

Digital Transfer Work At University In Vietnam (Case At Banking University Of Ho Chi Minh City): Issues Need To Concern

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Abstract

In the current context, the Fourth Industrial Revolution is a stage with the breakthrough of digital technologies leading to the intelligentization of all aspects of society. Digital transformation is the way to go in the development path of the Industrial Revolution 4.0, and an invaluable opportunity to develop higher education in Vietnam today. In the new trend, the application of digital transformation is considered a vital and objective solution in the process of mobilization and development of higher education institutions to increase the experience as well as to target learners. a better way. Defining digital transformation as an irreversible trend, but how can higher education institutions effectively apply digital transformation, build an ecosystem to create a digital transformation environment, and manage the transformation development? technology, technology selection, forecasting student trends, identifying core issues that need attention in the process of implementing digital transformation at universities are among the most urgent issues both in terms of its theoretical and practical properties. The article is to analyze and clarify issues of concern related to argument transfer at universities in Vietnam (the case at Ho Chi Minh City Banking University). The results show that the Vietnamese Party and State have issued many specific guidelines and policies related to digital transformation in general and digital transformation in higher education in particular. Practically during the implementation process at the Banking University of Ho Chi Minh City in recent times, the core issues that need to be concerned in the digital transformation process are: human issues; cultural issues of digital transformation; improvement of the legal system. The limitation of this study is that it has not been able to identify and analyze the factors that affect and influence the argument transfer work at Banking University in Ho Chi Minh City.

Keywords: digital conversion; university; University education; Vietnam

1. Make a problem

After 10 years of implementing Resolution No. 29-NQ/TW on fundamental and comprehensive renovation of education and training, the higher education level in Vietnam has achieved many important achievements such as: Institutionalization into ministries laws, circulars, decrees, creating a corridor, a full, synchronous and unified legal environment, mobilizing resources as well as promoting the role of actors (leaders and managers, management team, etc.) lecturers, students, families, social communities, businesses, etc.) participate in the administration, administration, and organization of activities related to training, teaching, and scientific research. , career orientation, job opportunities for higher education institutions. There have been positive changes in the work of higher education in recent years. The quality of teaching and research has been gradually improved, and the network of higher education institutions has expanded in size, number, and disciplines. The role and position of higher education institutions in the system are gradually confirmed; autonomy and self-responsibility are enhanced; the curriculum system has been renewed, focusing on developing the qualities, competencies, practical skills, and career orientation for learners; Positive teaching methods are also emphasized. The work of educating political, ideological, ethical, lifestyle, and life skills for students has been promoted... Financial mechanisms and policies for education and training have been gradually innovated. The autonomy mechanism and public service provision mechanism in education and training

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have been institutionalized and achieved initial results. International cooperation in education and training continues to be expanded. The scale, number and network of university institutions have increased and expanded over the years, there has been a distribution and expansion of higher education institutions, not only concentrated in cities, urban areas but now in many cities and mountainous areas. The increase in the rankings of universities goes hand in hand with the enhancement of the quality of the teaching staff according to international standards. There is a shift in the structure of occupations in accordance with the development trend of society and the needs of learners. However, before the impact of science and technology in general and ChatGPT in particular, higher education in the current context also faces many difficulties and challenges related to: the quality of training is not guaranteed; run after the number of enrollments but forget about improving the quality of training; the operation of the School Council, the Management Board is inefficient, showing signs of deterioration in ideology, politics, morality and lifestyle; violate the principle of democratic centralism, corrupt policies, and take advantage of public interests. In that context, higher education institutions need to identify improving training quality as the top goal and digital transformation will be chosen as a tool and implementation method. Digital transformation also helps to enhance the competitive position, enhance the school's brand and create sustainable development to implement future strategies and plans in line with development trends.

Research Methods

The article uses the documentary research method, which is a common method in research in the humanities and social sciences (McCulloch, 2004). Domestic and foreign documents related to the topic have been synthesized for analysis to answer the research question:

- (1) What aspect is the legal aspect related to digital transformation at universities in Vietnam today?
- (2) Core issues that need attention in the digital transformation process at the Banking School of Ho Chi Minh City. What is Ho Chi Minh?
- (3) What are the recommendations regarding the improvement of the legal system?

Research purposes

The purpose of the article is to analyze and clarify issues of concern related to argument transfer at universities in Vietnam (the case at Banking University in Ho Chi Minh City).

