The coursebook has been successful in working through that complexity so that it can express to the students what PAR is.

Now we need to look at how the principles of Adult Learning and those of PAR fit together. We propose a simple model to think about this because we think it will help the quality of the proposal as we move forward. The overlapping 2 circle model is discussed, with adult learning and PAR overlapping.

Some principles of adult learning go beyond PAR and involve a number of other methodologies. What Vinh University has brought to LPRV is the unique view of bringing these two together. That is truly revolutionary because the principles of adult learning can be applied such that the students have a better grounding in PAR. But the processes of PAR also help the students engage in practical solutions in things that are important to them – so they follow the principles of adult learning. Ask Carol-Ann to talk about what would be in the Adult learning circle. What we could do in our proposal is think about AL/PAR, as this is what is unique in our work together.

CA – we have devised another way of extending that diagram to explain how the principles of Adult Learning mesh and extend with the principles of PAR. First we see Adult Learning principles as a broad umbrella, under which we have PAR, and we have “using problems”. Under using problems there are three sets: in lectures, in tests, in PBL. You have also used PAR under adult learning. In the proposal, you might consider using PAR to bring problems into your teaching.

Bob – Vinh intellectuals are very good at exploring models, so we want to make sure this makes sense to you. We can jointly address this after your presentation. Now we should discuss the roles that UBC might play in the future relationship. We brainstormed on this on the beach this morning and it was very effective. Here is our list and we want your comments:

1. Strategic planning for change – our experience for change at the medical school might be helpful as medical schools in Canada are one of the institutions most resistant to change. Some of the process we used might be helpful; they are in fact some of the same processes you have used in LPRV.
2. Specific review and feedback on the proposal as it develops.
3. Exchange of faculty members (as discussed yesterday); also we have students of Vietnamese descent in each year’s incoming student body. So there may be interest in student exchanges as well. That links to strategic planning because students were a key element in changing the curricula at UBC.
4. Workshops in Vietnam and at UBC.
5. Joint approaches to funding agencies (to get support for above and below points); we could also partner with others like WUSC or other NGOs as we seek funds.

6. Consultations on coursebooks and learning materials (our libraries and resource centres could make these materials available).

7. Exciting part of sustainability of relationships could be the development of a network of networks: network of VN universities (continuing network from LPRV base could influence pedagogy across the country); network of UBC educators (more and more interested people in this area); network for change at Vinh university (need focused group of champions to push change forward); others? Global network of universities committed to poverty reduction would be a key for Vinh to be part of.

8. Faculty development – teaching the teachers in the new methods will be one of the key elements in getting the change started.

These are some of the contributions that UBC would propose for discussion as we move ahead.

Dr. Hoi – existing LPRV network of universities contains participation of only some members of each institution. If we develop this proposal, the network will need a lot of other partners from those institutions. And I think one difference in the new proposal from the LPRV network concept – Network of Vietnamese and Canadian Educators. And at Vinh University we have other branches and schools that could join us.

Bob – we can and should add this vision to our points just above. One of our worries is that most of our personal experience is in Medical school, and Canadians are worried about how much of that is applicable to other disciplines. So it is a sound idea to embrace more collaborators from more disciplines both in Canada and VN.

Mr. Lan – add that there is also a network of schools under the level of the university that need to change as well. My presentation – last night a group of four of us worked to produce a project proposal and a thorough summary of what we have done in this event. Present it now. (Please see full proposal attached as Appendix #7)

Q. Perhaps this project should not include poverty reduction and should focus on adult learning and training. Learners are not all involved with poverty reduction. This will be revolutionary in teaching and if we add in poverty reduction it is too broad.

A. (Bob) Not sure I understand all the details of what you are saying. My concern is that when you are stimulating a major change in an institution, that institution has to believe that what it is doing is very important. Right now, poverty reduction is a very important topic for policy and action by the government. Also a subject of great interest among funders, who see education as a key element in poverty reduction. It is very clear that the major responsibility of Vinh University is the teaching of teachers to do things differently. This is a big task but it might be made
Workshop on PBL-PAR

Easier by having a focus in that change on poverty reduction. In the changes in the medical school, we tried to focus on the benefits to the patients and this worked well. This is easy to say and hard to do and I do not claim it is easier than it actually is. While we develop the proposal, let’s keep the focus on poverty reduction in the proposal. That will underscore the importance of Vinh University as a teaching institution, and through the networks that could have an impact on the nation.

Dr. Huan – two objectives for the proposal. Still think that we have two different kinds of audience. First there are our students and second there are local people. Need to keep focus on poverty reduction. Proposes new title – using PAR to help teachers do poverty reduction.

Bob – NCSSH and CPRs are working on a coursebook for local officials, and Vinh university is making a contribution to that. And the new project here is mainly focused on students and professors.

Dr. Huan: My main point is that we must focus first on how to change our teaching methods. Second we must see how our new methods can contribute to poverty reduction. Interaction between these two areas will continue as we continue to enhance the course in poverty reduction (e.g. training for local officials). Since LPRV, we realize that universities have a key role in poverty reduction, both in practical and pedagogical terms. Now we need to focus more on teaching methods in the new project.

Tea break

Opening Remarks: Dr. Hoi refers to the “just produced” proposal. Now you have the handout for the project proposal (what we have done over the last few days). It consists of a collaboration between Canadian and Vietnamese partners. We should develop a project “Enhancing the capacity of training and education to enhance the capacity of poverty reduction.” The participants are all being asked to write out titles for the proposal. Then they will be collected and after discussion we may revise the title.

****Everyone is writing individual titles and handing them in***

Dr. Hoi: He has divided the titles into two groups. One is focussed on poverty reduction (14) and the other is focussed on improvement of teaching methodologies (only two). So we agree that we should have two elements in the project: improvement of teaching skills combined with poverty reduction. We won’t discuss the details here. A special group will finalize the title of the project, combining two elements. We will move to the content of the proposal made by Canadian and Vietnamese partners.

Now participants are invited to review the proposal and make comments. After collecting everyone’s comments they will be considered and incorporated into the final report. One of the important elements to be highlighted is the important collaboration of Canadian and Vietnamese partners. The draft of the proposal will
be made by the Vietnamese, and then Canadians will be asked to review the proposal and strengthen it. I hope we will work closely together on this project.

