

## Study on credit system of Vietnamese students: Reality and Solution

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**Abstract:** Currently, the method of learning credit is no stranger to the system of universities and colleges in our country. This is a widely applied method in the world, and is considered one of the active and effective learning methods. However, looking at teaching and learning in this way in schools will be highlighted on two issues: the first is the application is not correct and comprehensive, the second is not escape the teaching mechanism traditional. Learning by credit method, students can freely schedule their own study, choose the subject that they like. In fact, each student registration for a student is a "battle" to compete for the class that he or she desires. Enrollment of students becomes difficult and it is not easy to get the desired course.

**Keywords:** actual state, solution, credit system, student

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### 1. Introduction

It comes from the requirement that the training process be organized so that every student can find the best course of study for him or her, and that the university must quickly adapt and meet the needs of the student. Real life, in 1872 Harvard University decided to replace the system rigid rigorous training program with flexible program system composed of modules that each student can choose a wide way cobble. It is possible to view the event as a credit scoring bias. (1,3,4)

By the early twentieth century the credit system (TC) was widely applied in virtually every US university. Subsequently, many countries adopt the TC system in all or part of their respective universities: North America, Japan, Philippines, Taiwan, Korea, Thailand, Malaysia, Indonesia, In India, Senegal, Mozambique, Nigeria, Uganda, Cameroon ... In China from the late 1980s up to now TC systems have been applied in many universities respectively. In 1999, 29 ministers in charge of higher education in European Union countries signed the Bologna Declaration to form the European Higher Education Area unified in 2010, one Among the important contents of the Declaration is the implementation of the European Credit Transfer System (ECTS) (5) in the whole HE system to facilitate the mobility and interconnection of learning activities of students in Europe and around the world.

The credit system has long been applied to undergraduate training in the world, at prestigious universities in Western countries. This system is not strange to Vietnam: before 1975, Can Tho University applied the credit system in the University of Law, College of Law and University of Science. After 1975, many lecturers from Can Tho University were trained under the credit system at many universities in Europe and America. These experiences are valuable for the development of the credit system training program issued by the Ministry of Education and Training (Decision 43/QĐ-BGD & ĐT). But when commenting on the current state of transition to the credit system of universities in Vietnam, M. Fulbright, M. Zjhra, commented:

"Credits are being applied to subjects that meet the requirements of the Ministry of Education and Training that are due by the end of the year, but these credits do not reflect a credit-based education system. Actually: it does not reflect the units that can be transformed in the learning and teaching of both domestic and international schools, equivalent units of content, skills and learning effort." (Zjhra M., 2008, 3).

"Vietnamese universities are making this transition to credit, but few have made the fundamental changes that are needed for the reform of the major education system. Study of Vietnam. Many schools are only implementing formal changes under the new system ... [because] not many Vietnamese scientists understand the history and functioning of the US credit system." (Trexler CJ, 2008, 1).

In the process of reform in Vietnam since the end of 1986 transformed the centrally planned economy into a market economy in the direction of socialism, higher education in our country also has many changes. The University Principal Conference in Nha Trang in 1987 introduced a number of innovations in HE, including the introduction of two-stage training and knowledge-based modules in universities. According to the guideline, the study has been launched and has been implemented in the entire system of universities and colleges since 1988. Study modules are built on the spirit of progressive accumulation of knowledge in modules during the learning process, that is, in line with the idea of TC learning originating in the United States. However, in some respects, learning the module is not really as flexible as the American TC (we will return to this in point 3), so it is called the " However, the difficulties of living in society in general and in universities in particular did not

allow the problem of radical modular education. In 1993, as the overall difficulties of the country and of the universities subsided, MoET undertook a one step further, implementing more rigorous academic study, following the US TC model. HCMC University of Technology HCM was the first place to apply TC education since 1993, then Da Lat University, Can Tho University, Nha Trang University of Aquaculture etc .. and some other universities apply from year 1994 and later years. At present, there are nearly 10 schools in the country applying TC to different levels and levels. (2)

Credit-based learning methods will provide students with proactive learning, thereby improving the quality of learning. The student's class time will be reduced compared to the previous teaching method. The task of the teacher in the classroom is to guide and direct the lesson while the remaining work belongs to the students. But most of the lecturers in theoretical lessons are still trying to transmit knowledge like school hours, due to limited time, which leads to ineffective teaching and learning, while the main guide is " Curriculum and reference materials ". As for the students, more than half of the students have learned how to draw, that is, near the entrance examination, the number of students active in learning is not high.

