

**MINISTRY OF EDUCATION AND TRAINING
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NGUYEN TUAN KHANH

**TRAINING STUDY SKILLS FOR STUDENTS
IN THE CREDIT- BASED EDUCATION SYSTEM**

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The work was completed at: The Vietnam Institute of Educational Sciences
Academic Advisor: Assoc. Prof. Dr. Vu Trong Ry

Academic Opponent 1:

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Academic Opponent 2:

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Academic Opponent 3:

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INTRODUCTION

1. Reasons for the dissertation

The credit-based system education requires students to be self-motivated, positive and active in self-learning for at least two hours to do such activities: searching learning materials/ resources; reading books; doing homeworks/ assignments, discussions and other related issues because of the nature of the credit-based training education.

The current status of students' study skills in the credit- based training schools is limited; Most of them do not know how to develop appropriate and effective study plans; Searching and using of study materials/ resources from the library or on the Internet do not meet requirements of lecturers; Participating in team work in the class and presentative ability are limited.

The problem is: How students can gain learning skills in accordance with the credit- based training education? To some extent, this question was discussed in some scientific papers. However, the identification of characteristics in learning skills for the students, identification of learning activities, learning skills in accordance with the credit-based training model and clarification of factors influencing on the students during the process of training learning skills, which can result in measures to train the students' skills have not been properly answered. Deeply aware of this problem, the research "Training study skills for students in the credit-based education system" was introduced as a dissertation.

2. Research objectives

Based on the theoretical research and the field survey on learning skills and self-training learning skills of students in the credit- based training education, the method system for training learning skills for the students was proposed to contribute to the quality improvement of universities.

3. Research Object and Subject

3.1 Research Object

Studying activities of students in the credit- based training system.

3.2 Research Subject

The process of training learning skills of students in the credit-based training in universities.

4. Scientific hypothesis

During study years, if students are organized to participate in training courses in pedagogic seminars on study skills and be instructed to practice the skills under the advisors and the lecturers' support, which will lead to form and develop basic skills for students to go well in the credit training environment.

5. Research mission

(1) Building theoretical foundations of studying skills and training these skills for students in the credit-based training system;

(2) Observing, analysing and evaluating of current phenomenon of studying skills and training these skills for students in the credit- based training education;

(3) Proposing and experimenting the methods for training study skills for students in the credit-based training education.

6. Research scope

6.1. Scope of content

There are many different paths and ways to formulate and develop studying skills for the students, the dissertation mainly focused on three paths to form and develop studying skill for students in the credit- based training system; Firstly, study skill training courses through pedagogic seminars on study skills; Secondly, training study skills through lecturers; Thirdly, training study skills through academic advisors.

6.2. Scope of the research object

The scope of the study was universities in the Mekong Delta, namely: Can Tho University, Cuu Long University; Nha Trang University campus in Kien Giang (now Kien Giang University) and Vinh Long University of Education and Technology.

7. Research Methods

7.1. Approaching method

Three approaching methods were used: Activity approach; System- Structure approach and Pedagogical approach;

7.2. Research Methods

a. Group of theoretical methods: Using methods of analysis, synthesis, systematization, generalization of related theoretical materials in order to build the theoretical basis for training the learning skills for students in the credit-based training.

b. Group of practical methods: questionnaire, observation, interview, product research, pedagogical activities.

c. Data processing method: Collected data was processed by SPSS and statistical software. This method was used to process the collected data in the observation and pedagogic surveys in order to withdraw the possible target conclusions.

8. Contributions of the dissertation

- The dissertation has identified the basic characteristics of learning skills of students in the credit- based training environment as well as showing the phases of development and the corresponding levels of learning skills of the students;

- Typical characteristics of basic learning activities of students in the credit-based training were illustrated, from which the basic necessary learning skills in the credit- based training environment were established.

- The dissertation has illustrated that study skill background of students in the credit- based education system in the Mekong Delta is at the medium level in which most of the skills have been formed incompletely, a few is formed relatively full but proficiency, efficiency and flexibility are not high enough to meet the requirements of the credit-based training education.

- The dissertation also pointed out subjective and objective factors that affected to the training process of the students. In the group of subjective factors, knowledge of the nature and characteristics of the credit- based training and self-study skills of the students accounted for the greatest influence; In the objective

sides, the school equipment had the most significant influence on the learning skill training of the students.

- From the theoretical and practical basis, the dissertation has proposed some measures for training study skills for the students through three paths, namely (1) Through pedagogic seminars on “Training study skills for students in the credit-based training system”; (2) Through lecturers teaching the subjects; (3) Through academic advisors’ activities.

9. Arguments for protection

- Although learning skills of students have been forming from the lower levels, these skills are mostly unfulfilled to satisfy the requirement of university education, especially in the credit- based training environment. This academic environment requires students some certain learning skills, such as: Planning skill; Searching skill; Reading skill; Teamwork skill and Presentation Skill. Therefore, it is very necessary to train learning skills for the students, which will significantly contribute to the development of self-learning and lifelong learning skills for themselves.

- In order to improve learning skill level for the students, it is necessary to carry out synchronously three measures: Firstly, through pedagogic seminars on “Training study skills for students in the credit- based training system”; Secondly, through lecturers teaching the subject; Thirdly, through the activities of the academic advisors.

10. Structure of the dissertation

The dissertation consists of three parts: Introduction; Contents: Chapter 1: The theoretical basis for training learning skills for students in the credit-based training, Chapter 2: The current status of study skills of students in the credit-based training in some universities in the Mekong Delta, Chapter 3: Training methods for study skills for students in the credit training, Chapter 4: Pedagogical practice; Conclusions and recommendations.

CHAPTER 1

THEORETICAL BASIS OF STUDY SKILLS FOR STUDENTS IN THE CREDIT- BASED TRAINING SYSTEM

1.1 Overview of related national and international research works

The author has an overview of domestic and foreign researches related to learning skills and training these skills for the students, showing that: There are many researches and proposed solutions to develop learning skills for learners in accordance with the educational innovation in each level of schools. Some of the researches have shown the basis of studying skills in the credit- based schools while some others witnessed some methods of training these skills through teaching certain specific subjects. However, to some extent there is still a lack of in-depth studies on proposing processes, methodologies and techniques of implementation through academic seminars on "Training study skills for students in the credit-based training system" and Training through teaching the subjects and Through academic advisors’ activities.

1.2 Student's study skills in the credit-based training

1.2.1. Credit-based training education

1.2.1.1 The concept of credit- based training

- Credits

In this dissertation, credit is a unit used to measure the amount of knowledge and identify skills of the students accumulated in a certain time, through the forms of: classroom activities, study in the experiments, project work, graduation thesis, self-study activities of students.

- Credit-based training

Credit-based training is the training mode, in which credit is the unit of knowledge measurement, and also the unit for evaluating student's academic performance. After accumulating the minimum prescribed credits, the students are considered to complete the curriculum and graduate in accordance with the prescribed curriculum.

1.2.1.2 Characteristics of credit- based training

By studying relevant literature on credit-based training and credit-based practice in universities, the thesis specifically identifies 12 credit-based training characteristics.

1.2.1.3 The advantages of the credit-based training

Credit-based training is a form of training that has a number of advantages in comparison with the traditional training methods, including the following: (1) Highly training effectiveness; (2) High flexibility and adaptability; (3) Effectively training management and training costs reduction.

