

**MINISTRY OF EDUCATION AND TRAINING
THE VIETNAM INSTITUTE OF EDUCATIONAL SCIENCES**

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**TRAINING MANAGEMENT UNDER THE CREDIT
SYSTEM IN VIETNAMESE COLLEGES**

Major: Education management

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SUMMARY OF DOCTORAL THESIS IN EDUCATIONAL SCIENCES

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INTRODUCTION

1. Reasons for choosing topic

Decision No. 43/2007 dated 15/08/2007 was promulgated by Ministry of Education and Training on the regulation on full-time training system at universities and colleges in accordance with the provisions of credit system for on full-time training system at universities and colleges under credit system, including training organizations; test and exam module; and graduation recognition.

Many issues caused by the change to the mode of training under credit system need addressing, especially issues related to training management under credit system at Colleges because training under credit system at colleges has been applied in the university education system of Vietnam.

In many colleges in Vietnam, the change to the mode of training under credit system is applied slowly and facing many difficulties as: the addition of optional subjects, organizing the studying registration of students, difficulty in arranging the exam schedule to be not coincided, organizing the all-union activities, managing the credit grading students, unstable mode of management, unadapted facilities and curriculum. The nature of training under credit system which is a new problem has not been perceived fully by the colleges. Therefore, managing the training under the credit system is the most difficult: input, outcome, training process, the context of training, joint training... Therefore we should have a reasonable and flexible route to promote the role of training management at college level. The management of practical training under the credit system is facing to many difficulties which need to be solved to achieve the highest goals of education and training.

From the above reasons, the author selected *Managing the training under credit system at colleges in Vietnam* to be the topic of his doctoral dissertation specializes in *Educational Administration*.

2. Objective of the research

Based on theory and practice, the dissertation proposed solutions training management under credit system in colleges in Vietnam.

3. Object and subject of the research

3.1. Object of the research

Training under credit system in colleges in Vietnam.

3.2. Subject of the research

Training management under credit system in colleges in Vietnam. (through the schools surveyed in the research range of topic).

4. Scientific theories

In terms of theory and practice, credit system has been confirmed as a

suitable training method with the development trend of today's society. Suppose that the training method under credit system has been popular and achieved certain results. The importance is to assess the status of training management under credit system in Colleges in Vietnam, the gained positives to be promoted, the limitations to overcome, the experiences to be inherited. On the basis of that assessment, solutions of training management under credit system in colleges proposed in the dissertation will promote the effectiveness of training management under credit system in colleges in Vietnam in the current period.

5. Research tasks

5.1. Research a theoretical basis about training management under credit system in colleges.

5.2. Assess the real situation of training management under credit system in some colleges of Vietnam.

5.3. Propose the solutions of training management under credit system in colleges in Vietnam.

6. The scope of the research

- Geographical areas, and the object of research: Colleges in Son La, Can Tho, Daklak College of Pedagogy.

- Scope of the study period: training management under credit system in some colleges implemented in year period 2014-2015.

7. Methodology and research methods

7.1. Methodology method: 1) System approach; 2) Historical approach; 3) Comparative approach

7.2. The specific research methods: 1) The group of theoretical research methods; 2) The group of practical research methods; 3) The group of methods of verification and experiment

8. The points need to be protected

Point 1: Training under credit system is an objective indispensable trend, strengthening the activeness to learners, strengthening the democracy in training and meeting the growing demand of the society. Conversion from fixed curriculum model to the training under credit system is suitable direction of Vietnam education in general, colleges in Vietnam in particular.

Point 2: Training under credit system is associated with the establishment of the process of training management under credit system. The process of training management under credit system has the fundamental advantages but also difficulties need to overcome, problems need to be resolved. The current reality, only the college level in our country has had three different models are colleges, vocational colleges, community colleges, in addition to vocational secondary schools, vocational schools with different

learners is students who have graduated from high school. The division into many different training models makes the oriented development of training at colleges, post-secondary vocational training or inter-university program for lifelong learning trend is difficult, limited.

Point 3: The solutions to improve the efficiency of training management need to be developed in accordance with the characteristics of training under credit system, in accordance with the specific conditions of the colleges in Vietnam today. The implementation of synchronous solutions will motivate the successful deployment of training under credit system at colleges in Vietnam.

9. The contributions of the dissertation

9.1. Theory

9.2. Practice

10. The structure of the dissertation is divided into three chapters:

Chapter 1: Theoretical basis about training management under credit system at Colleges

Chapter 2: Current status of training and training management under credit system at Colleges in Vietnam

Chapter 3: The solutions of training management under credit system in Colleges in Vietnam

Chapter 1

THEORETICAL BASIS ABOUT TRAINING MANAGEMENT UNDER CREDIT SYSTEM AT COLLEGES

1.1. The research overview

1.1.1. In the world

1.1.1.1. The researches about training under credit system

- In 1995, scholar James Quann presented his interpretation about credits: "Learning Credit is a measure of compulsory full-time of a normal learner to study a specific subject, including: (1) class time; (2) time in the lab, internship or other work has been stipulated in the schedule; and (3) time spent reading, the research, solving problem, writing or preparing lessons".

- James Heffernan, (1973) wrote in the document named "*The Credits of the Credit Hour: The history, Use and Shortcomings of the Credits System*", he discussed the credit hours: history, uses and shortcomings of the credit system is being used in developing countries.

1.1.1.2. The researches of training management under credit system

Jesica M. Shedd made the Initial analysis of training management under credit system, which is managing the objective, content and training programs. Jesica M. Shedd determined this is the stage of deciding the quality of training management under credit system. However, many issues left open: the role of

teachers, positive activeness of students, training environment ... has not been researched.

1.1.2. In Vietnam

1.1.2.1. The researches about training under credit system

- Eli Mazur & Pham Thi Ly referred to the role of the American credit system in training management issues in higher education in Vietnam and China's experience in the transition to credit system.

- Vietnam colleges and universities have organized many scientific conferences about training under credit system, awareness and experiences implemented in colleges and universities in Vietnam. Lam Quang Thiep mentioned the Proceedings of the scientific conference, Hue University (2006-2009). Le Doan Dai presented the report on the credit system, Vietnam National University, Hanoi (2006). Le Duc Ngoc is very interested in the issue of training and training management under credit system in Vietnam...