2. Research results

2.1. Legislation related to digital transformation at university

Digital transformation in education is the application of digital technology and internet information system to the field of education to improve the quality of teaching, learning and educational management. Including improving teaching methods, improving learning aids and devices, improving the experience of students, students and training participants. In essence, digital transformation does not change the core values or model of a higher education institution, but transforms core operations through technology and digital platforms, and seizes opportunities that they bring. In this article, we understand and believe that digital transformation in higher education is the use of modern technology to change the experience of learners, teachers and education administrators. In Vietnam, the concept of "Digital Transformation" is often understood to mean the process of changing from a traditional business model to a digital one by applying new technologies such as Big Data, Internet of Things (IoT), cloud computing (Cloud)... to change operating methods, leadership, working processes, and company culture. In some cases, "Digital conversion" can easily be confused with the concept of "Digitizing". Digital transformation is increasingly changing the perception of leaders at higher education institutions. In fact, the government apparatus of many countries, after realizing the importance of digital transformation in increasing operational efficiency and ensuring national security, immediately entered a new race in applying digital transformation. Using digital transformation, universities in Vietnam are not an exception.

The Party and State of Vietnam have issued many specific guidelines and policies related to digital transformation. We can list relevant documents such as: Decision No. 749/QĐ-TTg dated June 3, 2022 of the Prime Minister of Vietnam on the approval of the "National Digital Transformation Program until 2020. 2025, with orientation to 2030, the Prime Minister of Vietnam has emphasized on preparing human resources for digital transformation to develop digital society. In four State policies on cyberinformation security, emphasis has been placed on promoting training and developing human resources to meet the requirements of political stability, socio-economic development, and national defense. , national security, social order and safety Resolution No. 26/NQ-CP dated April 15, 2015 of the Government promulgating the Government's action plan to implement Resolution 36-NQ/TW dated April 15, 2015. July 1, 2014 by the Politburo of the Central Committee of the Communist Party of Vietnam on promoting the application and development of information technology to meet the requirements of sustainable development and international integration. The Decision-TTg dated June 3, 2020 of the Prime Minister approving the "National Digital Transformation Program to 2025, with orientation to 2030" has identified the task of "Selection, training and training of staff at least 1000 experts in digital transformation for industries, fields and localities. These experts continue to retrain relevant staff in their agencies and organizations and become the core force to lead, organize and spread the process of national digital transformation." Decision No. 146 /QĐ-TTg dated January 28, 2022 of the Prime Minister approving the Project "Raising awareness, universalizing skills and developing human resources for national digital transformation to 2025, orientation to 2030" in order to create a drastic change in awareness and actions to promote digital transformation; popularize digital skills for subjects participating in the national digital transformation process, and at the same time improve the quality and efficiency of digital transformation. training and developing human resources for digital transformation in each industry, field and locality Most recently, on April 22, 2022, the Prime Minister of Vietnam Pham Minh Chinh issued Decision No. 505/QĐ -TTg on National Digital Transformation Day, taking October 10 every year as National Digital Transformation Day 2022 is the first year National Digital Transformation Day is held.

For higher education, the Ministry of Education and Training has recently issued many documents to create a legal corridor to promote the application of information technology and digital transformation, specifically: Circular No. 12/2016 /TT-BGDĐT on online training, Circular 10/2017/TT-BGDĐT on distance learning, Circular 08/2021/TT-BGDĐT on university training regulations, Circular 42/2021/TT-BGDĐT on education and training database, Decision 4740/QĐ-BGDĐT dated December 6, 2022, promulgating a set of indicators of higher education institutions. From 2022, the Ministry of Education and Training has built and deployed a database system on higher education, which aggregates information and data from all universities, universities, and academies in the world. The whole country includes groups of data on staff, learners, training programs, training industries, facilities, finance and assets. The higher education database will be connected to the national database systems (such as the national population database, the national insurance database). Data on the higher education database is used for state management and for higher education reporting and statistics. can synchronize with the public database system of universities, academies, universities.

2.2. Core issues that need attention in the digital transformation process at universities: a specific case at Banking University of Ho Chi Minh City. Ho Chi Minh

Ho Chi Minh University of Banking (HUB) is a public university directly under the State Bank of Vietnam, established on December 16, 1976. HUB has nearly 15,000 students studying at all levels of training from bachelor, master, and doctorate with 7 majors and more than 40 training programs. HUB has a staff of nearly 500 officials, lecturers and employees, including 18 Associate Professors, 142 PhDs and 239 Masters. HUB belongs to the group of 50 universities and is one of the two schools in the economic block with the best international publication in Vietnam (Scopus Data, DTU Rerearch, 2019). The school has been granted domestic and foreign accreditation certificates such as: Higher education accreditation certificate according to the standards of the Ministry of Education and Training

of Vietnam (MOET); 06 Training programs are granted international accreditation certificates according to the standards set by the Association of Southeast Asian Universities (Asean University Network - Quality Assurance - AUN-QA); Certificate of Quality Management System according to ISO 9001:2015 standard of Afnor Organization of the French Republic. With what has been happening, the practice in the implementation process at higher education institutions in recent times also shows us the core issues that need attention in the digital transformation process. at Banking University of Ho Chi Minh City. Ho Chi Minh is basically:

One is the problem of people.

