ACCESSING DIGITAL TRANSFORMATION IN MANAGEMENT OF TRAINING ACTIVITIES AT SAO DO UNIVERSITY

M.S Ta Hong Phong

Department of Quality Management
E-mail: tahongphong.saodo@gmail.com
Phone: +84-912 227 825

Abstract: Implementing the government's guidelines and orientations in recent years, educational institutions are actively digital transforming in education, deploying distance learning models, developing training content, testing and assessing online in training programs. In addition, a number of educational institutions have digitized learning materials, built digital libraries, virtual laboratories, converted all teaching and learning methods, interacted with learners into digital space, and exploited information technology to organize teaching and learning outcomes.

Keywords: Digital transformation, Training program, Training management, Information technology, Digital library, Quality, Efficiency.

I. IN TRODUCTION

Digital transformation in education is one of the priority areas with the following tasks: Developing a platform to support distance teaching and learning, thoroughly applying digital technology in management, teaching and learning; digitizing documents and textbooks; builing platform to share teaching and learning resources in both face-to-face and online forms. Developing technology for education, towards personalized training. 100% of educational institutions implement distance learning and teaching, in which pilot training programs allow students to study online at least 20% of the program's content. Using digital technology to assign homework and check students' preparation before going to class." Thus, the digital transformation in education is the application of modern information technology by the school to the learning and teaching of students and lecturers in order to meet the increasing learning needs; thereby creating a sustainable learning environment that connects students to the school based on modern technology.

Digital transformation in education is an intelligent ecosystem that combines elements: technology, services and security to bridge the digital gap; create interactive, collaborative, connected, and personalized experiences. Simply, digital transformation is a change in the way an organization operates to improve the quality of products and services by exploiting the application of technology and data. For higher education, this goal is to improve the effectiveness of administration, improve the quality of training, and focus on the main content: Digital transformation in management: including digitizing educational information, creating a system of interconnected large databases, deploying online public services, applying technological devices to manage and forecast and operate quickly and accurately; digital transformation in teaching, learning, testing,

assessing Scientific research: Materrial digitalization (electronic textbooks, electronic lectures, e learning, multiple choice question banks), digital library, virtual laboratory, online training system…; transforming all teaching methods, classroom management techniques, interacting with learners in digital space, exploiting information technology to organize teaching to meet output standards.
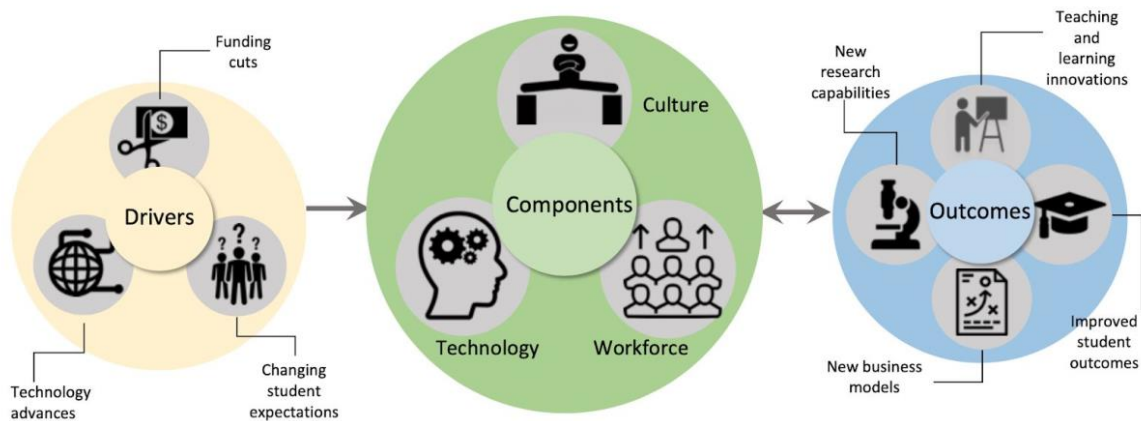

Figure 1. Factor and components promoting digital transformation

In which the factors promoting the digital transformation process: (1) the state budget is decreasing; (2) increasing expectations of learners; (3) the technology is developing more and more. Basic components of digital transformation: (1) people; (2) strategy; (3) technology. Expected effects of digital transformation: (1) improving training quality, (2) improving research efficiency, (3) appearing new training methods/models, and (4) increasing financial resources.