1.1.2.2. The research on the management of credit training

In Journal of Science and Technology No. 6 (41) 2010, The University of Da Nang there is a writing named *The matters of training management under credit system at universities written by Le Quang Son*. Scientific seminar about *The innovation of training methods of University of Social Sciences and Humanities* held in March, 201 analyzed the processes and methods of training management under credit system.

1.1.3. Common assessment

The scientific works in the world and in Vietnam mentioned issues related to training under credit system with many different aspects, but the problem which is drawing more attention of scientists are the characteristics and requirements of the training under credit system. The real situation of training under credit system is summarized so that Vietnam can inherit experience to shorten the gap in migration path from fixed curriculum into credit system.

1.2. Credit system and training under credit system at colleges

1.2.1. Training and training management at colleges

In fact, there are many management models for education quality. According to UNESCO quality at a school or training institution is expressed through the following 10 points:

1. The learners are healthy, well-raised, usually encouraged to have the motivation and initiative
2. The teachers are proficient at their job and properly motivated
3. Active methods and techniques of teaching - learning
4. Appropriate educational programs for students and teachers

5. Appropriate, accessible and friendly equipment, teaching equipment, learning materials and educational technology
6. Hygienic, safe, healthy learning environment
7. Evaluation system is suitable to the environment, the education process and training results
8. Education management system is joint together and democratic
9. Respect and attract community and local culture in educational activities
10. Institutions, educational programs with appropriate, satisfactory and equal resources,.

Training and teaching takes place in a process { Context - Input - Process -Outcome} is one of the typical models about the training process of colleges and universities.

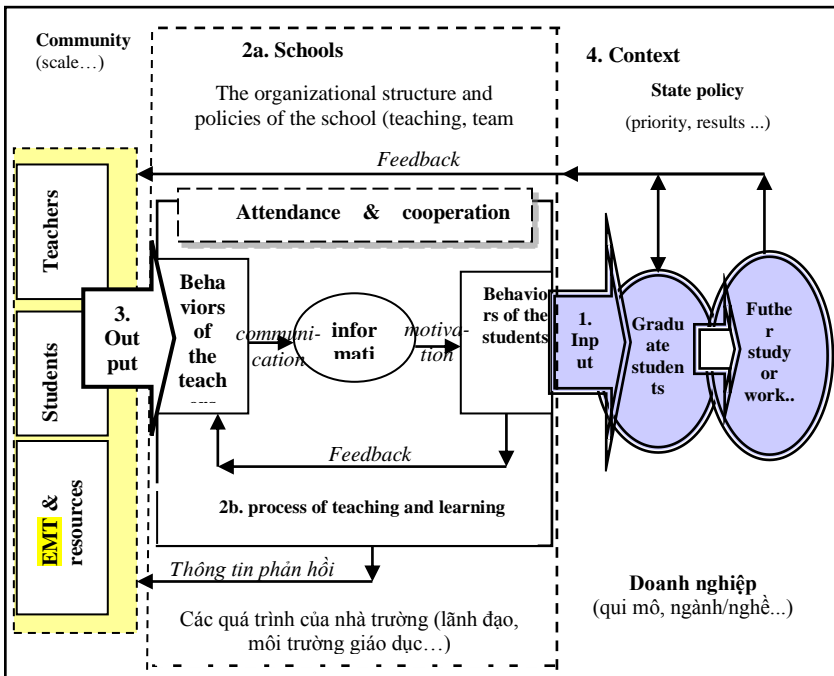


Diagram 1.1: Training process at college

1.2.2. Credit, credit system and training under credit system

a) Credit

Credit is a unit used to measure academic performance and progress of the students. Although, there are many different interpretations of the credits, but in general, credits are used for calculating the volume of student learning. One credit is defined by 15 theoretical lessons; 30-45 practices, lab or discussion; 45-90 hours of practice at the facility; 45-60 essay hours, assignments or projects, thesis.

Credit system first appeared in the late nineteenth century and early twentieth century in the United States with 02 trends: The first trend is the "system of elective courses; The second trend is the branching and expansion possibilities at universities / colleges.

b) Credit system

Credit system is a form of training under credit system (modules).

Credit system is personalizing learning in higher education for the masses and the philosophy as the basis for the credit system "*learner-oriented education "and" mass higher education*".

The organizational form of credit hours includes: Teaching - classroom; teaching - in the laboratory, studio, the scene ...; experiment, practice, internship, field work (teaching - practice, intership); teaching - learning outside the classroom, outside the laboratory...

c) Training under credit system

Training under credit system is just tranfering the decision right of training purposes as well as the choice of courses and learning plans for students from schools in the conditions specified publicly the number and structure of subjects. The most important feature of the training under credit system is: interoperability; initiative; Scientific; practice, flexibility.

1.2.3. The features of training under credit system at colleges

a) Training programs towards accumulating credits

The training program is structured from modules included in 2 blocks of knowledge: General knowledge includes mandatory and elective modules, designed generally for the industry or group of training industry; Professional Knowledge includes compulsory and elective modules included in blocks of industry knowledge base, industry knowledge and specialization, complementary knowledge, professional practice and thesis.

b) Planning and organizing student-centered training

The process of planning the school's training based on graduation standard and characteristics of the training program, students' self-training plan. Organizational forms of training under credit system at college are organized in credit grade classes by students' registration at the beginning of each semester in line with capacity, condition and ensure common rules.

c) Strengthening students' self-study

A module / course usually has 2 to 4 credits and each credit = 15 lessons (hours) + 30 lessons (hours) for individuals preparation outside the class, so it requires more number of self-learning lessons of students to ensure at least 30 hour credit.

d) The important role of academic advising team

This team supports students to plan and implement learning plans and is a bridge the gap between students and the school, students and society, targeted towards students of the school's general training and meet professional standards in the future.

e) Check and evaluate according to the learning process

Check and evaluate the learning process according to the module selected by the students. Students don't take the graduation exam and learning process is the accumulation of knowledge under modules.