Dr. Tam: we should focus on the objectives of the proposal and on practical needs (Poverty Reduction).

Bob: The Vietnamese should add to the list of UBC contributions and then send to UBC.

***** Everyone is in groups, reading and making notes****

Dr. Hoi: We have done a very important thing. Now we have the initial drafts of the proposal in hand. It has been drawn from the last 4 years of LPRV. Especially during the last three days we have worked very hard on this proposal. There is a huge contribution from Canadian partners who have come to attend this workshop. I assign Mr. Lam, Mr. Son, Mrs. Phuong, and Mrs. Hai to finalize the proposal. In 3 days the group will finalize the proposal, translate into English and send to Canadian Partners. Then we look forward to feedback from Canadian partners. This is the end of discussion on the Project Proposal. Now I invite Professor Huan to comment.

Dr. Huan: In the LPRV steering committee meeting held in Thailand in May 2002, we had a discussion of sustainability of LPRV project and we talked about necessary work in the future. The first one is applying experiences from being involved in LPRV to teaching at the University. We found that Vietnamese Universities have been applying principles of poverty reduction efficiently. Also through working with LPRV we have a very new vision of working with Poverty Reduction. We don’t have to work from top-down; rather we should work from bottom up. We should use the knowledge of the local people. The theory to apply this method is the Participatory Approach. If we apply this new method, then everyone can be involved in the solution.

Therefore we found PAR must be applied in teaching. We should develop some new faculties and departments to apply this method. Last month MoET has allowed Vinh University to develop a new center. MoET has also approved the development of a new Dept. of Agriculture, Fishery and Forestry. As we have reviewed our coursebook we worked with MOLISA to train the staff who will do the Poverty reduction work in the near future. The office of training of MOLISA has approved Vinh University to award a degree in training the staff working in poverty reduction.

We want to apply the ideas of PAR to Vinh University and other universities across Vietnam. I would like to give the Canadian partners a thank you for travelling so far to be with us. Also I would like to thank NCSSH and other participants of Vinh University who made efforts in collaboration for the CPR and we look forward to continued collaboration. I think the application of PAR in teaching will be carried out. Concerning the level of applying the new method, it will be varied. If we can produce the project proposal we will have more success in making this transition. Hopefully we will have more collaboration with Canadians.
Bob: You mentioned that we came a very long distance but that distance has been made short by how much we enjoyed ourselves. This is an important meeting since it marks a transition in our work here. I remember the early years of LPRV, and how hard we worked on the problem of Poverty Reduction. Now that has moved to an example of how the Universities can work together on the problem of poverty reduction. Now we must apply what we have learned to pedagogy and the development of teaching in Vietnam. What you may not realize is that many of the lessons and models from LPRV have been useful in changing UBC.

UBC has also moved into a three-way partnership with Government and Communities. The lessons of LPRV (through Vince’s new job) will move that project forward. It is my intention that those lessons will continue to be a feature of Vince’s new portfolio. I have great confidence that we can reshape and refocus our partnership on the issues of education and poverty reduction. This could not happen at a better time for UBC. Last week our president hosted a two-day workshop on international responsibilities for UBC. Professor Boothroyd was a part of this workshop. We heard that the workshop at UBC was successful in changing UBC’s thinking on these exciting activities. I look forward to refining the proposal and to personally presenting it to UBC’s president. Ca Mon.

Dr. Hoi: We are completing this workshop. We would like to thank you very much. We will have a 10-minute break before a farewell lunch. At this point, I would like to express that we will try our best to complete the proposal as soon as possible so it can be sent to UBC president for approval. It will be the first proposal UBC could respond to so as to fulfil its international responsibilities.

(Applause)
APPENDIX 1

State of Vietnamese Education
and Vinh University
The current situation of higher education of Vietnam and the necessity of renovating methods of teaching at Vinh university through/ using modern methods of teaching - PAR

Ass.Prof. Nguyen Ngoc Hoi
Qui mô giáo dục đào tạo Việt Nam
năm học 2002 - 2003/ the scale of education and training of Vietnam during 2002-2003

I. Hệ mầm non/ Kindergarten education system

- Số trường: # of schools: 10,653
- Số học sinh: # of children: 3,338,257

II. Hệ phổ thông/ General education system

1. Tiểu học/ Primary education system: Số trường: # of schools: 15,000
   Số học sinh: # of students: 9,000,000
2. Trung học cơ sở/ Lower secondary school: Số trường: # of schools: 9,362
   Số học sinh: # of students: 6,702,850
3. Trung học phổ thông/ Upper secondary school: Số trường: # of schools: 1,962
   Số học sinh: # of students: 2,525,707
### Scale of Education and Training of Vietnam during 2002-2003

#### III. Hỗ trợ chuyên ngành: Vocational Education System

- **Số trường**: # of schools
- **Số học sinh**: # of students

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#### IV. Hỗ trợ cao đẳng/College/University systems

1. **Cao đẳng**: College
   - **Số trường**: # of schools
   - **Số giảng viên**: # of lecturers
   - **Số sinh viên**: # of students

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2. **Đại học**: University
   - **Số trường**: # of schools
   - **Số giảng viên**: # of lecturers
   - **Số sinh viên**: # of students

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The Framework of Vietnam education

- Doctor training (3-4 years)
- Master training (2 years)
- College (3 years)
- Upper secondary school (3 years)
- Professional education (2-4 years)
- Vocational training (1-3 years)
- Primary education 5 years
- Kindergarten (3 years)
- Nursery school (3 years)
1. Nhu cầu học tập của học sinh rất lớn, năng lực đào tạo của các trường có hạn. / Demand from students stays high, the capacity of training of universities is limited.

Thi tuyển sinh 2002: 7 lây 1; Đại học Vinh 30 lây 1 / This year entrance exam (2002): selected 1 of 7 only. 1 candidate entered from 30 applicants

2. Cơ sở vật chất không theo kịp sự phát triển quỹ đào tạo (không đủ phòng học; trang thiết bị cắm, lạc hậu, không đồng bộ; Thư viện thiếu tài liệu, giáo trình, sự tham nhập của công nghệ thông tin chậm) / Resources can not meet the scale of training (lack of classrooms; outdated facilities, lack of references, course books, low assess to modern technology.