1.2.1.4 Challenges of the credit- based training

In addition to the advantages, the credit-based training also has some challenges: (1) Teachers do not fully aware of nature of the credit-based training; (2) Academic advisors have not performed well the task of fostering and guiding the students in choosing learning methods as well as in training them to meet the requirements of the credit- based training. (3) Management system and school equipment do not meet the requirements of the credit-based training.

1.2.2 Learning activities of students in the credit-based training

1.2.2.1 Making study plans in the credit-based training environment

Making study plans includes: identification of learning objectives, identification of work undertaken to accomplish the respective learning objectives, identification of time, place and type of work performed in group or individually, which is considered as prerequisite activities of students to participate in the credit-based learning process.

1.2.2.2 Activities to search and exploit learning materials

To perform credit-based tasks required, the students need to search for materials in the library or on the internet. After finding the materials that match the requirements of lecturers or the problem that the students want to study, the effective exploitation of the material is very necessary. Therefore, reading activity is one of the main activities to help the students with the record of information for use quickly and efficiently.

1.2.2.3 Listening and recording lectures

Usually in the credit-based training education, the lecturers are responsible for introducing and transferring some key points of the content, in which the students' careful listening and quick accurate recording are required. The students also have to listen and record the results as well as discussions from other groups to give comments and criticism at the request of the lecturers.

1.2.2.4 Group learning activities

Group learning is a form of the competence approach teaching method, normally the lecturers will let students to conduct in group learning activities in order to help them to form teamwork skills and competencies to meet the requirements of companies.

1.2.2.5 Presentation in class

Presenting in front of the class is a regular activity of students in the credit-based environment, which also contributes to the skills and presenting ability in front of the crowd for the students after graduation.

1.2.2.6 Assessment and self-assessment routine on the learning outcomes

Students in the credit-based education must plan for their individual learning process, not necessary follow the school's schedule as in the traditional form of education, so regular check-ups and self-tests are needed. They are also regular activities of the students.

1.2.3 Student's study skills in the credit-based training

1.2.3.1 The concept of study skills

Study skill (or some other common names as learning skill/ academic skill) is a collection of brainstorming and acting in learning, which is absorbed by the learners, demonstrated on the technical aspects of learning activities; Study skills are formed from component skills, always incline towards the purposes of learning process and are crucial to the outcomes of learning process.

1.2.3.2 Students' study skills in the credit-based training

- **Planning skill:** This skill is demonstrated in the following specific sub-skills:

- + The ability to identify goals, select priorities and conditions for implementation of the plans in accordance with personal competence,
- + Selection and determination skills for cumulative credits,
- + Implementation skill to make study plans.

- **Searching and exploiting skills:** These skills include the following component skills, such as:

- + Searching information on the internet skill,
- + Looking for information from materials available in the library.

- **Listening and Speaking Skills:** These skills include the following component skills:

- + Information selection skill,
- + Listening skill,
- + Shorthand skill (or Note-taking skill).

- **Reading skills:** This skill includes the following sub-skills:

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 + Skills of Planning reading targets and Choosing the corresponding reading techniques,
 + Skimming and Scanning skills,
 + Selecting information and Reading between the lines skills (or Post-reading skill).

- **Teamwork skills:** This skill includes the following sub-skills:

- + Setting up group activities,
- + Group communicating skill,
- + Group organization and controlling skills.

- **Listening and Speaking skills:** These skills include the following component skills:

- + Observation skill,
- + Listening and Selecting skills,
- + Using shorthand technique skill.

- **Presentation or talk skills:** This skill includes the following sub-skills:

- + Making outline skill,
- + Pre-presentation skill,
- + In-presentation skill.

- **Assessment and self-assessment the outcomes:** These skills have the following component skills:

- + Comparing and Contrasting skills,
- + Self-assessment skill,
- + Assessment skill.

1.2.3.3 Characteristics of students' study skills in the credit-based training

The dissertation addresses some of the basic characteristics of the students' learning skills:

- Students' study skills in the credit-based training is a combination of actions toward accumulating credits in a positive, active and self-conscious ways by each individual through both classroom and external learning activities.

- The student's study skills are an open learning skill system that is made up of component skills which are multi-disciplinary as well as multi-levels of profesional, flexible and effective;

- Learning skills of the students have a dialectical, interactive and mutually support relationship to promote, form and develop self-learning, creativity and independent ability for learners correspond to the training environment of credits;

- Learning skills of the students are trained to be formed and developed through teaching and learning activities in the credit-based training environment.

From the characteristics of the students' learning skills, it is possible to consider and evaluate the students' learning skill levels basing on the following four criteria: *completeness, profesional, flexibility and effectiveness*:

1.2.3.4 The stages that shape the study skills of students in the credit-based training

The results showed that study skills could be formed through the following three stages:

- Phase 1: Study skills are formed individually, but not fully yet.
- Phase 2: Study skills is formed relatively fully, but profesional, efficiency, flexibility, but not high
- Phase 3: Study skills are fully formed, profesional, flexible and effective.

Corresponding to the above stages, the dissertation also determined the levels of the study skills which include:

Level 1: Study skills have not been fully formed yet; flexibility, efficiency were low.

Level 2: Study skills have relatively well-formed; flexibility and efficiency were average.

Level 3: Study skills were fully formed; flexibility and efficiency were high.

1.3 Training study skills for students in the credit-based training

1.3.1 Concept

Training learning skills is the process of organizing, implementing instructions and practising actions to do learning tasks in a rigorous training process, repeated for some certain times to form and develop learning skills from low to high, from unfulfil to fulfil in order to improve the learning achievement of learners and make a foundation for self-learning and lifelong learning for the learners.

1.3.2 Objectives of training study skills for the students

Training learning skills for the students with the goal is to help students form and develop learning skills in scientific ways to contribute to the self-learning competence and creativity ability to meet the goal of moving from transferring knowledge to build implementing competence, self-learning and creativity for the learners.

1.3.3 Content of training study skills for the students

The basic contents were:

- Competence on learning skills includes concept of learning skills, characteristics of learning skills, basic learning skills to adapt to the credit training.
- Competence and training process of each learning skill consist of: concept of specific learning skills, position and role of learning skills, characteristics, pathways and training process of the skills.
- The exercise system was used to evaluate the current levels of students' study skills and exercises used to practice and evaluate them, which is a factor affected to the learning skills of students in the credit-based training.

1.3.4 Factors affected to training sutdy skills for the students

1.3.4.1 Group of subjective factors affecting to training of the students

The process of self-discipline of students in the credit-based training was influenced by the following factors: (1) Students' knowledge on credit and study skills; (2) Students' attitude on self-consciousness, positive, active and practice; (3) Current status of the students' learning skills at the beginning of the training process.

1.3.4.2 The objective factors influenced on training study skills for the students

The objective factors influencing on training learning skills for the students are: (1) Lecturers' teaching activities; (2) Academic advisors' activities; (3)

Organization of the training process; (4) School facilities meeting the training requirements.

CONCLUSION CHAPTER 1

1. The literature review have confirmed the importance of training learning skills for students, especially in credit- based training. However, the literature has not clearly identified characteristics of the students' study skills. Besides, it does not fully identify specific learning activities of the students as well as factors that influenced on the process of training students in the credit- based training environment. Therefore, this dissertation has solved these problems in order to supplement and clarify the theoretical foundations, proceed to propose possible measures to improve the knowledge of the students to high efficiency levels.

2. Learning skills of the students are a combination of actions towards accumulating credits in an active, positive and self-conscious way by themselves through classroom activities as well as after class ones. Therefore, in order to well perform study activities in the credit-based training, it is necessary to train adaptive learning methods, including: Planning skill; Searching skill, Listening skill, Shorthand skill; Reading skill; Teamwork skill; Presentation skill and Assessment and Self-assessment skills.

