



## BUILDING A FRAMEWORK OF ONLINE TEACHING CAPACITY FOR LECTURERS OF UNIVERSITIES TO MEET THE REQUIREMENTS OF DIGITAL TRANSFORMATION IN VIETNAM TODAY

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### Abstract:

In response to the need to keep up with the development trends of world education as well as the context of deep globalization and the development of digital technology today, online training has been implemented by many higher education institutions in Vietnam for the university level. In online training, lecturers play an important role in teaching and supporting learners. Therefore, lecturers must be the pioneers in innovating teaching content and methods. For online training, in addition to expertise, there are other requirements for skills and teaching methods in the online environment. Currently, many universities in Vietnam do not have specific requirements for the necessary competencies for online teaching lecturers. Therefore, building a competency framework for lecturers in online training to ensure the quality of teaching in the online environment for universities in Vietnam is extremely necessary.

**Keywords:** building a competency framework, online teaching, lecturers, universities, digital transformation, Vietnam

### 1. Introduction

Online teaching requires interaction between lecturers and students through the support of the network. Currently, the 4.0 industrial revolution has opened a new era of technology application in all fields, including the field of education. The online training method was born to meet the learning needs of everyone, anytime, anywhere, without space limitations and has been asserting itself in many countries around the world. In Vietnam, many universities have implemented undergraduate training using this method. To fully promote the advantages of online training, the teaching staff needs to

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clearly understand the role and tasks of online teaching to maximally support the self-study process of students. The information-oriented communication between lecturers, support staff and students is a two-way interaction and it has become one of the characteristics of online teaching. One of the outstanding features and advantages of online teaching is that learners and students do not have to attend classes as in traditional training. Therefore, students practice and improve their ability to self-study, self-discover, and acquire knowledge combined with the support and guidance of lecturers. Thanks to the support of lecturers, students will not feel lost and will make fewer mistakes in their journey to conquer knowledge. Through student feedback, lecturers also improve themselves and improve their capacity to meet the requirements of current educational innovation.

## 2. Content

### 2.1. Competency framework of lecturers

A competency framework is a description of the necessary and complete competencies to successfully perform the work of a position, a group, a unit or an entire organization. The competency framework includes a set of many competencies that an individual needs to have to complete the assigned work within the organization [3]. In fact, there are a number of views on the competency framework model as follows:

According to UNESCO's research, the competency framework consists of three components:

- 1) Core values are the common principles and beliefs that unite and guide the actions of all employees;
- 2) Core competencies are a set of related knowledge, skills, and abilities;
- 3) Management competencies are the requirements for jobs of a managerial and operational nature [9].

According to the Organization for Economic Cooperation and Development (OECD), the competency framework includes: Professional competencies are the competencies required to do specific jobs. Professional competence varies depending on the job. Core competence is a synthesis of abilities required in all positions and jobs. The OECD competency framework can monitor and evaluate work. Based on the nature, level and scope of management, each position has different requirements for management competency standards.

In universities, each job position has its own competency framework. The competency framework is built on the basis of job performance requirements, reflected in the corresponding job description, including the competencies required to complete the assigned tasks. From there, we can see that the competency framework of a job position is a collection of core competencies, role-specific competencies, and technical competencies that are most necessary and indispensable to meet the job requirements of each job position in universities. Each job position of a lecturer has a corresponding framework of certain competencies, including: Knowledge, skills, attitudes, and

professional ethics necessary to complete the requirements of the job position. The structure of the combination of those competencies always ensures that there must be general competencies and specialized competencies or include component competencies, or in other words, online teaching competencies, criteria and indicators. For the job position of a lecturer, there must always be general competencies of a teacher, specialized competencies for each job position, and a specific job title for each lecturer.

## **2.2. Online lecturer**

Online lecturers are those who are responsible for teaching and training knowledge through online training methods [4]. That is, teaching, distributing knowledge, distributing documents, and learning content through modern electronic means such as phones, computers, etc. Online lecturers are also known as those who provide support and personal feedback to learners through online tools and techniques that facilitate the learning process.

Lecturers are responsible for teaching, guiding, exchanging, answering questions, supporting learning, experimenting, practicing, testing, and evaluating learning outcomes objectively and in accordance with regulations. Lecturers are responsible for participating in developing training programs, course outlines, test banks, producing learning materials, and developing content for online teaching; researching, improving, and putting into practical application effective training, testing, testing, and evaluation methods [1].

Thus, online lecturers are defined as those who use technical means and equipment to participate in online teaching activities (synchronously via online classes or asynchronously via forums, emails, systems that support interaction with students, etc.) and evaluate learners. In addition, lecturers are also those who participate in professional activities such as developing training programs, online training materials, and related professional activities, and at the same time, they participate in research to serve online teaching.