People are the most important element in the productive forces. Human resource development, especially high-quality human resources, has been and is a "survival" factor, playing a particularly important role in the current digital transformation at universities. Objectively, in the current context, all employees at higher education institutions are not really ready for digital transformation and lag far behind universities in the world. on digital skills as well as other soft skills. The types of essential competencies required in digital transformation will be:

- Leadership: Leadership plays an extremely important role in setting the organization's digital transformation strategy. Possessing a transformative leadership ability means leading people on a new journey, a path with unexplored practices, risks, and opportunities. Businesses with excellent digital leadership have the following common characteristics: Clarity; flexible and steadfast.

- Professional competence: Because digital transformation is driven by systems, competencies in the digital age need to be multi-disciplinary, proficient in digital technology, and need to ask the question of how to apply it. use them effectively for the organization. Ecosystem approach; background thinking; AI and cognitive services; Data science are multidisciplinary competencies that need attention and focus in the process of adapting to digital transformation.

- Competency: To be able to handle disruption in the digital age and adapt to change, mental and emotional traits will shape the way people work in the future. The main way to improve is through: Holistic design thinking; empathy; growth mindset

In addition, when considering this first aspect, what we want to emphasize more is: most universities have not focused on information security resources. Information security is a difficult field, schools have not focused on recruiting (or have not been recruited due to mechanism, working environment and income!) resources with expertise in information security.

Second, the cultural issue of digital transformation

In the process of digital transformation, building a digital culture helps universities not only create human resources with creative breakthrough thinking, but also create innovative digital initiatives with the ability to flexibly adapt to changes. , but also actively absorbing feedback to turn them into new opportunities, thereby helping schools develop more and more, avoiding "deviation" from the trend of movement and development of objective phenomena.

Banking University City. Ho Chi Minh City is completing the relevant steps to conduct distance learning according to the regulations of the Ministry of Education and Training. Also during Covid19, the school conducted extensive online training for learners. These further require schools to focus on quality assurance conditions and quality of assessment. Along with the process of completing legal documents, internal regulations, Banking University of Ho Chi Minh City. Ho Chi Minh City needs to ensure that it is not lower than the general regulations, which are legal documents related to the collection, sharing and exploitation of educational management data and digital learning materials, on copyright. counterfeiting, intellectual property, information security, electronic transactions and information sharing laws. In addition, educational administrators, lecturers, and employees of Banking University of Ho Chi Minh City. Ho Chi Minh City and a part of students will tend to follow the familiar way and refuse to move out of the comfort zone to develop. Many people in school fear failure and are hesitant to learn new skills or processes that allow them to adapt to technology. In addition, the right skills are crucial to fostering innovation in Higher Education institutions. Currently, many schools are also struggling with a shortage of digitally competent staff who master digital technology (Information

Technology Management Department has a need to recruit qualified personnel, but very difficulties in recruitment due to income issues, specialized working environment, etc.). Specialized digitized databases (student data, teacher/lecturer data, learning materials) require a large investment in human resources (including management and implementation personnel) as well as human resources. key to ensure digitization. The construction of a digital data warehouse (such as e-books, electronic libraries, multiple choice question banks, electronic lectures, e-learning software, simulation application software) requires a specific plan. and synchronized, avoiding spontaneous development that leads to waste, loss of time, effort and finance. In addition, the data that the school statistics and aggregates always has a relative "displacement", due to reporting and closing data by academic year (Ministry of Education and Training) and financial year (State Bank of Vietnam). Finally, system adaptability is also something to pay attention to. One of the biggest barriers in digital transformation in higher education institutions is that we do not know where to start, where to change and how to change appropriately. As schools are not digitally compatible, they are increasingly dependent on technology-driven systems and infrastructure. Therefore, to be able to integrate modern technologies into schools, we need to embrace innovation and this will certainly require a lot of time and resources.