3. The students' educational qualification in the credit-based training is an open learning skill system, created by multi-disciplinary with professional, efficiency and flexibility levels corresponded to its developmental stages. In order to develop study skills for students in the credit-based training, it is necessary to organize the training of students through classroom activities and after classroom activities as well.

4. Learning skills of students in the credit-based training are influenced by the subjective factors, namely: the students' understanding on credit training education and study skills; the students' self-discipline attitude; self-conscious, positive, active, practising routine and motivation. The objective factors influencing on the process of training for the students are: lecturers; academic advisors; management of the training process and universities' facilities. Therefore, in order to make an effective influence of training measures on the students' performance, the above factors must be taken into consideration by the universities during its organization and implementation.

CHAPTER 2

CURRENT STATUS OF TRAINING STUDY SKILLS FOR STUDENTS IN THE CREDIT- BASED EDUCATION SYSTEM IN UNIVERSITIES IN THE MEKONG DELTA

2.1 Overview of the survey

2.1.1 Purposes of the survey

- Understanding awareness of students, lecturers and pedagogic managers on learning skills and training learning skills for students in the credit- based training schools.

- Assessing the current status of students' learning skills in the credit-based training and how the organization of training learning skills for students is in universities in the Mekong Delta.

- Determining the current status of how factors influence on the training process for students in the credit-based training.

2.1.2 Content of the survey

The following basic contents were included:

- Awareness of lecturers and students on learning skills and training these skills in the credit- based training schools,

- Current status of students in the credit- based training,

- Current status of organization in training learning skills for students in the credit- based training schools.

- Current status of factors influencing on the training process for students in the credit- based training schools.

2.1.3 Target Subjects and Universities

The survey questionnaires were distributed to 250 lecturers, pedagogic managers and 500 students (first and second- year students) at Can Tho University, Cuu Long University, Vinh Long University of Technical Education and Nha Trang University in Kien Giang. (now, Kien Giang University).

2.1.3 Survey methods and tools

The methods used to examine the current training learning skills for students in Universities around the Mekong Delta were: (1) Questionnaire survey; (2) Face-to-face interviews.

Based on content of the survey, there were 2 questionnaires as tools of the dissertation: (1) A questionnaire for students, consisting of 5 questions with 29 items; (2) A questionnaire for lecturers and pedagogic managers including 5 questions with 38 items.

2.1.5 Time of the survey

The dissertation was carried out in the second semester of 2013- 2014 of the schooling year.

2.1.6 Handling the survey results

Data processing was performed on SPSS for Window 13.0 software. The process was below:

Step 1: Check and correct the answers of the questionnaire

Step 2: Encrypt the answers

Step 3: Import encrypted data into computer

Step 4: Identify errors in the database and clean the data

Step 5: Create tables for data and analysis.

To assess the current status of study skills of students in the credit-based training, the dissertation used the questionnaire of three- level assessment on learning skill, namely:

Level 1: Study skills have not been fully formed yet; flexibility and efficiency were low.

Level 2: Study skills were relatively well- formed; flexibility and efficiency were average.

Level 3: Study skills is professionally fully formed; flexibility and efficiency were high.

To calculate the difference of the scale's levels, the Likert scale was applied as following: take the highest point of the scale at 3 points subtracted the lowest point of the scale at 1 point, which was divided by 3 levels. The difference of each level is: $(3-1)/3 = 0,66$. Therefore, the scale levels are calculated as following:

Level 1: From 1 point to 1,66 points

Level 2: From 1,67 points to 2,33 points

Level 3: From 2,34 points to 3 points

2.2 Results of the survey

2.2.1. Awareness and training study skills for the students

2.2.1.1 Awareness on study skills in the credit- based training

- Students' awareness on study skills in the credit- based training

The results showed that students well aware of the necessity of learning skills in the credit- based training. Among them, Planning skill (GPA= 2,79) hold the highest point, followed by Teamwork (GPA= 2,9), Presentation Skill (GPA= 2,76) Searching skill (GPA= 2,67) and Reading skill (GPA= 2,45), which were considered essential skills in the credit- based training environment. There were 2 kinds of learning skills evaluated as necessary, namely: Listening and Recording skills (GPA= 2,25) and Self- assessing skill (GPA= 2,26). The results demonstrated roles of learning skills in the credit- based education system, which was definitely aware by the students because of the fact that they always needed studying skills in the classroom as well as after school time in order to complete the learning tasks in the active direction to acquire knowledge and be suitable for requirements of the credit- based training.

- Awareness of lecturers, academic advisors and pedagogic managers on study skills of students in the credit- based training

The survey results showed that awareness on study skills' roles of lecturers, academic advisors and pedagogic managers was as equal as that of the students. Regarding to the order of the learning skills, there was a light change, in which all agreed on Planning skill is the most necessary one (GPA= 2,79); followed by Presentation Skill (GPA= 2,78); Teamwork skill (GPA= 2,76); Searching skill (GPA= 2,70); Reading skill (GPA= 2,49). There were also 2 skills hold considerable roles, namely: Assessing and Self- assessing the outcomes (GPA= 2,28) and Listening and Recording skills (GPA= 2,31).

The results of awareness of the students, lecturers, academic advisors and pedagogic managers showed that there were five most essential skills for the students, namely: Planning skill; Searching skill; Reading skill; Teamwork and Presentation Skills to be successful in practicing learning skills.

2.2.1.2 Awareness on training study skills for students in the credit-based training

- Awareness of the students on training study skills in the credit- based training

Students aware of roles of the pedagogic seminars on "Learning skills" took the highest position (GPA= 2,69), ranked in the second one was Lecturers' teaching methodology (GPA= 2,66), the third place was Guidances on how to register the subject credits for each semester (GPA= 2,64), the form of Academic advisors' guidances to foster learning skills for the students (GPA= 2,63) was in the last position, but its necessary level was also quite high.

- Awareness of lecturers, academic advisors and managers' pedagogics for students in the credit- based training

According to the survey results, the lecturers, academic advisors and pedagogic managers said that forms to train study skills for the students was at the necessary level (GPA= 2,45). There was an extremely high rate on composing and conducting the pedagogic materials for academic seminars on "learning skills" to form and develop suitable learning skills in the credit- based training (GPA= 2,64); Supporting the students through lecturers was very essential (GPA= 2,53); followed by the role of academic advisors to guide and foster learning skills for the students (GPA= 2,38); the lowest rate belonged to Guidances on how to register courses in the first academic meeting in the universities (GPA= 2,24).

2.2.2 Study skills of students in the credit- based training

2.2.2.1 Self-assessment of students on study skills in the credit- based training

From the view of Study skills, Reading skill took the highest level (GPA= 2,24), which was quite good. In contrast, Presentation skill was at the lowest level (GPA= 1,63). Moreover, Planning skill which should have high evaluation rate, but was just assessed at a low average level (GPA= 1,68); Similarly, other skills such as Group work or Teamwork skill and Searching study material skill were not fully formed, still at the limited implementation and low efficiency as well.

2.2.2.2 Evaluation of lecturers and pedagogic managers on study skills of the students

Lecturers and pedagogic managers said that Presentation skill and Planning skill were the lowest ones among the students (GPA= 1,44 and GPA= 1,55), in which Planning skill should be showed through students' study plan and daily schedules by themselves.