3. Trình độ năng lực của cán bộ giảng dạy đại học còn bất cập với yêu cầu; tỷ lệ trên đại học mỗi đạt khoảng 30-40% / The skills/capacity of lecturers remain questionable: the rate of graduate qualifications and more than that among lecturers remains 30-40%.

4. Trình độ ngoại ngữ và tin học dễ tiếp thu thành tự khoa học tiến tiên của sinh viên và giáo viên yếu. Tin học chưa được vao trường phổ thông (do thiếu điều kiện đảm bảo) / The skills of foreign language and informatics is insufficient among students and lecturers to assess to the advance of science-technology.

5. Chương trình đào tạo của các trường Đại học còn mang tính độc lập, cắm bó, chưa hoàn mạng nền tảng liên thông hiểu, sản phẩm đào tạo chậm thích ứng với yêu cầu của thực tiễn đạt ra / Curriculum of higher education is independent, partial and isolated therefore the outputs (of training and education) do not adapt to the needs of practice.

6. Phương pháp giảng dạy chậm đổi mới, lạc hậu, hiệu quả giáo dục chưa cao / Methods of teaching are obsolete so efficiency of education remains low
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chỉ số tổng hợp về chất lượng giáo dục và nguồn nhân lực của Việt Nam so với các nước châu Á
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I. Đội ngũ: - 603 cán bộ công chức/ Staff: 603
  - Trong đó có Of which 400 cán bộ giảng dạy (2 giáo sư, 21 phó giáo sư;
    83 Tiến sĩ; 160 Thạc sĩ)/ 400 lecturers (2 Professors, 21 Ass.Prof, 83
    Doctor, 169 Master)

II. Quy mô: 20.000 sinh viên với 25 ngành đào tạo/ The scale: 20,000 students from 25 branches/ disciplines
  + Các ngành sư phạm: Toán, Tin, Lý, Hoá, Sinh, Văn, Sư, Địa, Giáo dục công dân, Thể dục, Anh, Pháp, 
    Tiếu học và Giáo dục mầm non. / Pedagogical branches: Maths, Informatics, Physics, Chemistry, Literature, History,
    Geography, Civil Education, physical education, English, French, Primary education and Preschool education
  + Các ngành ngoại sự phạm: / Non-pedagogical branches
    - Cơ bản khoa học: Toán, Tin, Lý, Hoá, Sinh, Văn, Sư./ Scientific bachelor's: Maths, Informatics, Chemistry, Literature,
      History, Physics
    - Kỹ sư: Xây dựng,. Công nghệ thông tin, nuôi trồng thủy sản, nông nghiệp/ Engineers: Informatics, fisheries, agriculture.
  + Địa bàn đào tạo: Tuyển sinh cả nước nhưng chủ yếu cho các tỉnh miền Trung Việt Nam/ Training locations: training all
    candidates across the country but primarily training students from North Central region of Vietnam

III. Cớt vật chất: Facilities
  - Đã bị chiến tranh tàn phá toàn bộ; bất đầu xây dựng lại từ 1989./ Completely destroyed by the war, rebuilt since 1989.
  - Thiếu phòng học, thí nghiệm; Trang thiết bị lạc hậu, không động bộ; Thừa viên thiếu liệu giáo trình./ Lack of
    classrooms, labs; Obsolete and asynchronous facilities; lack of references.

<table>
<thead>
<tr>
<th>Nội dung điều tra</th>
<th>ý kiến sinh viên</th>
<th>ý kiến giáo viên</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture method</td>
<td>83,8%</td>
<td>90%</td>
</tr>
<tr>
<td>Lecture-reading method</td>
<td>95,2%</td>
<td>86%</td>
</tr>
<tr>
<td>Teaching based on course books</td>
<td>90,4%</td>
<td>77%</td>
</tr>
<tr>
<td>Teaching with visual aids (video, overheads)</td>
<td>0%</td>
<td>9%</td>
</tr>
<tr>
<td>Demonstrative teaching method</td>
<td>83,8%</td>
<td>81%</td>
</tr>
</tbody>
</table>
Thực trạng đào tạo của đại học Vinh

Nhược điểm của các phương pháp đã sử dụng/Weak points of methods used
- Chỉ có thông tin một chiều (80% sinh viên)/ one-way information (80%)
- Sinh viên không nắm được bài giảng (62,8%)/ Students can not grasp the lectures given by professors (62,8%)
- Không rèn luyện được các kỹ năng (42,8%)/ students can not practice their skills
- Người học bị đồng, lui suy nghĩ (53,3%)/ Students become passive and idle (53,3%)
- Không kích thích sự suy nghĩ sáng tạo (76,1%)/ Students’ creativeness is not promoted (76,1%)
- Không khí lớp học buồn tẻ (60,9%)/ The atmosphere of the classroom is boring (60,9%)
- Không xác định được mức độ tiếp thu kiến thức của từng sinh viên (66,6%)/ The understanding of lectures among students can not confirmed (66,6%)/
Students’ suggestions on the necessity of renovating the method of teaching

<table>
<thead>
<tr>
<th>Phương pháp dạy học/ methods of teaching and learning</th>
<th>Đè nghi của sinh viên (%)/ students’ suggestions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hồi Thảo, Xe mi na/ Workshops/Seminars</td>
<td>94,2%</td>
</tr>
<tr>
<td>Tự đọc, tự nghiên cứu/ Self-teaching</td>
<td>81,9%</td>
</tr>
<tr>
<td>Tham quan thực tế/ Field trips (study tours)</td>
<td>81,9%</td>
</tr>
<tr>
<td>Day qua bảng hình, đèn chiếu/ Teaching using video, overheads</td>
<td>76,1%</td>
</tr>
<tr>
<td>Day học nếu văn đề/ Heuristic method</td>
<td>94,2%</td>
</tr>
<tr>
<td>Day theo kiểu nghiên cứu/ research-oriented teaching</td>
<td>97,1%</td>
</tr>
</tbody>
</table>
Phương pháp giảng dạy / methods of teaching