1.2.4. Advantages and limitations of training under credit system

1.2.4.1. Advantages

- Flexibility;
- The initiative and creativity of learners;
- The continuity between the schools and relevant training departments;
- Creativity in check and assessment;

1.2.4.2. Limitations

- Easily shed the knowledge;
- Difficult to create cohesion among students and faculty with students.

1.3. training management under credit system at colleges

1.3.1. Relevant concepts and terminology

a. Education Management

b. School management

School management is usually implemented through 3 fields: (1) Training management or teaching and learning; (2) Human Resources Management; and (3) organization management. Training management is part of the school management.

c. Training management at colleges and universities

Training is the process of teaching the practical skills, professional or knowledge relating to a specific sector, for learners to comprehend and master the knowledge, skills, profession systematically so that the student can adapt to life and the ability to undertake a certain task.

Training at College is training the highly qualified personnel, thinking capacity and creativity.

Training management is the intended and planned impact process of the subject who manages the object through the application of functional and management facilities in order to achieve the training objectives.

Training management at colleges is essentially an operational management of intellectual property in the higher education and colleges establishments with the aim of encouraging the creative activities, promoting the exploitation and transferring the intellectual property rights and protecting the intellectual property of individuals, groups, organizations and colleges and universities.

d. Training management under credit system

Training management under credit system is the managing and organizing development and implementing the training programs, the activities of teaching, training and learning and assessing consistently with each other, ensuring the characteristics of credit system to ensure the graduates now has the capacity to meet the work requirements of the employer and can be life-long learning.

1.3.2. The nature and process of training management under credit system

Applying training management process of College and characteristics of training under credit system above shows that training management process under credit system of Colleges includes steps with main contents as follows:

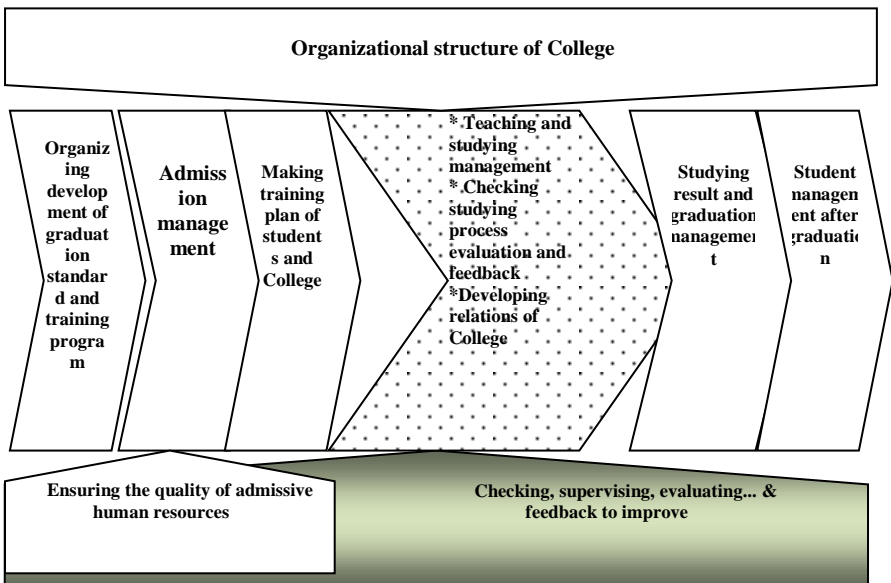


Diagram 1.2: Training management under credit system of College

1.3.3. Process of training management under credit system of Colleges

1.3.3.1. Managing objective

The main objective of training management process under credit system of College is to reach necessary capacity for students.

1.3.3.2. Teaching and studying management

a) *Teaching management of lecturers relates to:* making plan and organizing active studying, easily- understood teaching and ensuring the consistency of training program

b) *Studying management of students must ensure that students are not only object of teaching activity but also active, independent, creative subject gaining knowledge, skill, technique and future professional capacity.*

1.3.3.3. Checking evaluation of studying result of students under process and information feedback

a) Checking evaluation of studying result of students under process need base on necessary graduation standard or graduation capacity frame and this is an important component of training management under credit system of College.

b) Continuous, timely feedback is a key of training management under credit system of College.

1.3.3.4. Developing relations among students, lecturer – student and College with the employers

a) *Relation among students in training under credit system exists differences from training under fixed curriculum*

b) *Relation between lecturer- student represents intermediary factor supporting both teaching, studying and lecturer- student relation.*

c) *Relation between College and the employers*

Relation between College and the employers, especially related enterprises play an important role in developing professional/ specialist capacity for students

1.3.3.5. Graduation management

1.3.3.6. Context management

1.4. Factors affecting training management under credit system

1.4.1. Objective factor: The impact of age factor, the impact of economics – society conditions

1.4.2. Subjective factor: managing officers; quality and capacity of lecturer team, the impact of political –social organizations; positive, initiative features of students; Role of studying advisor team, information technology application.

CONCLUSION OF CHAPTER 1

Training under credit system with many advantages are being deployed in educational system of Colleges in Vietnam, giving the problem for mode and solution of training management to improve educational effectiveness. The most important features of training under credit system are: focus on learners, connectivity; initiative; scientific feature; practicality, flexibility. This is the advantage of training under credit system compared to fixed curriculum.

Training management under credit system is to manage training program, teaching activity of lecturers, advising activity of studying advisor team, studying activity of students, facilities and training environment. This requires that training managers must research to promote advantages of this curriculum stated and overcome disadvantages in deployment of training management under credit system. On the basic of theoretical research on training management under credit system of Colleges, the dissertation focus on developing theory on training management in the direction of deploying managing functions in each stage of the training process, associated with functions and tasks of Colleges.

Chapter 2

THE SITUATION OF TRAINING UNDER CREDIT SYSTEM AND MANAGEMENT OF VIETNAM'S COLLEGES

2.1. Training under credit system model in some countries in the world

2.1.1. Training under credit system of the United States and Europe

The diversity and abundance of different subjects are the highlights of training programs in the United State's schools. Training management through *knowledge volume* measure followed by credit unit through the *curriculum* management. Training management in the field of *testing- evaluation*: autonomy is granted to lecturers and evaluation of process is highly appreciated. Training management through the process of *enrollment registration*, subject registration and graduation registration based on the principle of public and accurate information to student. ECTS management is to manage a credit system for the learning assessment of student based on *the workload of each learning activity*.