II. ADVANTAGES OF DIGITAL CONVERTER

In recent years, the University is very interested in applying information technology to training activities and training management. Digital transformation in quality assurance activities plays a particularly important role, contributing to shorten the process of improvement, innovation and improving the quality of education. In particular, in the complicated situation of the Covid-19 epidemic, the University always pays more attention to the application of technology platforms to maintain the quality of training and improve competitiveness with other institutions. Some outstanding advantages of the School of digital transformation application in training management:

1. Creating fairness in teaching and learning organization

The organization of teaching and learning activities, the appropriate variety of teaching methods, the testing and asserssing methods ensure the measurement of the requirements, the reliability to meet the output standards are the important criteria to the school. In the past few years, the application of Zoom, Google Meet, Microsoft Team, Powerpoint or email / web learning portal SDU-Elearning to teach online and create fairness in the teaching organization by all forms ensure that students can access the same resources, data and information in an easier and less expensive way. Thanks to

this application, students can study, access different content at home, at school or anywhere, anytime, with just one device – mobile phone, tablet, portable connected to the internet. Digital transformation helps students to expand learning resources not only at the library to collect learning materials but also actively select, read or buy among the proposed list of textbooks.

The information contained in the digital library, on the website, on the internet will be less expensive or completely free and they can be shared between students and faculties.
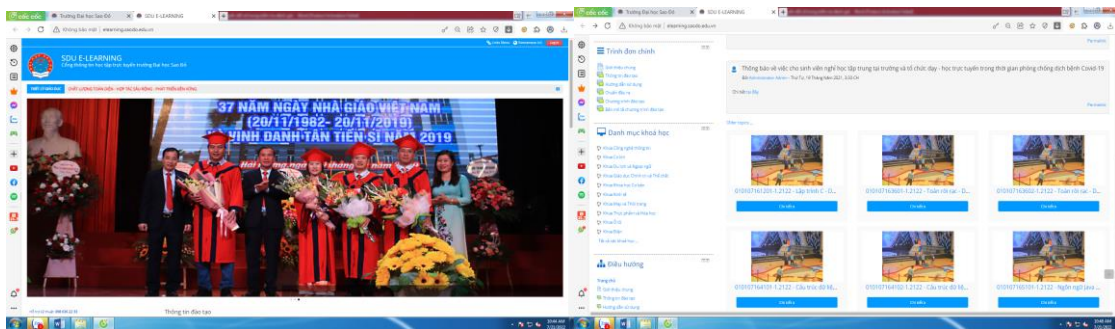

Figure 2. The data on the learning portal is digitized

2. Being active and flexible in teaching and learning activities

The digital transformation process helps lecturers and students access online learning portals to build and access electronic lectures using big data to shape future learning and teaching. Currently, the University has digitized and publicized 16 training programs, detailed course outlines and lectures on the website to fulfill accountability to learners, stakeholders and society.
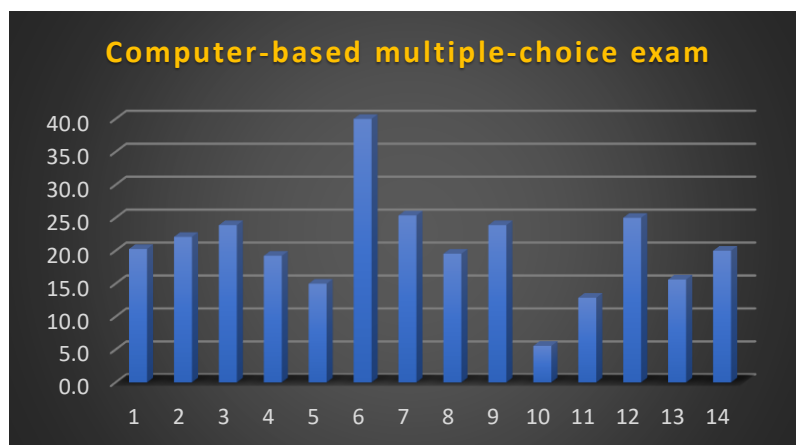

Figure 3. Percentage of end-of-term exam by computer-based multiple-choice in undergraduate training program course 09

In the university training regulations under the credit system, there are 08 forms of testing and assessing learners' learning results. For university course 09, there are 13 training programs, in which the rate of the final exam in the form of multiple-choice computer-based tests accounts for about 12 to 40%, the school's average is 20%. This is a form of student testing and assessing that has many special advantages in the trend of

digital transformation and prevention from the Covid-19 epidemic to ensure that the progress is not broken.

However, in order to adapt to the use of high technology in teaching, teacher must constantly learn, improve knowledge and develop skills. In addition, students can research and propose topics on exploitation and use to exploit related information and data on technology systems with big data sources. This is also an opportunity for students to actively make the learning process faster, more accurate and more progressive.