Các phương pháp truyền thống / Conventional methods:
+ Phương pháp giảng một chiều: Thầy giảng - trò nghe, ghi (học vẹt, bị động, thiếu sáng tạo) / (one-way approach): teachers lecture, students listen (rote learning, less creative)
+ Phương pháp nếu vẩn đề (giúp trò tự học, tự tìm tòi làm sáng tính tích cực, chủ động): (Heuristic methods (enable students to self-teach, to discover to enhance their passiveness, activeness)
+ Phương pháp dạy học cá thể. Bồi dưỡng học sinh giỏi, phụ đạo học sinh kém v.v. Individualized instruction: fostering qualified students, helping/giving assistance to disqualified students

Các phương pháp hiện đại / Modern methods
+ Phương pháp cùng tham gia: Participatory approach
+ Phương pháp giải quyết vấn đề / Problem-solving.
+ Phương pháp dạy theo tình huống /Teaching with cases
+ Phương pháp tích cực hóa / Activation method.
+ Phương pháp hướng học sinh:child-centred approach.
(Tôi ca các phương pháp hiện đại cần được tiếp cận, nghiên cứu và ứng dụng) / all modern methods should be assessed to, researched and applied.
Các điều kiện để đổi mới phương pháp giảng dạy/ conditions required to upgrade methods of teaching

I. Đối ngũ cán bộ giảng dạy/ Teaching staff
- Tập huấn bổ sung, nâng cao sự hiểu biết về phương pháp dạy học mới/ Involved in training courses to enhance skills of new method of teaching.
- Thực hành, tham quan tại các trường đại học có sử dụng phương pháp dạy học hiện đại ở trong và nước. / Practicing, visiting universities who are applying modern methods of teaching in VN and abroad
- Làm quen với thiết bị dạy học hiện đại. / Getting used to modern facilities

II. Cơ sở vật chất Facilities
- Hiện đại hoá giảng đường, lớp học bằng các thiết bị dạy học tiên tiến, máy chiếu, projector, Multimedia / Modernizing lecture-rooms by equipping advance facilities, overheads, projectors
- Hiện đại hoá thư viện: nội mạng, xây dựng các phòng đọc mới; / Modernizing library: Assess to internet, building open reading rooms.
- Bổ sung tài liệu, giáo trình v.v. / Supplementing course books, materials etc.

III. Cơ chế quản lý/ Management mechanism
- Đối mới cách kiểm tra, đánh giá sinh viên/ Renovating methods of testing, evaluating students
- Đối mới cơ chế đánh giá phân loại cán bộ/ Upgrading the mechanism of evaluating and classifying teaching staff.

IV. Tài chính đảm bảo/ Fund ensured
- Cần có dự án đầu tư/ Projects should be available.
Thực trạng giáo dục đại học Việt Nam
và sự cần thiết phải đổi mới phương pháp giảng dạy ở đại học Vinh theo hướng sử dụng phương pháp hiện đại
- hành động cùng tham gia

PGS. TS. Nguyễn Ngọc Hỉ

The current situation of higher education of Vietnam and the necessity of renovating methods of teaching at Vinh university through/ using modern methods of teaching - PAR

Ass.Prof. Nguyen Ngoc
APPENDIX 2

PAR in Agro Forestry
Teaching Short
áp dụng PAR trong giảng dạy giáo trình khuyến nông ở khoa nông - làm - ngư đại học vmh/ applying par in teaching the course book "agricultural extension" at agricultural-forestry - fisheries faculty

Hoàng Văn Sơn
Khoa Nông - Làm - Ngư
agricultural-forestry - fisheries faculty
 áp dụng PAR trong giảng dạy giáo trình khuyến nông tại khoa nông - Lâm - Ngư, Đại học Vinh/ applying par in teaching the course book “agricultural extension” at agricultural-forestry - fisheries faculty

- Vị trí, nội dung của môn học khuyến nông trong đào tạo Kỹ sư Nông nghiệp ở Việt Nam / Position, content of the subject “agricultural extension” in training agricultural staff in Vietnam
- áp dụng PAR trong giảng dạy giáo trình Khuyến nông/Applying PAR in teaching the course book “Agricultural extension”
- Mô tả về sử dụng PAR trong dạy — học phần II của chương V trong giáo trình Khuyến nông (Tâm lý khuyến nông) / An example of using PAR in teaching - learning the second credit of Chapter V in the course book “Agricultural extension” (Psychology of agricultural extension)
Vị trí, nội dung của môn học khuyến nông trong đào tạo Kỹ sư Nông nghiệp ở Việt Nam/ Position, content of the subject “agricultural extension” in training engineers/staff of agriculture in Vietnam

- Sự phát triển của khuyến nông qua các thời kỳ/ Periods of agricultural extension development
- Định hướng phát triển nông nghiệp của Việt Nam và yêu cầu đối với cán bộ khuyến nông/ Orienting agricultural development of Vietnam and requirements for agricultural staff
- Nội dung hoạt động khuyến nông / Activities of agricultural extension
- Nội dung chương trình đào tạo của giáo trình khuyến nông học/ The content of curriculum of the course book Agricultural extension.
Sự phát triển của khuyến nông qua các thời kỳ/ Periods of agricultural extension development

- Giai đoạn đầu: Chuyển giao các kỹ thuật mới, kết quả của các nghiên cứu cho nông dân để họ có thể áp dụng nhằm thu hoạch được nhiều hoa lợi hơn. First period: Transferring new technologies, research outputs to farmers in order to enable them to apply in their production to get more benefits/profits.

- Các giai đoạn tiếp theo: Hướng dẫn cho nông dân biết các kỹ thuật mới. Giúp họ biết cách cùng nhau hợp tác để phòng tránh thiên tai, tiêu thụ nông phẩm, thực hiện đúng chính sách và pháp luật của nhà nước, góp ý để xây dựng chính sách mới thích hợp. /Subsequent periods: Instructing farmers to have understanding on new techniques. Enabling them to jointly co-operate to prevent from natural disasters, to consume agricultural products, to carry out policies and laws launched by the State legally, to give their feedback to develop new policies which is more adaptable to them.
Orientations of agricultural development of Vietnam and requirements for agricultural extension staff.