2.1.2 Application of Training under credit system in some countries in Asia and South America

a) Application of Training under credit system in some countries in Asia and South America

- Training under credit system in Asian countries is early applied in

Japan, Singapore, Taiwan, Korea, India, Thailand, Malaysia, Indonesia, Philippines, China and recently Vietnam

b) Application of training under credit system in China.

The United States's Training under credit system has been applied to most of the universities and colleges in China these days.

In summary, the practical application of training under credit system in some countries in Asia and South America shows that it is stemmed from the demand/ request of the concerned parties. Especially under the current trend of the globalization, countries should follow to the same trend and method of Training under credit system and while there are not many similarities of the socio-economic development, ideology, society, culture and awareness, there must be specific measures to develop training system based on the nature of Training under credit system and the state of the country.

2.1.3. Application of Training under credit system in Vietnam

Credit system was adopted in higher education institutions before 1975 in the South of Vietnam, effected from the United State's higher education system. However, there were political changes in the society, modularization of knowledge was advocated in 1987 followed by the module based system – was built where the knowledge accumulated based on modules in the learning process, which means it was started by the idea of the United State's credit system and until 1993, module system was implemented more thoroughly, following the model of the United State's credit system.

In 2007, "Regulation on Training under credit system - Full time of universities and colleges" was issued by the Ministry of Education and Training ", in which the deadline for universities and colleges to convert into this new training system was 2011. However, Training under credit system has been applied to only about 60% of universities and colleges

2.1.4. Lessons of Training under credit system development

In application of credit system, learners should be focused, it means that all training activities and service must be created for favorable condition and capacity enhancement of the learners- Everything is for learners

2.2 The overview on the colleges which are the survey subjects of the dissertation and research method of training under credit system and management situation

03 colleges were selected to be the subjects of this survey for the situation of training management under credit system in this dissertation: College of Son La, Pedagogical College of Daklak and the College of Can Tho. The situation of training management under credit system of these schools widely influences on the Colleges in the region and in the system of

Vietnam's Colleges

College of Son La represents the Colleges of the North, College of Daklak represents the ones of Central Highlands, and College of Can Tho represents the Colleges of the South which is a key economic region of Vietnam. These colleges have been transferred to apply training under credit system, the achievements and limitations in training management under credit system of these colleges will be drawn from for practical scientific arguments as a basis to propose solutions to improve the efficiency of training management under credit system in Vietnam's colleges

2.2.1. Research method of training management situation under credit system of the colleges

a) *Objectives*: To develop appropriate and practical solutions for an effective training management under credit system, it is important to study and assess the true state of training management under credit system of Vietnam's colleges

b) *The subject and scope of investigation and survey* were identified as school management staffs, faculties, departments, lecturers, academic advisors, employee and students - who directly related to the training under credit system and management in colleges participated in the survey, with a specific size as follows: The number of valid votes is obtained about 450 including school management staffs, faculties, departments, lecturers, academic advisors, staff and 300 students, in which: 90 managers, 300 advisor and academic advisors, 60 staffs and 300 students.

c) *The method of data processing* is applied as follows:

- Using SPSS statistical software to process the data to describe and analyze the frequency of occurrence of the survey variables.
- Calculate the average marks of the tables by the formula:

$$\bar{X} = \frac{1}{N} \sum_i X_{ini}$$

d) *Assessment contents of training management situation under credit system*

From the perspective of function performance of the colleges, the assessment of training management under credit system is only expressed through the evaluation of the stages of *admission, training process and graduation* with mutual interaction and relationship...

The questions of the survey questionnaire are made to reflect 03 stages of training process including *admission - process - graduation* and are structured in 04 areas, such as *the work of admission, curriculum*

construction, teaching – studying and graduation.

2.3. The situation of training management under credit system in the colleges participated in the survey

2.3.1. Admission Management

2.3.1.1. The situation of development organization of graduation standard and curriculum and enrollment management

a) Development organization of graduation standard and curriculum

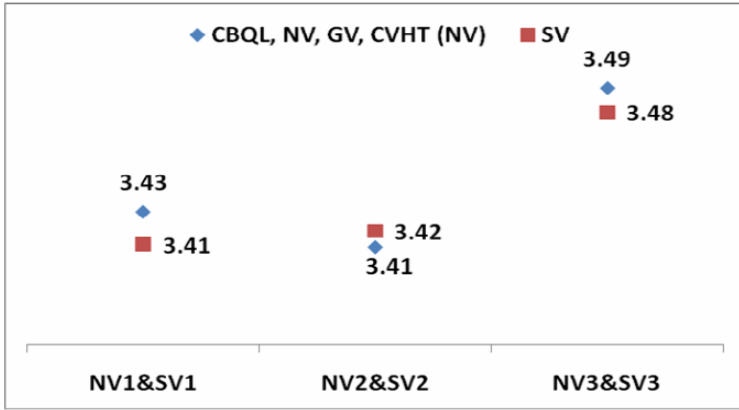


Diagram 2.1: Comparison of assessing the situation of development organization of graduation standard and training programs between managers, lecturers, academic advisors, staff and students

b) Management of admissions based on graduation standard

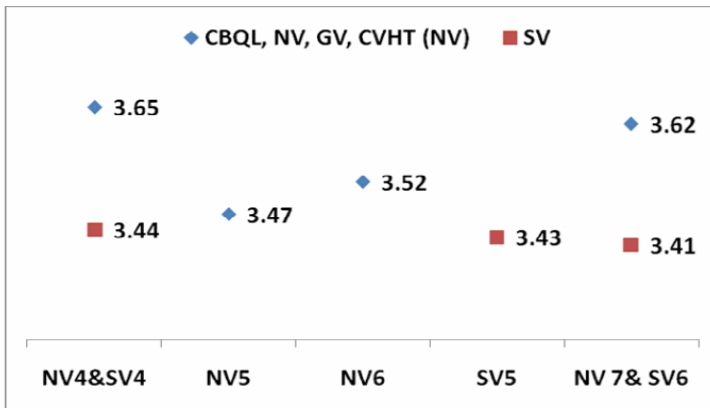


Diagram 2.2 Comparison of assessing the situation of admission management between managers, lecturers, academic advisors, staff and students