2.2.3 Training Study skills for students in the credit-based training

2.2.3.1 Students' assessment on the organization of training Study skills activities in the credit- based training

The students demonstrated that universities have been applying different types of training methods at various levels to train Study skills for them. Specifically, the Guidance on how to register for the semesters, how to adapt to the credit- based course in the beginning of the schooling year hold the highest rate (78,1%), followed by Lecturers' instruction and support through courses (70,9%), followed by the pedagogic seminars on Learning skills (58,9%). The academic advisors' activities were at the lowest rate (36,9%).

2.2.3.2 Assessment by Lecturers and Pedagogic managers on the organization of training Study skills for students in the credit- based training

The results witnessed that universities in Mekong Delta have paid attention to instruct students how to perform learning activities in the credit- based training, especially how to register the subjects in the first academic meeting (90,47%). 77,24% of lecturers and managers agreed that lecturers have been teaching learning methods for the students through their time in class while the form of teaching Pedagogic seminars on learning skills as well as Academic advisors' instruction and guidance were assessed at not enough concentration of implementation (42,85% and 29,62%).

2.2.4 Factors influenced on training Study skills for students in the credit-based training

2.2.4.1 Subjective factors influenced on training Study skills for students in the credit- based training

The survey results showed that the subjective factors considerably affected to training learning skills for students in the credit- based training (GPA= 2,44).

The influence levels were unequal between the factors in which Right understanding of the nature of credit- based training showed the most significantly influential rate (GPA= 2,76), followed by Understanding the rules of how to register, how to assess, how to study subjects in advance... (GPA= 2,74), followed by the understanding of concepts, characteristics, content, methods of training Learning skills in the credit system (GPA= 2,49).

In addition, Self-discipline feature of doing extra-curricular activities as well as in classroom was evaluated at a remarkably high level of impact (GPA= 2,40), followed by the self-discipline basic study skills suited to the credit-based training (GPA= 2,38). Although Active attitude was considered at a lower impact than the self-conscious one, it was still assessed at a striking impact level (GPA from 2,27 to 2,39).

2.2.4.2 Objective factors affect to the student's study skills in the credit-based training

The results showed that influence of objective factors on training of learning skills for the students was quite high (GPA= 2,38). The influence of factors was various, almost lecturers and pedagogic managers agreed that Physical factors sharply affected to training study skills for the students (GPA= 2,44). Lecturers and Academic advisors were in the second and third influential factors, namely at 2,42 and 2,37, respectively. Although these were not the top factors, they considerably influenced on training study skills as collected from the lecturers and the managers; Management of training process was ranked the lowest (GPA= 2,29).

2.3 General Comments

Formation and Development of basic study skills for students in the credit-based training were considered essential by most students, lecturers, academic advisors and pedagogic managers. Of the 7 learning skills surveyed, there were five most essential ones, namely Planning skill, Searching skill, Reading skill, Teamwork skill and Presentation skill.

- Students' consciousness about study skills was not sufficient. Most of them heard about study skills, but the level of understanding and implementation of each skill was almost insufficient; Most of the formation and development of study skills for the students were spontaneous through learning activities in class and after class.

- In teaching process, lecturers still focused on transferring subject knowledge rather than instructing and fostering study skill methods for the students. Academic advisors have a very important role in counseling and instructing students to register for courses, determine appropriate number of credits for each semester; Guidance for making study plans for the students was not high care much and to somewhat not being considered as one of the duties of academic advisors.

- School facilities were the most important factors affecting to training Learning skills for students in the credit- based training. Therefore, saving a certain amount of budget to build and equip more teaching aids, classrooms and modern laboratories to meet the requirements of the credit- based training.

CONCLUSION CHAPTER 2

1. Nowadays, study skills of students in the credit-based training in universities in the Mekong Delta are almost at the average level, reflected in the assessment of such skills: Planning skill, Searching skill, Reading skill, Teamwork skill and Presentation skill. The result demonstrated that these skills of students have been built from the previous levels, but they are not fulfilled profesional, flexible and efficient enough to meet the requirements of the credit studying environment in the Mekong Delta.

2. Universities in the Mekong Delta have been considered the roles of study skills for the students when the form of study was changed from the traditional to the credit- based. Nevertheless, the training was only limited at the frontier of instruction on how to register for accumulative credits and training activities in the first week of academic schooling meetings, which did not focus on some certain study skills for students to adapt as well as survive and develop well the credit-based training environment.

3. Through the survey, both lecturers and students strongly agreed that universities should organize training courses for students through teaching the pedagogic seminars on "Learning skills" by the lecturers and the guidance of academic advisors.

4. The students' discipline in the credit-based training is influenced by many subjective and objective factors. The training will be affected by the students' Understanding on the nature and characteristics of the credit- based training as well as Understanding on the nature, characteristics and methods of training process in the credit system environment. In the credit- based system, learning and training must be self-conscious, active, enthusiastic with strong motives. On the other hand, training study skills was influenced by administration organization, teaching methods of lecturers, guidance and advice of academic advisors as well as school

facilities, which considerably influenced on training study skills for students in the credit-based training.

CHAPTER 3

POSSIBLE SOLUTIONS FOR TRAINING STUDY SKILLS FOR STUDENTS IN THE CREDIT- BASED TRAINING

3.1 Principles for proposing possible measures for training students' Study skills in the credit- based training.

The methods of training study skills for the students were proposed to ensure the following principles: (1) Principles of combining teaching with self-study of the students; (2) Principles of multi-dimensional interaction in teaching process; (3) Principles of diversifying the paths of study skills; (4) Principles of orientational capacity development.

3.2 Training methods for the students' Study skills

3.2.1. Training Study skills through pedagogic seminars on “Training study skills for students in the credit- based education system”

The teaching process includes the following specific steps:

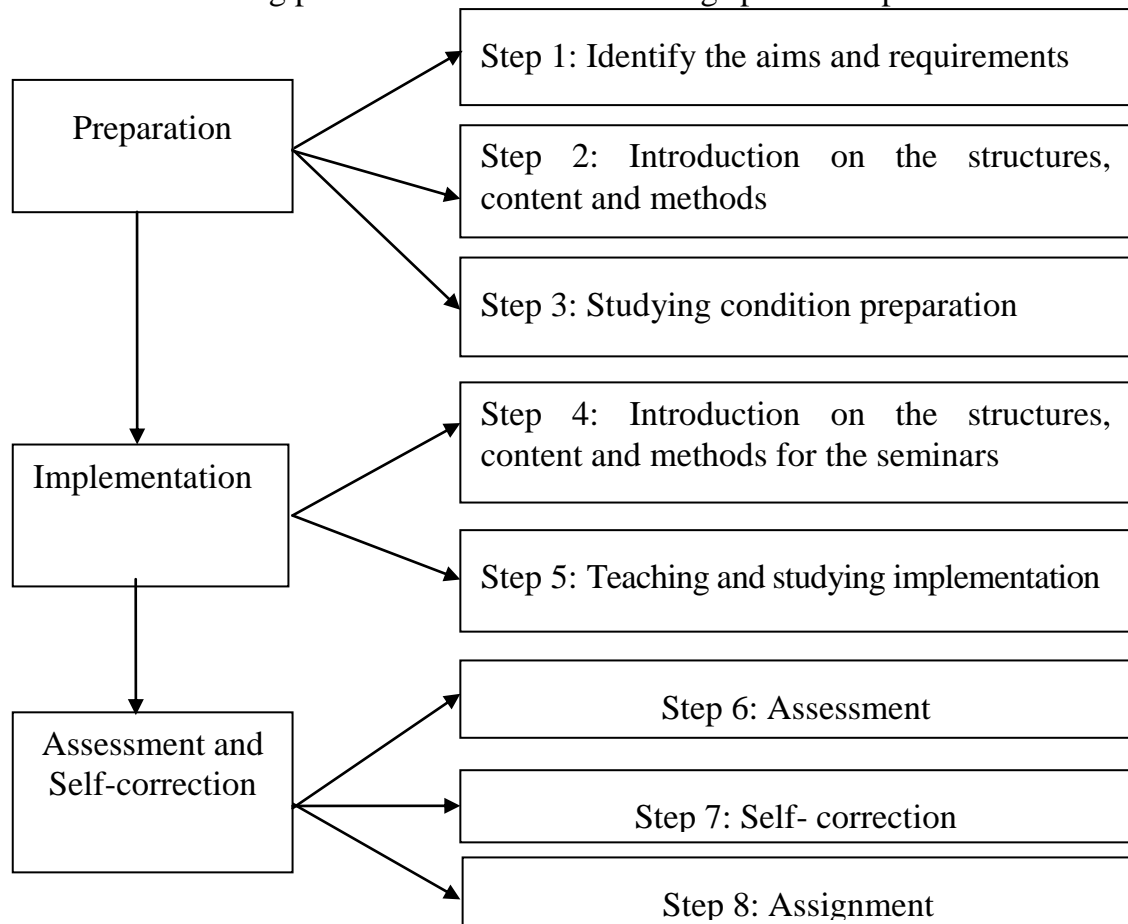


Diagram 3.1 The process of organizing academic seminars for training study skills for the students

3.2.2 Training study skills through teaching subjects

Teaching process based on three stages: Preparation, Teaching implementation and Assessing and self- correction. However, in each stage, there are different steps and requirements so that the lecturers will lead learning skills of learners through their responsible courses. Specifically, the proposed process is below:

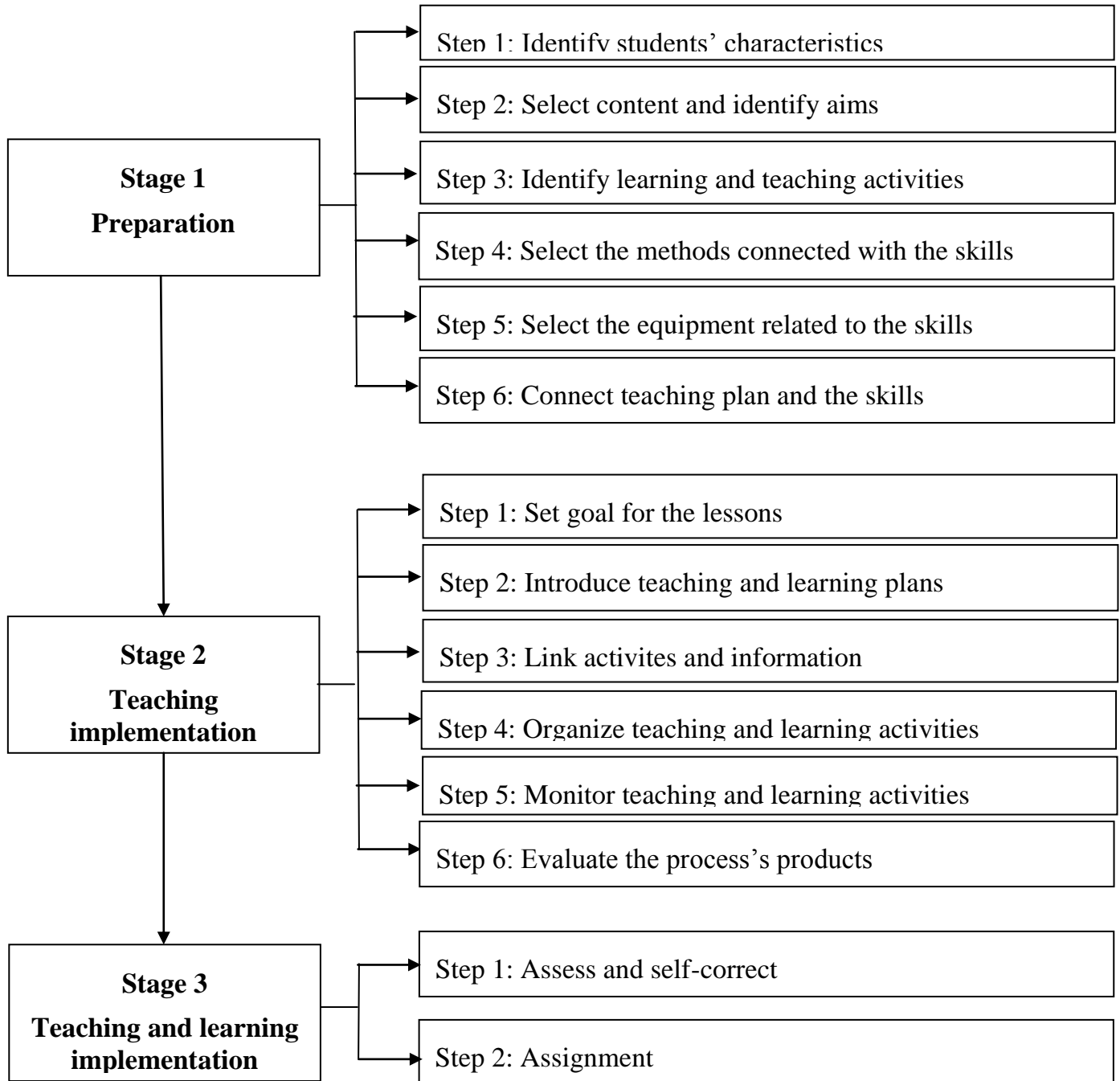


Diagram 3.2: The teaching process and training study skills for the students

3.2.3 Training study skills through academic advisors' activities

The process consists of three stages and related steps as following:

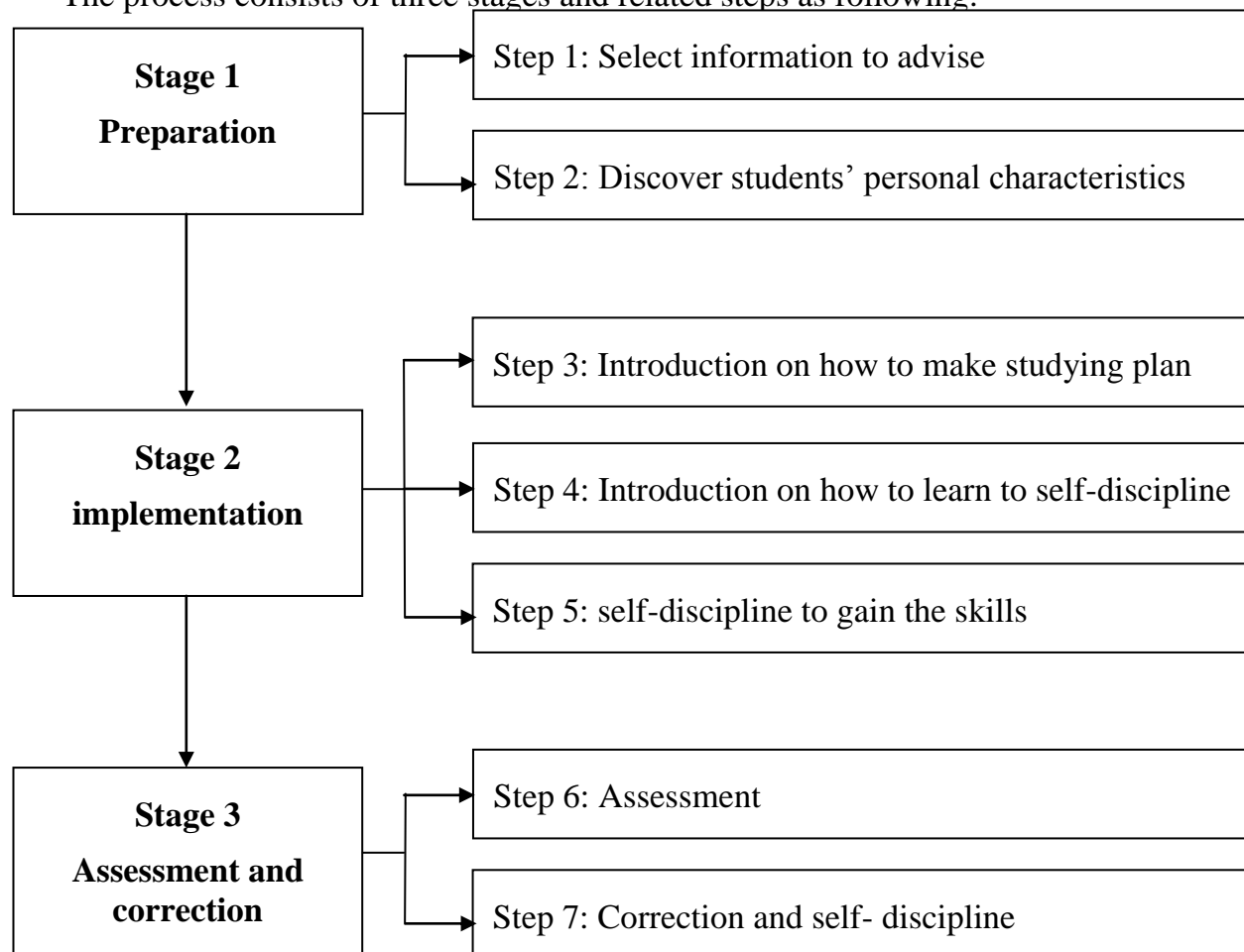


Diagram 3.3: Process of academic advisors associated with the training Study skills for the students

The dissertation has just proposed 3 processes to train study skills for students in the credit- based education system. In each process, there are some certain steps for lecturers as well as students to follow to gain the purposes.

Following each training process, there are illustrative examples and simultaneously a number of requirements for material foundations and learning environments to meet the requirements of the training process.

CONCLUSION CHAPTER 3

1. There are various ways to form and develop study skills for the students. Basing on theoretical and practical researches, the dissertation has proposed 3 processes to train study skills for the students through 3 paths, namely Through teaching academic seminars on "Training study skills for students in the credit-based education system"; Lecturers' activities in class; and Academic advisors' activities. The common characteristics of the three training processes have three

certain stages, each with specific implementation steps. The content of the processes is towards the positive learning methods, learner-centered learning methods in accordance with the credit- based training. The difference between the processes is a variety of forms and paths of implementations, so for each step in the process which is specified obviously in detail tasks which should be done by the instructors and students as well.

2. Although the process of training study skills for the students is through three different paths, with different implementation measures, they have a close relationship, interaction and support each other. In the process of organizing training study skills for the students, it definitely needs coordination, cooperation and sharing between the lecturers responsible for the academic seminars on "Training study skills for students in the credit- based training", Lecturers responsible for certain courses and Academic advisors. If there is a good co-ordination between these groups, it can create positive effects, which will great support to students' awareness and effort to practice and self-discipline during the learning process at universities. Therefore, in order to improve the quality of study skills for the students, it is really necessary for universities to synchronously apply the three solutions.

3. The methods for training learning skills always refer to the use of active teaching and learning methods that require modern facilities, equipment, and teaching facilities of universities. It is advised that the best for training learning skills is the condition in which the class with less than 60 members and each academic advisor should be responsible for only one class in each semester. The library is considered an ideal necessary environment of self-study and training for the students, which will take a great part in bringing success for the method implementation.

CHAPTER 4

PEDAGOGIC DEMONSTRATION

4.1 OVERALL ON PEDAGOGIC DEMONSTRATION

4.3.1 Pedagogic demonstration

The pedagogic demonstration, called pedagogic demo or pedagogic practice, was conducted to test the validity of the scientific hypothesis, thereby confirm the feasibility of the training measures on Study skills for students in the credit- based training (see Section 3.2, Chapter 3).

4.3.2 Time and Objects of pedagogic demonstration

- Phase 1: The first semester, 2015- 2016 with two classes of Kien Giang University: Class 1- K1 Mathematics Teacher (experimented class) and Class 2- K1 Mathematics Teacher (control class)

- Phase 2: Semester II, 2015- 2016 with 2 classes: Accounting 1- K1 and Accounting 2- K1 of Kien Giang University.

4.3.3 Content of the pedagogic demonstration

Running the demo using the designed measures to train the five skills to form learning skills for the students, namely: Planning skill; Searching skill; Reading skills; Teamwork skill and Presentation skill.

4.3.4 Pedagogic demonstration

The pedagogic demo process was divided into 3 phases with two different periods of time.

The three phases included: Preparation phase, Demo phase and Processing phase.

Two points of time included: Test 1 and Test 2: Organizing the measures to develop the skills (see Section 3.2, Chapter 3) to confirm the feasibility of the measures.

4.4 ANALYZE THE PEDAGOGIC DEMO RESULT

4.4.1 Analysis of the first phase results

4.4.1.1 Quantitative analysis

The below chart showed the results of students' learning skills before the first demo of the TN1 and DC1 classes:

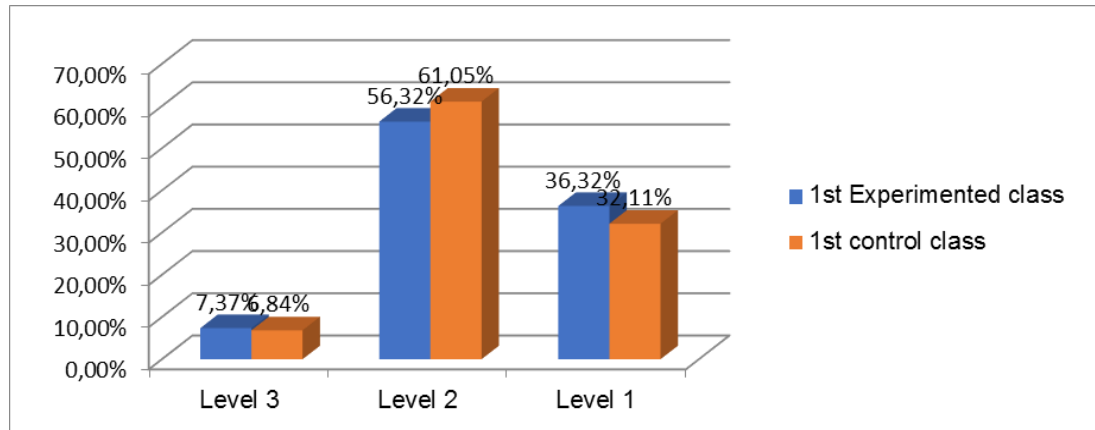


Figure 4.1. Result of the students' study skills of the TN1 and DC1 before first demo

* Analyzing students' study results after the first demo

It can be concluded that the pre-demo level of the students in the TN1 and DC1 classes are similar. It is entirely possible to use these classes for pedagogical demo.