- Phát triển nông nghiệp nông thôn toàn diện tại các vùng sinh thái nhân văn khác nhau/ Developing integrated rural agriculture in different ecological human areas.
- Nông hộ là đơn vị sản xuất kinh doanh tự chủ/ Farming household is a unit of self-control production
- đa dạng hóa các ngành nghề và sản phẩm/ diversifying sectors and products
- đẩy mạnh phát triển các cây lương thực, và vật nuôi/ Promoting the development of food crops and livestock.
- Phát triển nghề rừng, khai thác rừng hợp lý/ Developing forestry sector and exploiting forests suitably.
Content of agricultural extension activities

- Defining agricultural extension issues
- Developing suitable measures in agricultural extension
- Selecting suitable methods
- Conducting agricultural extension activities
- Training agricultural extension staff
Nội dung chương trình đào tạo của giáo trình khuyến nông nông học/ the content of curriculum of agricultural extension

- Phần I: Khái niệm, vị trí và tầm quan trọng của khuyến nông. Phần này chú ý xây dựng các khái niệm cơ bản về khuyến nông, lịch sử phát triển của khuyến nông trên thế giới và trong nước. / Part I: Concepts, position and the importance of agricultural extension. This part mainly develops fundamental concepts on agricultural extension, summary history of development of agricultural extension in the world and in Vietnam.

- Phần II: Những nguyên tắc cơ bản và phương pháp khuyến nông, trong đó có phương pháp dạy và học trong khoa học khuyến nông / Part II: Introducing basic principles and methods of agricultural extension and the method of teaching and learning in agricultural extension is also introduced.

- Phần III: Chiến lược và chương trình khuyến nông. Chiến lược khuyến nông ở một số nước, Cơ sở hình thành chiến lược khuyến nông của Việt Nam, phương hướng phát triển khuyến nông trong đào tạo và hoạt động thực tiễn / Part III: Strategies and agriculture extension program. Strategies of agri extension in some countries. The foundations which forms the strategies of agri extension of Vietnam,

- Phần IV: Thực hành. Nhắm hỗ trợ người học hoàn thiện kiến thức và kỹ năng về các hoạt động khuyến nông. Part IV. Practice: aims to assist students to perfect the knowledge and skills in agricultural extension activities.
Sơ đồ về chiến lược phát triển khuyến nông/ A diagram on agri extension development strategy

Nghiên cứu/research
- Khoa học cơ bản/ Basic science
- Khoa học thực nghiệm/ empirical science

Chế độ/ strategy
- Chính sách NN/ State policies
- Trang thiết bị/ facilities
- Tơ chức cán bộ/ personnel management

Phát triển nông thôn tổng hợp
integrated agricultural development
Nông — Lâm — Ngư nghiệp/ agriculture - forestry - fisheries

Khuyến nông đào tạo ngoài nhà trường/ training agri extension outside the universities
dào tạo trong nhà trường / training in universities
Phương hướng áp dụng PAR trong giảng dạy giáo trình
Khuyến nông/ Ways applying PAR in teaching the course
book Agri extension

<table>
<thead>
<tr>
<th>Tinh huống/ Situation/ Cases</th>
<th>Phân tích/ Analysis</th>
<th>Tổng hợp/ Synthesizing</th>
<th>Hành động/ Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hội tập tình huống. Giảng viên biên soạn hay lựa chọn để phục vụ quá trình thảo luận của sinh viên./ Situational/ Case exercise produced or selected by lecturers in order to introduce in discussion among students</td>
<td>- Hỗ trợ sinh viên tiến hành phân tích trên cơ sở các kiến thức có liên quan đến tình huống/ Facilitating students to analyze based on knowledge related to the case example.</td>
<td>- Tổng hợp các ý kiến tan mạn, các giải pháp xử lý tính tình huống/ Synthesizing different ideas, methods used of solving situations.</td>
<td>- Thảo luận các định hướng ứng xử với các vấn đề đang nghiên cứu hay thảo luận. Discussing ways of treating issues which are studied or discussed</td>
</tr>
<tr>
<td>Thu thập các dữ kiện có liên quan đến tình huống / Collecting issues related to case</td>
<td>- Khai quật hóa rút ra những kết luận có tính nguyên tắc, lý luận / Generalizing to draw upon fundamental and theoretical conclusions</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Một ví dụ về sử dụng PAR trong dạy — học mục “Tâm lý khuyến nông” (mục II của chương V trong giáo trình Khuyến nông)/ An example of using PAR in teaching - learning “Agri extension psychology” (Part II in chapter V in the course book Agri extension)

Yêu cầu kiến thức cần xây dựng (Vấn đề cần giải quyết):/ Requirements for knowledge that needs developing (issues needs solving)

- Tâm lý của các học viên trong các lớp khuyến nông/Psychology of learners in agri extension classes
- Tâm lý giảng viên trong các lớp khuyến nông/Psychology of lecturers in agri extension classes
A procedure of a discussion in classroom

- Xác định vấn đề thảo luận/Defining discussion issues
- Lập kế hoạch hành động (học tập)/planning action/learning
- Các nhóm trao đổi và rút ra kết luận/groups discuss to draw conclusions
- Phân nhóm thảo luận/Dividing group discussion
- Trình bày kết quả thảo luận nhóm/presenting outputs of group discussion
Các kiến thức cần đặt được/ knowledge needed to acquire

Tầm lý học viên khuyến nông: Psychology of agri extension learners
Nhu cầu về sự đảm bảo an toàn, hiểu biết kiến thức mới, nhu cầu về tình cảm — muốn được thông cảm với những khó khăn mà họ đang phải đối mặt, nhu cầu về sự khẳng định mình trước người khác. / Demand for ensuring security, understanding new knowledge, demand for sentiments/attitudes - want to share difficulties they are facing, demand for confirming themselves to others

Tầm lý giảng viên: Psychology of agri extension lecturers
Muốn thành công trong buổi làm việc cũng như trong sự nghiệp, giúp cho người dân có được những kiến thức và cách làm nhất định để hỗ trợ chức sản xuất một cách hiệu quả, buổi tập huấn diễn ra thuận lợi,... / Want to succeed in their work and careers, enable locals to have common understanding and know-how in order that they could produce efficiently, and training courses would be held favorably
APPENDIX 3

PAR in Child Studies
Preliminarily Approaching To PAR In Teaching Students Subject “Methods Of Child Studies” At Vinh University

1. The necessity of the subject “Methods of child studies”

2. Why should the method of teaching of subject “methods child studies” be renovated?

3. Preliminarily approaching to PAR in teaching students the subject “methods of child studies” at Vinh university.
“Phương pháp nghiên cứu trẻ em”.