2.3.1.2. Situation of making training under credit system plan

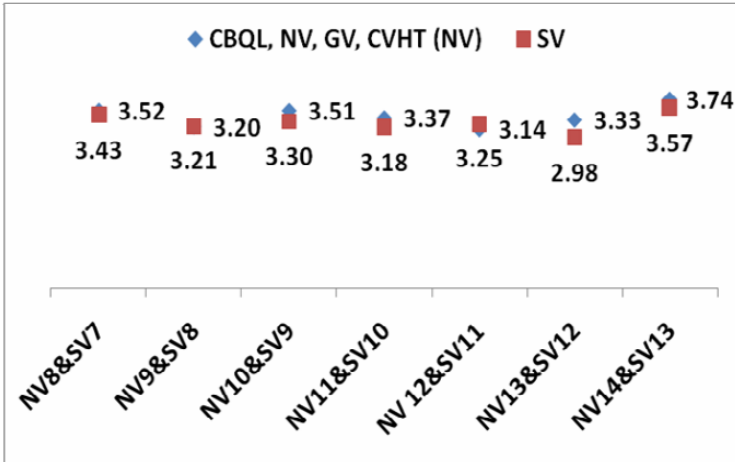


Diagram 2.3: Comparison of assessing the situation of making training under credit system plan between managers, lecturers, academic advisors, staff and students

2.3.1.3. Situation of admission quality assurance

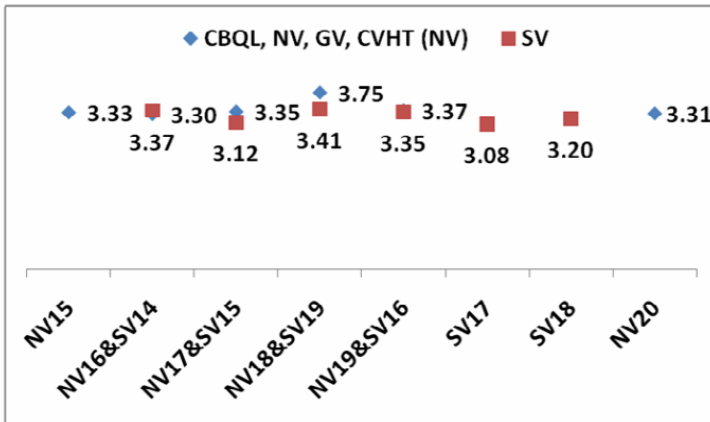


Diagram 2.4: Comparison of assessing the situation of the admission Quality Assurance between managers, lecturers, academic advisors, staff and students

2.3.2. Training management process

2.3.2.1. Situation of teaching management of lecturers

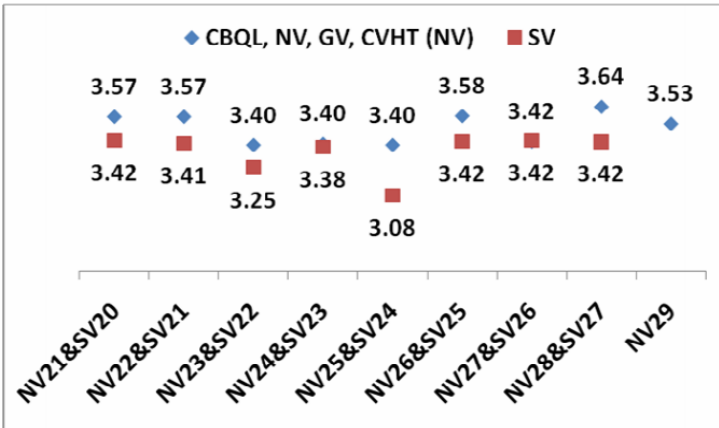


Diagram 2.5: Comparison of assessing the status of teaching management of teachers between managers, lecturers, academic advisors, staff and students

2.3.2.2. Situation of learning management of students

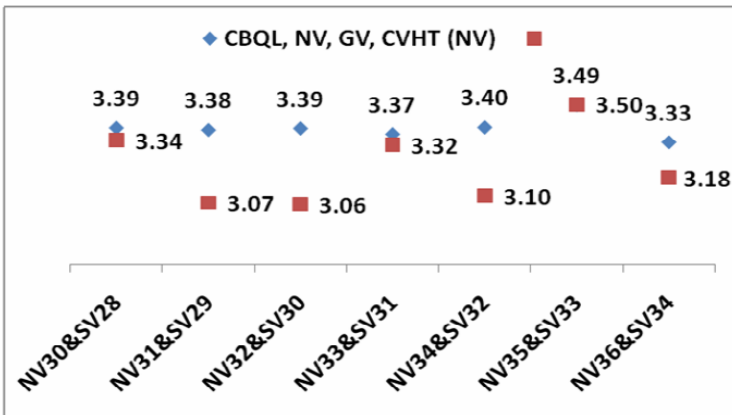


Diagram 2.6: Comparison of assessing the status of studying management of students between managers, lecturers, academic advisors, staff and students