- Under the pedagogical effect, the students' study skills in the demo class have been raised from the average to the quite good level while the control class has slightly increased.

To see the change in the behavior of students in the TN1 class and the control class before and after the pedagogical effect, see Figures 4.2, and 4.3.

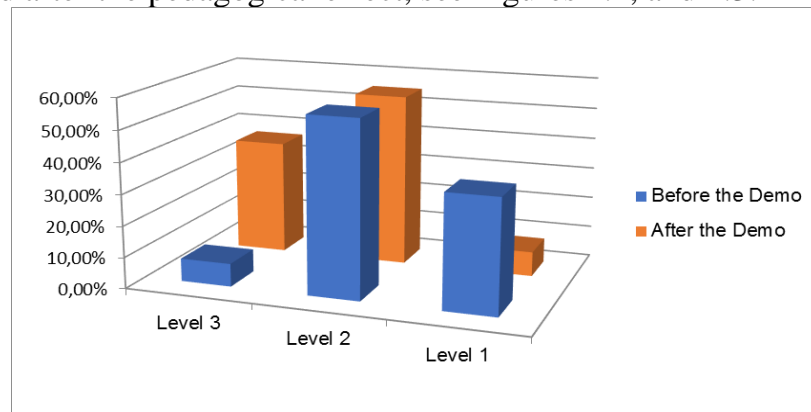


Figure 4.2: Change of study skills of the students in TN1 class before and after

the pedagogic effect.

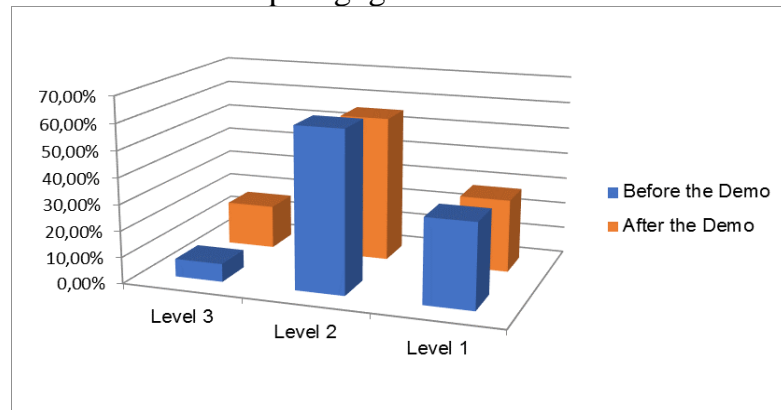


Figure 4.3: Change of Study skills of the students in class DC1 before and after the pedagogic effect

4.1.1.1. Qualitative analysis

a. Analyze the quality of criteria and assess through observation on students' study skills before and after pedagogic demo

- Combined with the assignment of lecturers, such as: Searching for learning materials for modules, for each topic of lessons; Group study in class; Group activities after the class time, which will help the lecturers and library staff be convenient in the process of monitoring and evaluation of students' learning skills. However, because each skill was assessed on 7 manifestations in which each of them has 5 different levels. It resulted in some certain difficulties of lecturers in monitoring and evaluating the skills as well as not high precision performance.

- Assessment of Planning skill on accumulating credits was aksed by the academic advisors' requirement and observation which were quite favorable. Through the results of the initial assessment, the academic advisors can grasp the strength and weakness of each student which will be used to support for improving the students' skills then.

- Through the observation and evaluation, Lecturers and Academic advisors urtered that the students' learning skills was very limited before they had entered university envrironment. In fact, students are still passive in learning activities, most students did not understand and well awared of value of self- study and self- dominating knowledge for themselves, most of them still passively assigned the tasks given by the lecturers.

b. Analyze attitudes of the students in the process of training study skills before and after the first demo.

- *Before the first demo*

- + In academic planning skills, most students could define their learning goals, but not prioritize for important tasks.

- + Group work was initially defined, in which they can make goals for the teamwork process. However, some of the expressions, such as giving opinions, listening to others and giving feedback, are still not positive.

- *After the first demo*

+ After being trained learning skills, the students' attitude performed through activities was more positive. Setting the goals and Making learning plans take a potential part in lifting up the students' learning motivation.

+ After a period of training, students have found themselves working in groups more effectively.

4.4.2 Analysis of the second demo results

4.4.2.1 Quantitative analysis

The results performed that the pre-demo levels of TN2 and DC2 classes are similar. It is entirely possible to use these classes for pedagogic demo. However, study skills of the students is mostly average and quite average, some are low. Reading skill was the most considerable skill, but only at average level.

The below Figure 4.4 showed the observation results before the second demo TN2 and DC2 classes:

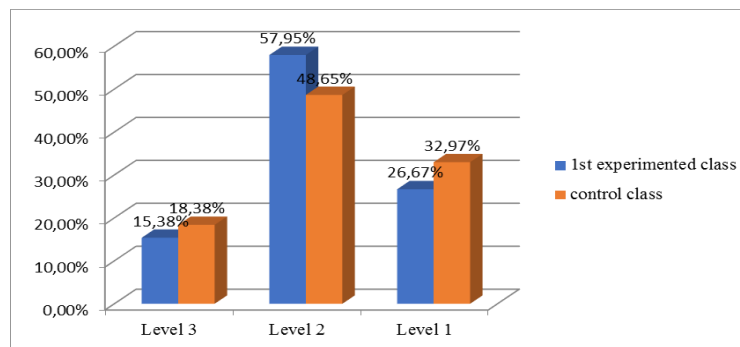


Figure 4.4: Results of the students' study skills of TN2 and DC2 classes before the second demo

* Analysis of students' performance after the second demo

After measuring the initial level of the students before the second demo, the pedagogic demo of training learning skills for the TN2 class was defined in the section 3.2 and followed the same order as done in the first experiment. The results were following:

After the second phase of training, it was found that the students' learning skills of TN2 class increased more than the other class. However, the increasing level was not as fast and much as in the first demo.

To see the change in the behavior of students' learning skills in the TN2 class and the control class before and after the demo effect, see the Diagrams 4.5 and 4.6.

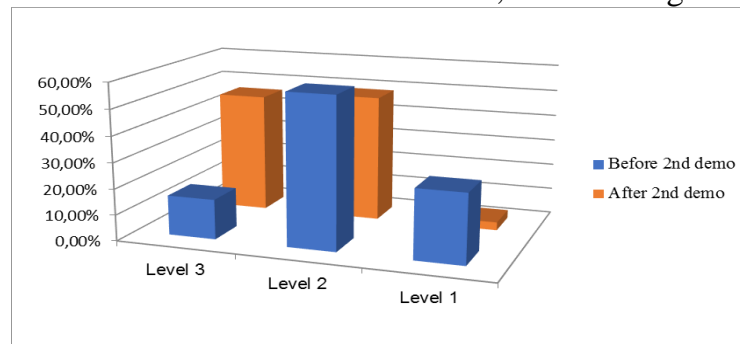


Figure 4.5: Change of the students' study skills before and after the pedagogic effect of TN2 class

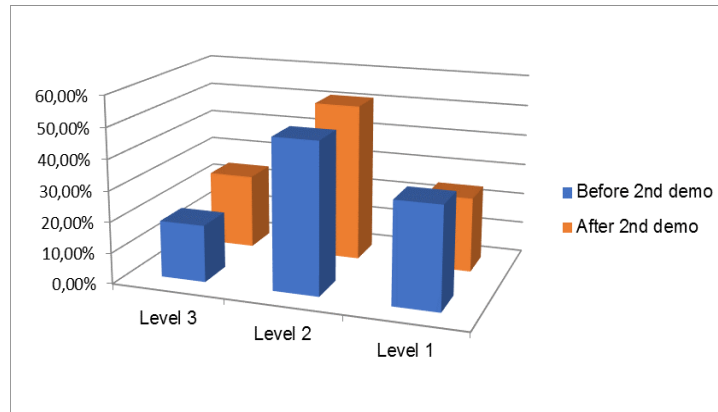


Figure 4.6: Change of the students' Study skills before and after the pedagogic effect of DC2 class

4.4.2.2 Qualitative analysis

a. Analyze test quality of students before and after the demo

- The test before and after the second demo for TN2 and DC2 classes was constructed in the same way as illustrated in the first demo.