The necessity of the subject “methods of child studies”

1. Students from Kindergarten faculty should be involved in research work since they are at university.

2. Teachers of kindergarten are also experts of this branch who contribute themselves to the work of taking care of and educating kindergarten children by using their own and their colleagues’ initiatives, and research outputs.

3. The subject “methods of child studies” provides learners with scientific research skills on children, at the same time provides them with “keys” to “delve into the souls” of children whereby fulfilling efficiently the task of kindergarten teachers.
Why should the method of teaching of subject “child studies” be renovated?

- Bő trí thời lượng thực hành nhiều (16/12/2 tiết kiểm tra).
  
  Timing for practice is large (16/12/2 periods of tests)

- Môn học khó đối với sinh viên, nhất là sinh viên ngành GDMN.
  
  This is a difficult subject for students, especially for those from Kindergarten faculty.

- Đồ khó tăng nếu giáo viên chỉ sử dụng những phương pháp dạy học truyền thống (là phương pháp chủ yếu hiện nay trong giảng dạy Đại học).
  
  The difficult level would be raised if teachers use traditional methods of teaching only (which are commonly used in higher education)

- Để phát huy tính tích cực, chủ động, sáng tạo của sinh viên dẫn đầu hiệu quả cao trong học tập, cần phải thay đổi nhiều yếu tố, trong đó phương pháp dạy là yếu tố cần bản.
  
  In order to promote the creativeness, initiatives of students to enable them learn efficiently, it needs to change many elements of which the method of teaching is fundamental one.
Using PAR is to renovate the method of teaching of the subject and in fact, the first time applying PAR has brought about positive results.

Bước đầu tiếp cận phương pháp PAR trong giảng dạy môn “Phương pháp nghiên cứu trẻ em” tại trường Đại học Vinh.

Preliminarily approaching to PAR in teaching students subject “methods of child studies” at vinh university.

Thử nghiệm 2 hướng ứng dụng:

1.  ứng dụng trong cả quy trình dạy môn học.

1. Applying in the whole process of teaching

- Sử dụng PAR là một hướng đổi mới phương pháp giảng dạy của môn học, bước đầu đã cho kết quả khả quan.

**Diagram:**

- Hoạt động tự nghiên cứu của nhóm
- Nhu cầu được đào tạo
- Giúp đỡ của giáo viên
- Vấn đề nghiên cứu
- Đề xuất việc trình nghiên cứu
- Đề xuất về phương pháp nghiên cứu
- Trình bày kết quả nghiên cứu
- Kết quả nghiên cứu được công bố

Xuất hiện vấn đề nghiên cứu mới và nảy sinh những nhu cầu nhận thực mới.
2. Applying in some certain parts, lectures of the subject

- Ó phán  Các bước nghiên cứu một đề tài khoa học cụ thể

Part: “Steps of conducting research on a specific scientific topic

- Trình bày nhận thức của mình, của nhóm về cách thực hiện hành một công trình NCKH, xuất hiện như câu nhân thức mới.

- Presenting individual’s, group’s perceptions on ways to conduct a scientific research topic therefore demand for new awareness will be developed.

- Đề xuất nhu cầu đào tạo cho giáo viên
- Proposing the needs for training teachers

- Giáo viên tiến hành hệ thống lại kiến thức, đưa ra những tiêu chuẩn đánh giá một đề cương nghiên cứu khoa học để cho sinh viên tham khảo.

- Teachers systemize knowledge, introduce criteria for vetting/reviewing a scientific research outline for students’ consultation.

- Mỗi nhóm sinh viên xây dựng một đề cương nghiên cứu trên cơ sở đề tài nghiên cứu được lựa chọn của nhóm.

- Each student group produces/develops a research outline based on a research topic selected by the group.

- Mỗi nhóm sẽ tiến hành đánh giá công việc của nhóm khác trên cơ sở chuẩn đánh giá đã được thống nhất.

- Each group will evaluate other groups’ work based on the evaluation criteria proposed.
APPENDIX 4

Overall PBL Graphics
UNIVERSITIES
   các trường đại học

LPRV
   Dự án giảm nghèo

Principles of Adult Learning
   Những nguyên tắc học của người lớn

Applied Learning
   (focus on problems)
   Học kiểu ứng dụng
   (tập trung vào vấn đề)

<equals>

Learning-by-Doing
   <tương tự như>
   Vừa học vừa làm

Participation by Learners
   (Participatory Action Research)
   Các học viên cùng tham gia
   (nghiên cứu hành động cùng tham gia)

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Participation by Communities

Poverty Reduction
   Giảm nghèo
## Uses of Problems

Cách sử dụng vấn đề

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<td>Programmed =&gt; PROBLEM Learning</td>
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<th>văn đề =&gt; Câu hỏi của SV =&gt; Học</th>
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<td>Problem-Based Learning (PBL)</td>
<td>PROBLEM =&gt; Student Questions (Student Centered)</td>
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APPENDIX 5

Final Day – Summary Overhead
Vinh Course Book Model

1) Perceived need for action
2) Working with students/professors to determine needs.
3) Devising new solutions
4) Testing solutions
5) Monitoring impact/change in classroom
6) Revising teaching methods

How UBC can participate:

a) Strategic planning for change
b) Review and feedback on proposal
c) Exchange of faculty
d) Participation in workshops
e) Joint approaches to funding agencies
f) Consultations on coursebooks and learning materials
g) Development of a network of networks:
   i. Network of Vietnamese Universities
   ii. Network of Educators at UBC
   iii. Network for change at Vinh University
h) Faculty Development for new methods in Vietnam
Follow-up Letter from Vinh CPR
to Martha Piper, President, UBC
Dr. Martha Piper  
President  
University of British Columbia

Dear Sir/ Madam,

For many years, Vinh University has been working closely with Canadians partners such as UBC and WUSC. This cooperation has been greatly enhanced through the “Localized Poverty Reduction Program”, funded through UBC by the Canadian International Development Agency.