2.3.2.3. Situation of testing and evaluation management of the studying results of students

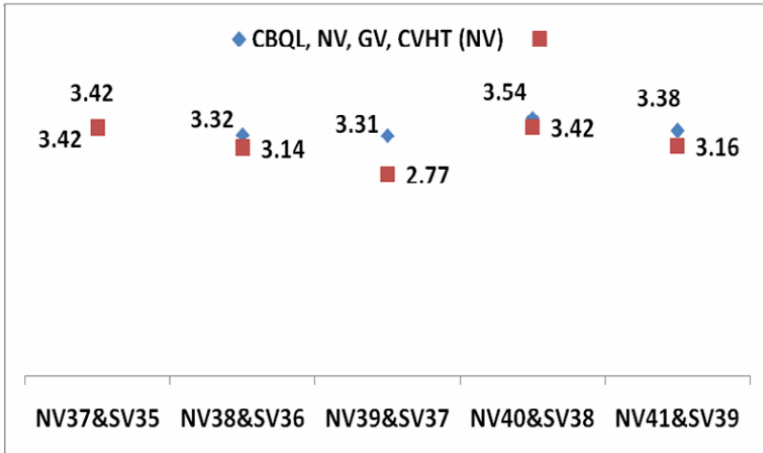


Diagram 2.7: Comparison of assessing the situation of testing and evaluation management results of the students between managers, lecturers, academic advisors, staff and students

2.3.2.4. Situation of positive educational environment

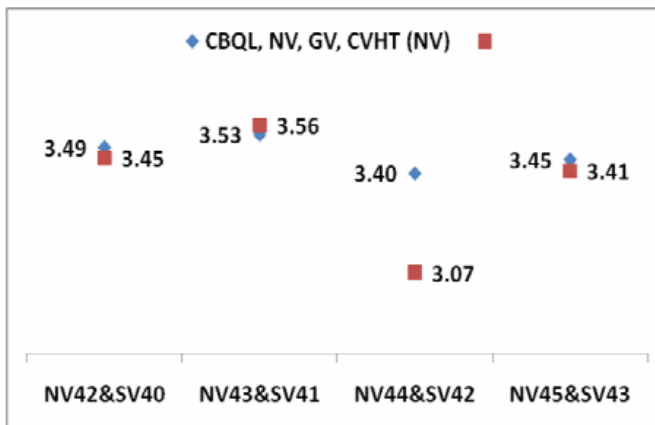


Diagram 2.8: Comparison of assessing the situation of positive educational environment between managers, lecturers, academic advisors, staff and students

2.3.3. Management of Graduation, background and monitoring system

2.3.3.1. Graduation management situation

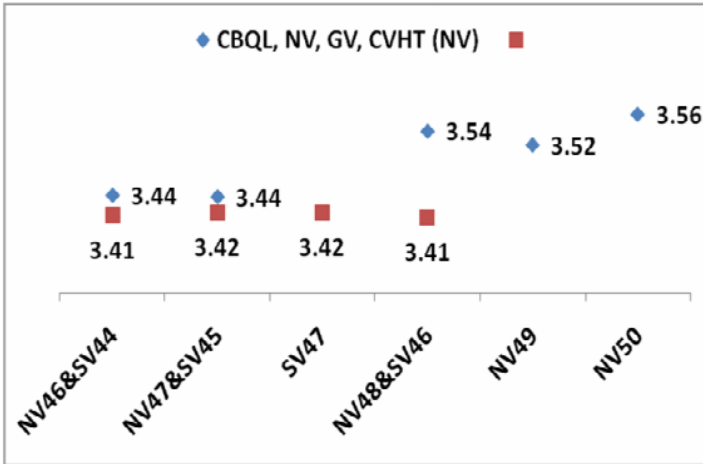


Diagram 2.9: Comparison of assessing the situation of graduation management between managers, lecturers, academic advisor, staff and students

2.3.3.2. Situation of background management

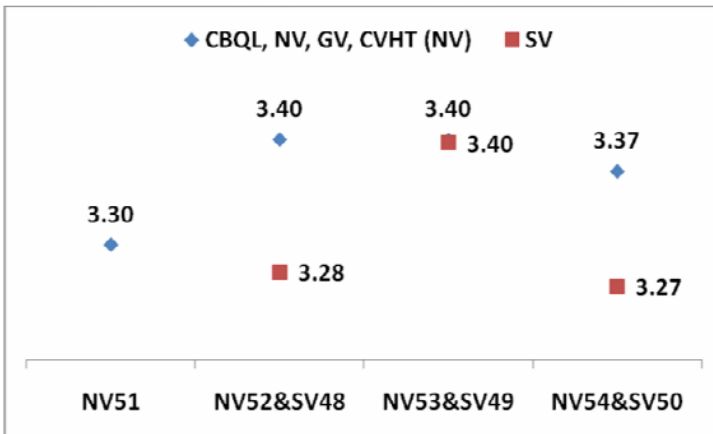


Chart 2.10 Comparison of assessing context management situation between managers, lecturers, academic advisors, staff and students

2.3.3.3 Status of monitoring training management under credit system and feedback

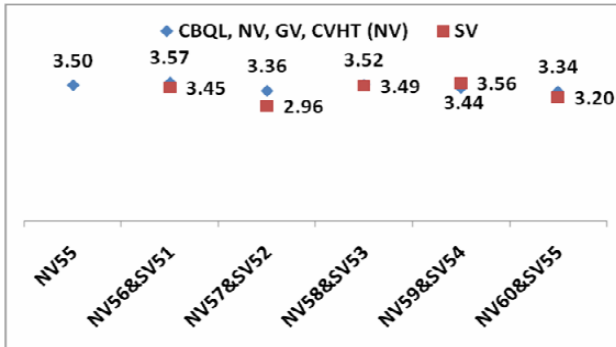


Diagram 2.11: Comparison of assessing the situation of monitoring system and feedback between managers, trainers, academic advisors, staff and students.

2.3.4. *General assessment of training under credit system and management in colleges participated in the survey*

2.3.4.1. *Strengths and causes*

a) *Management of admission:* Enrollment Management; making training Plan; admission quality assurance: System of auditoriums, classrooms, teaching facilities and so on.

b) *Management of the training process – direction and organization of training plan:* teaching management of faculty; learning management of students; testing management, the learning result evaluation of students

c) *Graduation Management*

d) *Monitoring System of training management under credit system and feedback*

2.3.4.2. *Limitations and causes needed to be addressed*

CONCLUSION OF CHAPTER 2

The situation of training management under credit system at colleges currently has posed many problems for managers, researchers. The basic success of training management under credit system confirms the superiority of the training method and the effectiveness of training management. *However, the quality and efficiency of education and training is still lower than the requirements ... Educational methodology, examination and evaluation results are backward and not practical. Education and training management is still weak. There are shortcomings in quality, quantity and structure of the team of teachers and education managers, some of those haven't met the demand of innovation and educational development, they are*

lack of enthusiasm, even violate the professional ethics. (Resolution No. 29 of the 8th Central Conference session XI)

The problem is that schools must overcome many difficulties and challenges in all contents related to particular training management in particular and training process in general. There are problems that can be addressed easily but there are macro issues that require efforts, patience and time, roadmap for implementation. The task will be addressed in Chapter 3.