This proved that during teaching in class, the lecturers have instructed and fostered some of the required learning skills. Particularly, the skill of group discussion in the second demo was much better than that of the first demo.

b. Analyze the attitudes of the students in the process of training before and after the second demo.

- Before the second demo

+ In Planning skill like in the first demo, most students were able to define their learning goals, but could not prioritize important tasks.

+ In Group work attitude, there is a considerable difference in comparison with the first demo. Most of the students gained the skill through learning subjects. As a result, they can able initially set the goals of teamwork much better, actively participate in discussion and listening to opinions of members in the group as well.

- After the second demo

+ After being trained study skills, the students with more than one semester studying at the university have a significant change in the attitude in activity participation in comparison to that in the first demo. The students are more confident in setting striving goals in study and selecting pieces of works to make studying plan is also much better.

Through the observation of teamwork skill, we found that the working atmosphere was really very positive with the students' activeness, enthusiasm and full of excitement. They are more active when they receive the tasks for discussing or even choose research subjects as required by teachers much better.

CONCLUSION CHAPTER 4

Through the pedagogic demo results, it can be concluded as following:

1. The synchronous implementation of the three measures, namely: training learning skills through academic seminars on "Training study skills for students in the credit-based training"; Through lecturers responsible for certain subjects in the

courses and Academic advisors. Consequently, the students' learning skills were improved and many of the students could reach the level of "fully formed, flexible and efficient" in learning skills, which met the basic demand in the credit-based training environment.

2. Training Learning skills for the students should be focused and implemented immediately after they enter the university because of the fact that if the students are immersed early, which will not only shorten the process of training the skills, but also soar the level of each skill. In contrast, if the training is one semester late, the synchronized training of the three solutions still showed slower growth of the target skills.

3. Letting Learning skills develop spontaneously through learning activities in the credit-based training environment, which will make a habit that will negatively impact to the implementation of learning activities. Simultaneously, it is difficult to change the habit even if all of the pedagogic methods will be applied for them.

CONCLUSION AND SUGGESTION

1. Conclusion

Through the dissertation "Training study skills for students in the credit-based training", the following conclusions can be made, namely:

- The nature of the credit-based training is learner-centered and flexible, which can meet the personal learning pace suitable with each students' ability and background. Besides, the credit-based training also requires some certain features, such as: be self-aware, positive and active in the learning process; have study plans and effectively arrange and manage their own time; actively seek and exploit learning materials; arrange group discussions and effectively participate in group discussions as well. ... From these requirements, the students need to have certain required learning skills to adapt to the education system because these skills will support the students with ability as well as competence to well organize the process of self-learning, acquisition, towards the scientific research and creativity.

- The research demonstrated that the students' study skills in the credit-based training were still at low level, most learning skills gained from the learning experiences and without scientific foundation, which is not only separated, but also unfulfilled. The low level of profession and flexibility were also low, so the efficiency was not high. In order to scientifically form and develop Learning skills for the students, universities need to organize preparation of materials and implement the training course for the students, firstly with all of the basic necessary skills, namely Time management skill, Searching skill, Reading skill, Teamwork skill and Presentation skills as well.

- Training study skills for students in the credit-based training could not avoid some obvious subjective and objective effects. The most influential subjective factors is awareness of students on the credit-based training and study skills, which affects to the students' attitudes and motivation to perform learning activities through the learning process. The most remarkable objective factors are school facilities, followed by teaching methods of the lecturers and activities of the

academic advisors. Therefore, in order to effectively train study skills for the students, we should carefully pay attention to these potential factors.

- The pedagogic demo activities have confirmed the feasibility of three measures to train learning skills for the students through 3 paths: Through academic seminars on "Training learning skills for students in the credit- based training system"; Through teaching the subjects of lecturers and Through the academic advisors' activities.

2. Suggestion

Through the pedagogic demo, it has been shown that the training and fostering study skills for the students will significantly contribute to the students' attitudes, positive learning motivation, working scientifically with high effectiveness in education and training in universities with less budget spending. However, in order to implement the measures mentioned in the dissertation, it is recommended that:

2.1 For university leaders

- Investing in school facilities and equipment to meet the credit-based training method, mainly in, namely: classrooms, laboratories, libraries and modern teaching aids and equipment; Study space covered with stable wifi, certain space for students to organize activities after class; being convenient in borrowing and returning facilities and equipment to support skill training such as presentation skill in front of the crowd, presenting problems in conducting group discussions and talks, etc.

- Developing a plan for fostering teaching methods, enhancing professional pedagogics for lecturers, popularizing the importance of study skills to lecturers, administrators, pedagogic managers, officers as well as students so that every single person in the credit- based environment can properly aware and act synchronously in the training learning skills for the students.

- Requiring departments to review specialized training programs, arrange compulsory modules on "Training study skills for the students", with a duration of 1 to 2 credits. Combined with the first week of academic meeting, assigns the task for the department of students' services to introduce general knowledge of learning skills, its roles and importance in the credit- based training system, and how to implement the learning process, practice the skills in universities as well

2.2 For lecturers responsible for certain subjects

- It is necessary to devote time and effort to study the content to choose teaching methods in order to promote the students' activeness, to guide students to practice study skills associated with teaching the subjects, such as frequently using case studies method, problem solving method, group discussion method, etc.

- In the process of teaching, assignment should be given to the students. Besides, the lecturers should request and instruct the students to appropriately organize activities after class; follow up the organization of activities outside of class as well.

2.3 For the academic advisors

- The academic advisors must instruct the students to plan the whole academic years, each schooling year, every semester, monthly, weekly as soon as they enter

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university; They should also regularly monitor, check and evaluate the performance of students, their groups and the class.

- The academic advisors should save time for researching study methodology for subjects and learning skills in order to well counsel the methodology and practice for the students to use after class. The academic advisors should coordinate with lecturers who are responsible for teaching subjects for the students in each semester to supervise, examine and assess activities of the students, groups as well as his class.

LIST OF PUBLISHED ARTICLES

1. Nguyen Tuan Khanh (2013). Current Status of Study Skills of Students in the Credit- based Training System in the Mekong Delta. Journal of Education No. 266, 63, 64;
2. Nguyen Tuan Khanh (2015). Current Status of Difficulties in Studying in the Credit- based Training system in the Mekong Delta students. Journal of Educational Sciences 121, 45-47;
3. Nguyen Tuan Khanh (2016). Training Study Skills for Students to Improve the Quality of Learning in the Context of Credit- based Training Application in Colleges and Universities. Journal of Educational Sciences 125, Tr. 42 - 45.
4. Nguyen Tuan Khanh (2016). Training Study Skills for Students in the Credit-based Training System through academic advisors in Universities. Journal of Educational Sciences No 133, pp. 28-30.