So far, thanks to the enormous help from the Canadian side, Vinh University has trained well-qualified teachers, students and researchers for working on the complex topic and national challenge of poverty reduction. In the framework of the LPRV, Vinh University is one of 5 Vietnamese partners working closely with a leading national government policy institute on this challenge. Working in this “learning-by-Doing” project with UBC has enabled Vinh University to be exposed to many useful approaches and methods for research and teaching as well.

We have mainly focused on new methods such as problem-based learning, adult-learning and participatory action research (PAR). These methods are no longer a completely new theme for your university or for other universities. However, for Vietnamese Universities and for Vinh University in particular, they are a very new and useful theme. Through working with some of the UBC staff, we find that the new methods of teaching and learning applied at your University are very interesting and useful for us.

Therefore, after a very long time of joint working and sharing experiences with teachers from UBC, Vinh university staff and UBC staff have just jointly held a workshop on "PAR in education and poverty reduction" to learn more experiences from Canadian partners and to develop a project proposal on applying methods of PAR, problem-based learning and adult learning in teaching and learning at Vinh University.

Attached please find the initial project proposal that has been jointly developed by Canadian and Vietnamese partners. As Vinh University is still inexperienced in the issues defined above, we would like UBC staff to share with us more experiences, resources such as human resources, references, etc. We have designed this project to allow this collaboration to go on in a way that helps both sides.
We understand that you are now leading a very serious discussion of how UBC can continue to act in a way as a “global citizen”. Knowing that we have been good collaborators on such issues to date, we look forward to your response to this proposal, and request your support.

Due to very good collaboration between the two sides, we would also like to invite you to visit Vinh University in the near future. We are looking forward to continuing our fruitful collaboration.

Best wishes. Yours sincerely,
Prof. Nguyen Dinh Huan
Rector of Vinh University.
APPENDIX 7

Vinh CPR Follow-up Project Proposal
(Received Sept. 25, 2002)
Title: Application of adult – learning (AL) principles and participatory action research (PAR) to enhance the training and poverty reduction at Vinh University, Vietnam

Management: Vinh University, Vietnam

Facilitator: The University of British Columbia (UBC), Canada

Sponsor: ???

1. Introduction
   - Five year success of the Localized Poverty Reduction Research in Vietnam project (LPRV) has proved that Vietnam universities could play an important role in poverty reduction work.
   - Basing on the methodology of PAR, Vietnam universities have been better involved in poverty reduction through community – based development projects and training local officials.
   - LPRV has enhanced the capacity of university staff, especially Vinh University who have been involved efficiently in poverty reduction activities basing on the PAR principles for rural community development.

2. Introduction to Vinh University
   - Vinh University is an institution which supplies training for the national human resources of which primarily supplying training for the North Central human resources of Vietnam.
   - Vinh University is a multi-disciplinary, multi-branch institution including 25 disciplines of higher education training and 29 special branches of graduate (master) and doctor training.
   - There exist 16 Departments at Vinh University, of which 14 Departments are in charge of training pedagogical bachelors and scientific bachelors, 2 Departments are in charge of training engineers related to Agriculture-Forestry – Fisheries and Information Technology.
   - Annually, Vinh University has about 20,000 students from 41 provinces, cities most of whom are from North Central Region of Vietnam.
   - Currently, Vinh University does not only train human resources of Vietnam but also contribute to training human resources of Laos.
   - Vinh University is in the process of the transition to multi-disciplinary orientation combined by training and practical development of the locality.
3. Background of Vietnam higher education and the necessity for upgrading the methods of teaching.

3.1. Background of Vietnam higher education

- Upgrading higher education is a policy launched by Vietnam State and Party.
- It is the era of the boom of informatics and scientific technology
- The objectives and the demands of training have been changed: knowledge, skills, and practical activities,...
- Students’ demand and urgent requirements to upgrade the methods of teaching and learning to facilitate their creativeness, self-control, and adaptability to practices,...
- The lecturers have been pondering about upgrading the methods of teaching and wishing to be able to approach to newly relevant methods.
- Upgrading methods of teaching is a key mission of Vinh University at present.

3.2. Limitations of traditional teaching methods in higher education.

- Traditional methods of teaching in higher education in Vietnam attach much importance to “teaching process”, teacher-centered and the lecturers are the subjects meanwhile the learners are the objects/recipients only. The lecturers impart their knowledge, in some cases, the knowledge imparted by them are not needed by students and it does not generate from the needs of the learners, and participation of the learners during lectures remains limited.
- Traditional methods of teaching in higher education have shown a lot of limitations: students are passive in their learning, the ability of combination of the knowledge learned and practice remains weak, and methods of self-teaching among students remain limited, too,...
- At present, higher education in Vietnam does not attach much importance to AL principles.

3.3. AL principles and PAR: a choice for breakthrough

- *AL principles*, an approach from the learners, attaches importance to “learning process”, the lecturers and learners are co-subjects who are jointly involved in the process of learning and teaching. The lecturers support, advise and help learners to generate knowledge which the learners need to learn and generate from the needs of the learners.
- Bringing into play the creativeness, self-control and positiveness among the learners.
• Changing training process into self-training process.
• Enabling to bring into play the democracy and socialization in higher education.
• Positive impact on the process of self-improving among lecturers.
• Enhancing the adaptability to the practice among students, lecturers and researchers.
• AL & PAR have been used successfully in some international universities, especially in UBC, Canada.
• UBC is willing to co-operate with Vinh University and Vietnamese universities.
• In the framework of the LPRV, Vinh university has accumulated some theoretic foundations including the course book “PAR in poverty reduction and rural development” produced by the CPR Vinh, and some experiences from applying PAR in poverty reduction and training local officials.