Chapter 3

THE SOLUTION OF TRAINING MANAGEMENT UNDER CREDIT SYSTEM IN VIETNAM'S COLLEGES

3.1. Training orientation and principles of training management solutions under credit system of Vietnam's colleges

3.2. Solution of training management under credit system in Vietnam's colleges

3.2.1. Management process construction of learning and practicing of students in training under credit system of colleges

a) The purpose and meaning of the solution

b) The content and implementation method of the solution

Step 1: Making study plan of students and training under credit system plans of the colleges

(1) Classification according to courses of training branch/ major (referred to "course class") of colleges

(2) Making study plan of student

(3) Making training plan of school based on module class

Step 2: Implementation and organization of teaching/ training plan based on module class

(1) Teaching Management of lecturers

(2) Studying Management of students

(3) Organization of examination and evaluation of module

Step 3: Evaluation of the studying, training process and feedback

(1) Consideration of reward, scholarships

(2) Consideration of discipline

(3) Consideration of continuing learning, dropping and withdrawing from school

Step 4: Recognition of graduation and degree

(1) Recognition of graduation, degree

(2) Survey and getting contact information of graduates

(3) Keep a record of graduates

3.2.2. *Enhancing the role and responsibilities of lecturers and students, teaching and studying innovation methods of lecturers and students, evaluation and feedback method to meet the demand of training under credit system* a) *The purpose and the meaning of the solution*

b) The contents and implementation method

(1) *Enhance the role and responsibility as well as innovate the teaching method of teachers and how to implement*

(2) *Enhance the role and responsibility as well as innovate the studying method of students and how to implement*

(3) *Renew the assessment of learning results of students and feedback*

c) The conditions for successful implementation of the solution

3.2.3. *Development of academic advisor team of colleges with the training under credit system*

a) The purpose and meaning of the solution

b) The content and implementation method of the solution

(1) Implementation of development plan of advisory team based on learning capacity

(2) Evaluation of the implementation results and information feedback

c) Conditions for the successful implementation of the solution

3.2.4. *Developing two-way information communication system in training under credit system of colleges*

a) The objectives and meanings of solution

b) Contents and implementation methods

(1) Create favorable conditions for effective information communication

(2) Establish relationships of mutual trust

(3) Establish two-way diverse information communication channels

c) Conditions for measure implementation:

3.2.5. *Enhancement of training under credit system and management capacity of college's leaders, managers and staffs*

a) The purpose and meaning of the solution

b) The contents and implementation methods

(1) Organization and development of capacity framework of training

management under credit system of colleges' leaders, managers and staffs

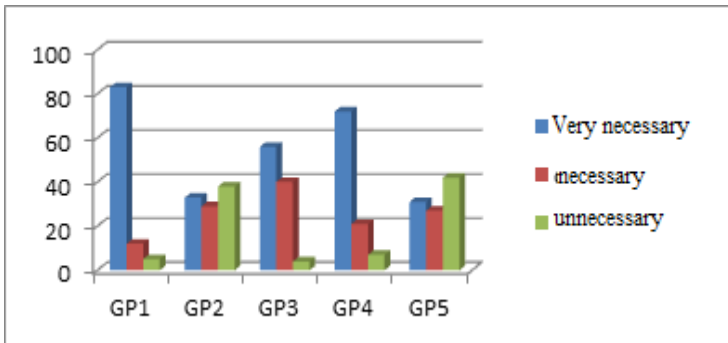
(2) Assessment the need of training, fostering on training management under credit system of colleges' leaders, managers and staffs based on the capacity

(3) Foresting and organization of training management under credit system for colleges's leaders, managers and staffs based on capacity

c) Conditions for successful implementation of the solution

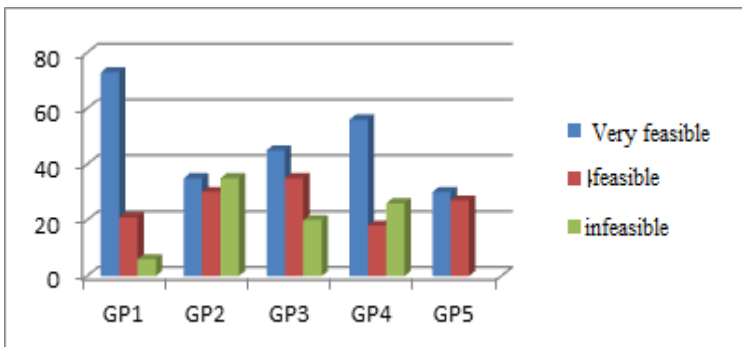
3.3. Survey on the necessary and feasible level of solutions