Three, specific actions

The transformation in higher education requires a comprehensive change from the reallocation of job responsibilities, goals, strategies, roles in Higher Education institutions. This change requires a long-term implementation. And this is also one of the main reasons why many higher education institutions falter in digital transformation. Because most have the mentality to see the change and benefits immediately instead of having to spend a lot of time preparing and not seeing the results that will be achieved. In addition, many Higher Education institution leaders are often skeptical about the benefits that new technologies bring. Therefore, they often choose the way to limit risk, which is to follow the predecessors to see the effect and then apply it, rather than choosing the pioneering way. Banking University City. Ho Chi Minh is not an exception in this situation. This is one of the reasons affecting the digital transformation process at Banking University of Ho Chi Minh City. Ho Chi Minh City took place late compared to the requirements of reality. In addition, the establishment of a digital culture at Banking University of Ho Chi Minh City. Ho Chi Minh City is to set policies for the use of equipment, technology and social networks by cadres, officials, lecturers and students and clearly state the regulations in the process of working, the teaching process. has not been given due attention and attention, even a large part of the school has not yet built, propagated, educated and established a digital culture.

2.3. Recommendations regarding the improvement of the legal system

In the past period, Vietnam has made great efforts to build a legal framework to create a legal basis for building and developing the digital economy, promulgating and amending many related legal documents such as the Law on Electronic Transactions and the Law on Electronic Transactions. Law on Cybersecurity, Law on Commerce, Law on Credit Institutions, Law on Information Technology, Law on Tax Administration, Civil Code, Penal Code... and guiding documents. However, in the context that higher education is under great influence and influence from the 4th Industrial Revolution, especially when Vietnam has been integrating more and more deeply, the governing laws are becoming more and more complex. proved inadequate and inconsistent, which requires us to continue to improve the legal framework, in which a number of issues need special attention for higher education such as: Data mining and sharing; Teaching form; Online course management; Conditions for opening schools and classes; List of information subject to mandatory declaration and data entry - distinguished from private personal information belonging to individuals; Copyright of electronic lectures; regulations on exploitation of databases and digital data warehouses; legality of electronic records in general and grade books and electronic school records in particular at higher education institutions. In addition, perfecting the law on school councils at higher education institutions to facilitate the digital transformation of higher education and develop training programs, training industries, and services. based on digital technology, Internet and cyberspace.

In the context that the 4th Industrial Revolution is taking place strongly, especially when higher education institutions in Vietnam have been integrating more and more deeply, the governing laws are increasingly inadequate. The lack of synchronization requires the legal system, policies and regulations on digital transformation in Higher Education to continue to improve the legal framework, which is directly related to: Building a management mechanism suitable for the environment. digital higher education schools, creating favorable conditions for innovation and knowledge dissemination; Completing laws and policies on data, data governance, facilitating the creation, connection, sharing and exploitation of data to ensure network safety and security. Amending regulations on investment towards facilitating activities of capital attraction, share purchase, merger and acquisition of higher education institutions; Completing the law on intellectual property, protecting and effectively and rationally exploiting intellectual property created by universities; encourage commercialization and transfer of intellectual property rights, especially for inventions at higher education institutions, on the basis of compliance with domestic laws and assurance of national security interests; Create a legal corridor for the implementation of new labor and employment models on the basis of digital technology and perfect social security policies in line with the Industrial Revolution 4.0; Establish supervisory measures to ensure equal competition among digital higher education institutions.

3. Conclusion

Under the impact of the Fourth Industrial Revolution, digital transformation is an inevitable trend, a matter of survival for countries, organizations, businesses and consumers around the world, especially in the context of current COVID-19 pandemic. For universities, digital transformation is not only about changing the core values or model of a higher education institution, but also about transforming core operations through technology and platforms while helping Higher Education institutions seize the opportunities that digital transformation brings. With what has been going on, we can be aware that one of the decisive factors for the success of digital transformation at higher education institutions is the high determination of the head. higher education institutions and the willingness to change awareness of lecturers, students, trainees, educational administrators in higher education institutions. The article is to analyze and clarify issues of concern related to argument transfer at universities in Vietnam (the case at Ho Chi Minh City Banking University). The results show that the Vietnamese Party and State have issued many specific guidelines and policies related to digital transformation in general and digital transformation in higher education in particular. Practically during the implementation process at the Banking University of Ho Chi Minh City in recent times, the core issues that need to be concerned in the digital transformation process are: human issues; cultural issues of digital transformation; improvement of the legal system. The limitation of this study is that it has not been able to identify and analyze the factors that affect and influence the argument transfer work at Banking University in Ho Chi Minh City.

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