3.4. Enhancing the status of Vinh university, Vietnamese universities and UBC

• Making contributions to the status of Vinh university out of the system of higher education of Vietnam In Vietnam, upgrading the methods of higher education teaching is an urgent matter, the use of AL and PAR successfully at Vinh University would be spread to other universities across the country and Laos as well.
• Increasing the integration of Vinh university and other Vietnam universities and the network of international higher education.
• UBC’s support to develop AL principles at Vinh University and other Vietnamese universities would contribute to increasing its affect and status for the network of Vietnamese and international universities.
• Vinh university is situated in the North Central region, which is the poorest region out of the 7 socio-economic zones of Vietnam, the outcomes resulted from the project would enhance the capacity of practical activities of human resources therefore making much more contribution to the cause of poverty reduction and the development of socio-economy of the locality.

4. Objectives

4.1. General objectives

Enhancing the training and poverty reduction at Vinh University and other Vietnamese universities through upgrading the methods of training human resources.
4.2. Specific objectives

- Enhancing the capacity of Vinh university staff/lecturers through developing the principles of AL and PAR.
- Enabling Vinh university students to be trained in the environment of AL and PAR.
- Developing the principles of AL and PAR in the network of Vietnamese universities.
- Enhancing the capacity of staff who are involved in poverty reduction in localities through applying AL and PAR.

5. Beneficiaries

- Lecturers and students at Vinh University and other Vietnamese universities.
- Lecturers and students at UBC
- High school students of North Central Region and Vietnam.
- Local communities of North Central Region and Vietnam.

6. Activities

Component 1. Human resource development.

6.1. Action needs assessment (lecturers and students) at Vinh University.

6.2. Training and conducting training courses on AL & PAR for lecturers of Vinh University and other Vietnamese universities.

6.3. Faculty and student exchange between Vinh university and UBC.

6.4. Training and conducting training courses on AL & PAR for local officials in poverty reduction.

Component 2. Applying AL & PAR

6.5. Producing and publishing course books, materials on AL & PAR in teaching and learning, course books for disciplines, learning materials,...

6.6. Piloting and applying AL & PAR in disciplines, subjects at Vinh university.

6.7. Assessment of applying AL & PAR (outputs, impacts/changes of new methods, supplementing and adjusting...)
6.8. Establishing network of AL & PAR:
- Network of AL & PAR at Vinh university
- Network of AL & PAR at Vinh university - UBC, Canada
- Network of AL & PAR at Vinh university – UBC - Vietnamese universities.
- Network of AL & PAR at Vinh university - Vietnamese high schools.

6.9. Holding workshops on AL & PAR

6.10. Developing AL & PAR among Vietnamese universities.

Component 3. Supportive activities

6.11. Increasing facilities, equipment to ensure the relevant condition to apply AL and PAR at Vinh university.

6.12. Enhancing library systems and information network on AL & PAR

6.13. Institutional supporting (Management experiences from UBC and Vinh university, favorable environment for the development of AL & PAR, ...)

6.14. Disseminating information: the leaflet on partner universities, project and other related issues, video tapes/CD-ROM on the project would be provided for students, local and international communities, ...

7. Expected outcomes

7.1. Defining the action needs among lecturers and students.

7.2. About 350 participants of lecturers would be trained on AL & PAR.

7.3. About 12,000 students would be involved in AL and PAR classes.

7.4. Producing and publishing 100 course books, materials in the orientation of using AL & PAR.

7.5. There would be 10 disciplines applying AL and PAR.

7.6. Equipping materials to apply AL & PAR.

7.7. Supplementing 200 references, launching a web site on AL & PAR.

7.8. Network of AL & PAR:
- Network of AL & PAR at Vinh university.
• Network of AL & PAR at Vinh university - UBC, Canada
• Network of AL & PAR at Vinh university – UBC - Vietnamese universities.
• Network of AL & PAR at Vinh university - Vietnamese high schools.

7.9. Organizing 10 workshops on AL & PAR
7.10. Faculty and student exchange of Vinh university and UBC

7.11. Holding 20 training courses for local officials on AL & PAR in poverty reduction.

7.12. Leaflet, video, CD-ROM, bulletin introducing partner universities, project and other related issues,...

7.13. Other outcomes (Assessment of the use of AL & PAR, scientific reports,...)

8. The scale and timing: 10 years, 2 phases and 4 periods

Phase 1. Vinh university, 5 years

Period 1. Piloting applying PAR and AL in some disciplines and subjects, 3 years.
• Departments of Agriculture - Forestry - Fisheries, Biology, Physics, Informatics, Economics, Literature, History.
• The subject of teaching methods of Departments of Biology, Physics, Literature, History, Psychology, and Pedagogy.

Period 2. Applying in all disciplines at Vinh university, 2 years.
• All the remaining departments of Vinh university.
• Training and conducting training courses for local officials on AL & PAR in poverty reduction.

Phase II. Vietnamese university network, 5 years

Period 3. Applying AL & PAR in some universities under LPRV, 3 years

Period 4. Expanding AL and PAR in all Vietnamese universities, 2 years.

9. Budget: ???
10. Implementation.

- Vinh university
- UBC

11. Conclusion

Map 1. The location of Vinh university, Nghe an province on Vietnam map.
Map 2. The scope of training human resources of Vinh university (North Central region, Vietnam; Laos)

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Index

1. Introduction
2. Introduction to Vinh university
3. The background of higher education in Vietnam and the necessity of upgrading methods of teaching.
4. Objectives
5. Beneficiaries.
6. Activities
7. Expected outcomes
8. The scale and timing
9. Budget
10. Implementation
11. Conclusion
### Table 1. Project Responsibilities/ Participation of Vinh university and UBC

<table>
<thead>
<tr>
<th>Activities</th>
<th>Responsibility of Vinh Uni</th>
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<td>02 Seeking for donors</td>
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<td>03 Signing at Government level,</td>
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<td>3 Faculty and student exchange of Vinh university and UBC</td>
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