3. Open learning opportunities

Learning on the digital platform no longer has boundaries between geographical and cultural distances, the source of knowledge provided is unlimited. As long as an electronic device is connected to the internet, learners can study in groups, exchange knowledge with their classmates, in subject groups, and in the whole school. Besides, students can flexibly study, participate in seminars and disseminate knowledge of the school while still being able to perform tasks of production experience and graduation internship.
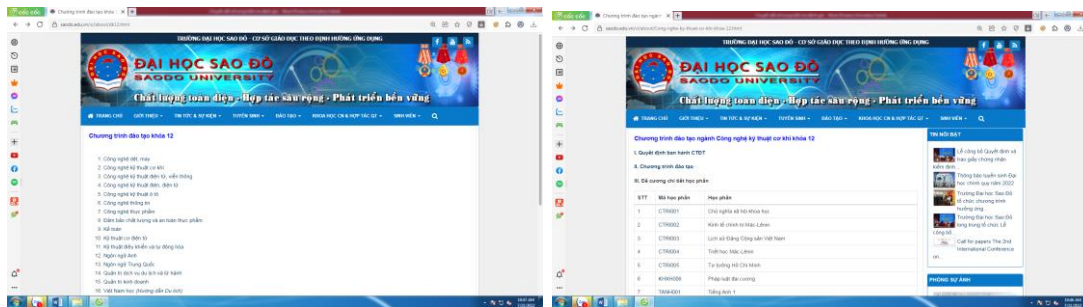

Figure 4. The training program is digitized on the portal

Digital transformation has the strongest and most positive impact on the possibility to build learning modules: training programs, text books, reference materials, lecture outlines,… updated and developed in line with trends of social development. Digital transformation technologizes the entire teaching and learning process, and automates business and management processes. Especially, digital transformation also helps the school measure the learning results of learners quickly and effectively as a basis for adjusting and improving the training management process based on the results of measurement statistics. In the academic year 2021-2022, implementing the guiding documents of the Ministry of Education and Training, the university has researched and developed procedures for organizing online assessment tests such as final exam, thesis defense graduation thesis, thesis/project. However, online teaching and learning activities in the past school year have not been highly effective.

III. SOME LIMITATIONS IN THE DIGITAL TRANSFORMATION PROCESS

In addition to the outstanding advantages of digital transformation in training and training management achieved in the past year, a number of limitations need to be quickly overcome by the school to maintain, improve and apply digital transformation in training management activities, as follows:

1. Technology infrastructure

Along with the rapid development in digital transformation, schools need to invest in infrastructure and modern technology equipment. In order for all training activities and training management to run well, there must be hardware equipment, applications, educational software, platforms, etc. Furthermore, digital transformation requires connections such as: programs, software, etc. must be compatible with each other, integrated and accessible on the same platform. From there, it allows the activities of teaching, learning, testing, assessment, system management,... to interact conveniently and effectively between learners, lecturers and managers.

2. Changing thinking and management capacity

To operate the quality management system, it requires staff, lecturers and students to change their thinking, management capacity. They need to be equipped with knowledge, digital thinking, to master technology and understand the limits of technology.

3. Skills in using technology

Officials and lecturers need to be trained in skills in using technology to organize teaching activities and assess students' learning processes: digitizing teaching materials, textbooks, and reference material; building a learning database on online learning portals, applying software technology like Zoom, Google Meet, Microsoft Team,... organize teaching and receive feedback from stakeholders to update and improve quality.

4. Students' willingness readiness

Survey results on readiness for online learning in the prevention from Covid-19 of the school year 2020-2021 when lecturers used Zoom, Google Meet, Microsoft Team, Powerpoint or email/web software to teach online showed that students' willingness to learn online reaches 46% for many reasons: not being able to meet friends, boring learning content, ineffective exploitation of resources on online learning portals, locations in mountainous and rural areas do not have access to good telecommunications infrastructure.... Therefore, students need to be fully equipped with both mental and environmental conditions, learning attitudes, and understanding of learning ethics, self-discipline, and a sense of lifelong learning.

IV. CONCLUSION

Digital transformation is not only an innovation in the method of updating equipment and technology, but it is also a matter of culture and quality to form the core values of the school. Currently, the epidemic is currently a big challenge for the whole society in general and the education industry in particular. Therefore, in order for higher education institutions to effectively carry out the task of digital transformation in education according to the decision approving the national digital transformation program to 2025, with orientation to 2030, it is necessary to have the participation of

the Ministry of Education and Training as well as officials, lecturers, employees and learners to ensure the progress and quality of training in the integration trend.

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