3.3.1. Survey on the necessary level of solutions



Graph3.1: The necessary level of solutions

3.3.2. Survey on the feasible level of solutions



Graph 3.2: The feasible level of the solutions

3.3.3. Correlations between the necessary and feasible level of the solutions

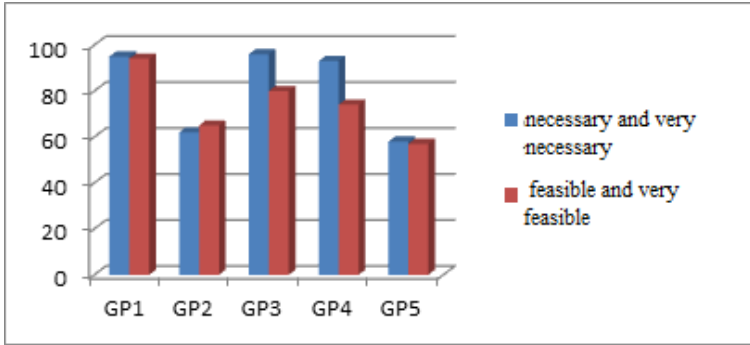


Diagram 3.3: Correlations of the solutions

3.4. Experiment Organization of training management solutions under credit system in Vietnam’s colleges

3.4.1. Formation experiment

3.4.1.1. Preparation of formation experiment

3.4.1.2. Implementation of formation experiment

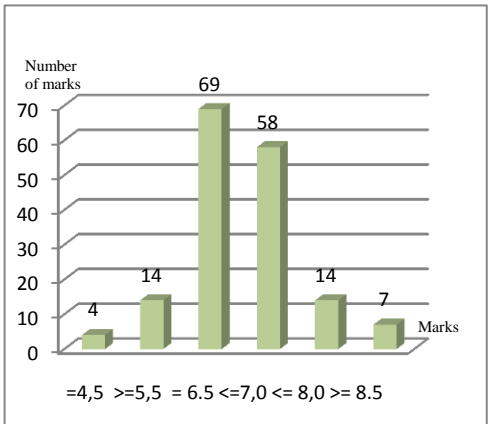
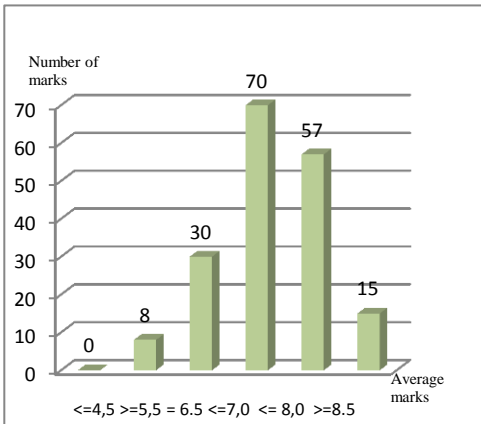
3.4.1.3. Results of formation experiment

3.4.2. Impact experiment

3.4.2.1. Preparation of impact experiment

3.4.2.2. Implementation of impact experiment

3.4.2.3. Result of impact experiment



The graph shows the distribution of test score numbers prior to implementation

The graph shows the distribution of test score numbers after implementation

Graph 3.4: Scores of group A and group B

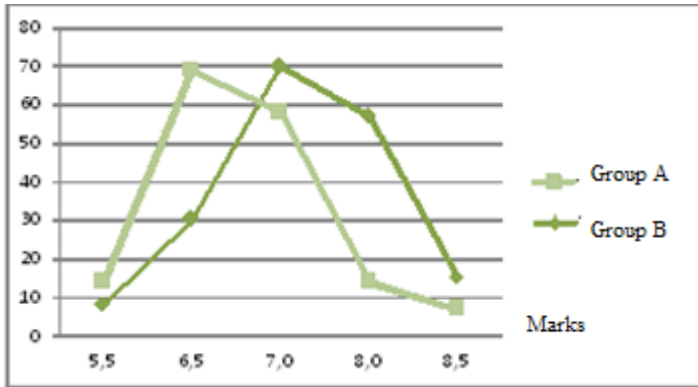


Diagram 3.5: Frequency of scores of group A and group B

CONCLUSION OF CHAPTER 3

On the basis of the status and content of the solutions proposed in the dissertation, there should be a quick change in the form of enrollment, training procedures and management practices in colleges in order to facilitate objectives to access further education system, thereby improve the quality of social labor, creating social dynamics as proposed in credit system training. Innovation of contents and teaching and learning methods should be more invested. All members from training institutions from teaching and study managing department, academic advisors, teachers and students must be aware of the significance of science and the importance of a new solution before applying into the transition process from module system into credit system. Thus, the solutions proposed by the author will be actually promoted in order to improve the effectiveness of training management under credit system in Vietnam's colleges these days.

CONCLUSIONS AND RECOMMENDATIONS

1. Conclusions

Extension of education and life-time learning guideline requires colleges to be more open and training mechanisms should be more flexible to meet the learning needs of all citizens whenever they have the conditions to continue learning. To implement these principles, training management and processes should be flexible and diverse so that the colleges meet the fluctuating demand of the labor market. The increasing demands and the diversity of the students also forced colleges to offer more training schedules to be in line with their expectations and there are many more efficient and

dynamic training and management solutions, in order to improve the quality of training under credit system. The situation of training management under credit system and the inadequacies arising require to build a feasible system solutions to improve the efficiency of training management under credit system. The college must adopt the management solution selected from the colleges that successfully transformed with full awareness of the meaning and application conditions of such solutions. The solution must be applied flexibly and synchronous for the power enhancement to increase the effectiveness of training management under credit system of Vietnam's colleges in the coming period.

2. Recommendations

2.1. For the Ministry of Education and Training

2.2. For colleges

RESEARCH STUDENT'S PUBLISHED SCIENCE WORKS RELATED TO THE THESIS

1. Vu Thi Hoa (2010), *Evaluation methods of learning outcomes of students in colleges and universities*, Journal of Education , No. 12/2010, Ministry of Education and Training;
2. Vu Thi Hoa (2011), *Conditions required to switch to credit-based training system*, Journal of Education Management, National Institute of Education Management, No. 27/2011, Ministry of Education & Training;
3. Vu Thi Hoa (2012), "*Basic characteristics of the academic credit system*", Journal of Educational Sciences, No. 87/2012, Vietnam Institute of Educational Sciences;
4. Vu Thi Hoa (2014), *Training management under credit system*, Journal of Educational Sciences No. 106/2014, Vietnam Institute of Educational Sciences.
5. Vu Thi Hoa (2015), *Factors affecting the efficiency of training management by academic credit system*, Journal of Education & Society, Special Issue of 9/2015, The Association of Vietnamese Universities and Colleges.
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7. Vu Thi Hoa (2016), "*The nature and process of training management under credit system*", Journal of Education Management, National Institute of Education Management, No. 9/2016, Ministry of Education & Training;
8. Vu Thi Hoa (2016), "*Training management process under credit system in colleges today*", Journal of Science, National University of Education, No. 8/2016, Ministry of Education & Training;