## 2. Measures to implement credit courses

Because the nature of credit-based training is to personalize education and democratize the whole process, that is, to meet as much as possible the needs and learning conditions of the individual, and especially Facilitate the involved parties to have a democratic working environment, so a number of issues need to be addressed. If the problems are not resolved fully, the reform will fall into formalism, old wine bottles. In order to carry out effective and in-depth innovation, there must be synchronized changes at all three levels of training: learners, trainers, and training managers.

### 2.1. Active participation of learners in many aspects of the training process

Because the goal of training in the new spirit is to train advanced skills such as observation, analysis, comparison, critical ... so the form of rote learning, cramming knowledge is no longer appropriate. Positive pedagogic training means self-learning and self-study. Therefore, students must be familiar with the spirit of independent work autonomy right from the popular, to be able to properly promote the following rights:

- The learner determines the learning path

Learners plan their training process, depending on each person's time budget. In that spirit, learners will decide that after finishing high school they will enter college immediately or participate in social work to solve family financial problems. Upon entering college, they will plan to complete their degree (bachelor's degree) for a period of time that is appropriate to them: the institution specifies the shortest and shortest duration for a course: one The 4-year training program can be conducted by the learner for 3 years or 8 years, depending on the family circumstances of each person. The longest time threshold is based on the cycle of program and training syllabus changes, rather than on the subjective intentions of the institution. This measure is aimed at the increasing and diverse public who want to continue their university education in the spirit of lifelong learning. This flexibility, therefore, is intended to make it easier for those who are not ready to learn to live at a normal student pace. This measure avoids the need to enter the university at all costs of the students finished high school. In a nutshell, this is an effort towards equality of opportunity for access to higher education.

- The learner determines the content of the training process

Unlike traditional training, where learners have to undergo a training program that is generally designed for everyone, the mode of training under the credit system is to personalize the training process, They will design their own training program (buffet principle). Learners will choose which modules they are interested in or in accordance with their aptitude, interests and career orientation. Therefore, a charismatic institution capable of meeting the needs of society, is attractive as the basis for providing as many elective subjects as possible so that the choice is more relevant to the learner.

"Elective courses in these specialized subjects help them focus their goals on the areas they are interested in and train the skills and knowledge that the hiring market needs. The creation of new courses in the elective system leads to the development of specialized disciplines, fields of study, and extensive knowledge in narrow disciplines, which underlie the vast majority of disciplines. American university. The elective system gives students an opportunity to distinguish themselves from others, pursue their own interests, and build a career future based on their strengths and talents. " (Trexler CJ, 2008, 5).

- Learners are involved in deciding how to study each subject

In terms of acquiring knowledge, this new training system is based on the view of socio-constructivisme, in which passive attitudes are acquired in traditional education. Is contrary to the nature of knowledge formation. Therefore, it requires learners to change attitudes in learning, to build their knowledge through self-study. Therefore, class time is conceived as a "rubbed" between the knowledge that learners come

from different sources. Autonomy in learning has become a key key to positive pedagogy: "Educational reforms should facilitate more and more autonomous learning" (Cytermann J). -R., 2002, 10).

## 2.2. About the role and duties of the instructor

Credit system training is not just a mechanical reduction of classroom hours. What constitutes a fundamental change in the quality of credit is a change in the notion of training. Changing this concept necessarily leads to a change in teaching methods. Indeed, the change from a teacher-centered perspective to a learner-centered one has led to a radical change in the teacher's role: the method of transmitting knowledge (méthode transmissive) or The content approach (in order to provide learners with as much knowledge as possible) is replaced by a goal approach so that learners achieve the goal of building advanced skills such as analytical, Judgment, judgment, decision making, problem solving ... Therefore, the task of the instructor is no longer transfer of knowledge. In addition, the teacher must do the work of scientific research, continuous improvement of teaching methods and teaching methods, the development of new subjects for students with more and more choices. Therefore, the instructor must be invested more specialized to implement good educational reform.

"The credit system treats faculty as scholars. As academics, faculty members need to be trained and practiced to deliver good teaching and retrain students from rote learning to problem-solving and daring thinking. Dare to do, accept risks and challenges "(Zjhra M., 2008, 2-3).

Therefore, faculty members must be adequately prepared for the pedagogical profession in accordance with the spirit of positive pedagogy, including:

- Learn about positive pedagogy: "As academics, faculty members need to be trained and practiced to deliver good instruction and retrain students from rote learning to learning how to deal with them. Problem and daring to do, accept risk and challenge "(Zjhra M., 2008, 2).

- Training on positive teaching methods.

- Design the curriculum and develop lesson plans using positive teaching methods.

- Regularly research and discuss positive teaching methods to improve the profession.

Teaching staff must be in sufficient quantity and strong in quality to better meet the needs of students.

Detail:

- Must have the capacity to compile new modules of knowledge to gradually increase the number of elective courses so that students have more and more choice of subjects.

- Periodic changes must be made.

- Must have the ability to compile multiple references for students to self-study.

- invest a lot of time to control student self-study.

When studying the conditions to improve the quality of training, a Fulbright scholar came to the following conclusions:

The results of teaching research show that lack of space and facilities is not an obstacle, but not fully trained, unsupported and rewarded. There is evidence that lecturers need to practice and reinforce new approaches and teaching methods "(Zjhra M., 2008, 3).

## 2.3. Management mechanism must be flexible

Popularization of higher education and the motto of "lifelong learning" require the school to be more open and flexible to provide training to meet the learning needs of every citizen at any time. Have the condition to go to school continue college.

Democratization in learner-centered training and education requires that managers of the institution have a flexible management mechanism in the organization of teaching and learning, to ensure the facilitation of Learners design learning according to the "buffet" principle.

In order to implement these principles, the training program must be flexible and diversified so that universities can better meet the ever-changing needs of the labor market. That flexibility is reflected in the following aspects:

- Regarding enrollment policy: Credit-based training is a tool for the massalization of higher education, in order to provide opportunities for many people to access higher education and to pursue a lifelong learning philosophy. Life contributes to creating a knowledge economy, a learning society. Therefore, there should be open enrollment policy.

- Academic Management: The softening of academic management procedures, in order to benefit the most benefit from the learning. The way to organize management must be scientific, strict management capacity must be good enough to solve every situation varied by the need for learning. In order to do so, administrative procedures must be simplified, management must be decentralized so as not to cause troubles for learners and moreover, to motivate students' learning.

- In terms of facilities: training in credit system generated the demand for equipment such as classrooms, machines, research materials, seats in the library ... very large. Therefore, the training institution must be able to provide sufficient equipment to meet the credit-based training requirements.

Speaking about the experience of reforming higher education in France, Mestre C. made the following conclusions:

"The increasing demand of students and the diversity of the student population also forces universities to come up with more and more training paths that are more suited to their aspirations" (Mestre C, 2002). 9).

#### **On the student side**

Credit system training requires students to have self-study and self-study skills. The habit of rote learning, and just learning the curriculum or teacher's lessons that have been formed since high school, has made many students difficult, or feel lost because of lack of control. Tight control of the teacher as high school.

Students are unfamiliar with self-directed learning content and manage their own learning process. Many students use improper self-study time designed in the program. The training units at all levels do not have measures to check the self-study and self-study, so the time spent on self-study and self-study of students invisible become private working hours as go Work more or learn more by 2, not even eliminate other bad cases.

#### **On the staff of lecturers**

Teaching staff has not been fully researched and trained in positive teaching methods. Because of the rigid understanding of positive teaching methods, there are phenomena that go from one extreme to the other in terms of teaching methods: there are many teachers who move away from reading, copying or acting. The lecture goes to the plain and clean neglect of traditional methods and procedures.

Reduce the number of hours taught without cutting program, which is the motto of credit card designers. This task is not easy to do, especially when the teacher has to grope to adapt to the new training system. Therefore, many teachers choose the easiest way is to teach until the end of class time, the rest of the program assigned to self-study. Therefore, the streamlining of the training program is only a purely mechanical one.

Self-study and self-directed study of students has not been conducted in a regular and steady manner, leading to the risk of self-learning for students' self-discipline.

#### **About the educational management system**

Evaluation of the educational management system in Vietnam, researchers agree that it is:

"An overly centralized management system. The state embraces functions that do not need to take place, losing the initiative and flexibility of grassroots levels. Autonomy is not enforced, especially in universities "(Mai Dien, 2008, 44).

The policy of applying the credit system in tertiary education in our country is not aimed at the popularization of higher education because now Vietnamese universities only aim at training new human resources according to the mechanism Select the essence (élitisme), but not focus on massification (raising the intellectual level and create social dynamics). According to Martin Trow, when higher education meets only less than 15% of the population, education is still elitist education (Romainville, 2003, 6). Contest entry form as present is the expression of elite education.

The work of crediting training programs began with the transfer of mechanics from the number of units to the number of credits, while the contingent was not systematically trained and trained. And effective on the philosophy of education and new teaching methods in accordance with the guideline "learner-centered".

### **3. Conclusions**

Among the team of Vietnamese scientists, there are quite a few people who have been trained in credit courses in advanced western schools. But those experiences are just the experiences of the beneficiaries of the training program, meaning that the data is collected from the perspective of the trainee. What we need now is knowledge of organization and management, ie the data collected from the perspective of "producer" and program manager, which we have very little experience. In order to compensate for that lack of experience, we have to study and master the principles of its operation before applying it, not just on the experience of the beneficiary.

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