## **2.3. Proposal for online teaching competency framework for lecturers**

Based on the requirements for an online teaching competency framework, the Principal and Director of the higher education institution organize the development of an online teaching competency framework for lecturers to suit the conditions and characteristics of the school's lecturers and ensure basic competencies. The group of authors proposes the following framework of online teaching competency standards for lecturers:

## **Competency 1: Ability to operate equipment and technology software for online teaching**

### **Criterion 1: Able to use common hardware**

- 1.1. Able to use and operate desktop computers, laptops, smartphones, tablets,
- 1.2. Able to use video cameras, cameras and other technological devices.

### **Criterion 2. Able to exploit and use online teaching tools and software**

- 2.1. Able to design and use PowerPoint, email, internet,
- 2.2. Able to use LMS and online teaching applications such as Zoom, Google Meeting, and MS Teams.

### **Criterion 3: Able to use assessment tools such as Google Form, Canvas, Padlet**

- 3.1. Able to exploit and use information channels to manage student learning records and manage students on digital platforms,
- 3.2. Able to use many technology channels and other tools to manage students on digital platforms,
- 3.3. Able to use Zalo, Messenger, and YouTube to manage student learning records.

### **Criterion 4: Able to exploit and use software to evaluate student learning outcomes**

- 4.1. Able to use software to design questions, test exercises, and evaluate student learning outcomes,
- 4.2. Able to use software to check for duplication (plagiarism).

### **Criterion 5: Able to evaluate technology equipment for online teaching to choose when to use**

- 5.1. Assess the applicability and limitations of each type of tool, device and application for online teaching,
- 5.2. Know how to choose the right equipment for online teaching.

## **Competency 2: Competency to design online lectures and learning materials**

### **Criterion 1: Competency to build electronic lectures**

- 1.1. Electronic lectures designed by lecturers are attractive in both visual and text channels,
- 1.2. Presentation content is suitable for the objectives and Test documents on the digital platform,
- 1.3. Videos are inserted in accordance with learning content on the digital platform.

### **Criterion 2: Building Test documents**

- 2.1. Test documents must meet the objectives and content of the online teaching program,
- 2.2. Document content meets the requirements of online teaching content,
- 2.3. Documents are designed scientifically, logically, and in an easy-to-understand style.

### **Criterion 3: Building online teaching videos**

- 3.1. The designed videos must be suitable for online teaching content and online teaching situations,
- 3.2. Video content ensures scientific and pedagogical qualities,
- 3.3. Video has appropriate sound and image and ensures aesthetics,

### **Criterion 4: Building virtual experiments**

- 4.1. Virtual experiments designed to be used must be suitable for the goals and content of online teaching,
- 4.2. Experimental content must clearly describe the implementation process on a digital platform,
- 4.3. The implementation process and results have the effect of illustrating the theoretical content.

### **Criterion 5: Building an interactive question system**

- 5.1. Designing a system of interactive questions between lecturers and students suitable for the learning content on a digital platform,
- 5.2. Designing a system of interactive questions between students and learning materials suitable for the problem nature of online teaching content,
- 5.3. Designing a system of interactive questions between students and students suitable for the content and learning process on a digital platform.

### **Criterion 6: Building questions, tests, and assessments**

- 6.1. The system of questions and regular tests must be consistent with the goals and content of online teaching,
- 6.2. The system of questions, tests and periodic assessments must be consistent with the goals and content of online teaching after each learning stage,
- 6.3. The system of questions, tests and final assessments must be consistent with the goals and content of online teaching throughout the learning process.

### **Criterion 7: Design of information exchange forums**

- 7.1. Questions and topics of forum content must be attractive to students,
- 7.2. Forum content must clarify learning content,
- 7.3. Forum activities created by lecturers must be effective in sharing learning information.

### **Competency 3: Competency to organize online teaching**

#### **Criterion 1: Competency to implement goals and content of online teaching on digital platforms**

- 1.1. Lecturers thoroughly understand the goals of online teaching content,
- 1.2. Implement online teaching content according to approved teaching outlines,
- 1.3. Support students in accessing and mastering online teaching content.

**Criterion 2: Competency to organize learning activities for students on digital platforms**

- 2.1. Lecturers organize activities to explore new knowledge for students on digital platforms,
- 2.2. Lecturers organize students to study and work in cooperative groups, solve learning tasks,
- 2.3. Lecturers guide students to practice and train on digital platforms,
- 2.4. Lecturers guide students to apply knowledge to solve learning problems.

**Criterion 3: Ability to apply a combination of teaching methods on digital platforms**

- 3.1. Lecturers can apply a combination of presentation methods, problem-solving, teaching through situations, organizing games, group discussions, teaching projects, etc.
- 3.2. Lecturers can form and develop digital learning methods for students.

**Criterion 4: Ability to organize interactive relationships**

- 4.1. Lecturers can organize interactions between lecturers and students throughout the learning process on digital platforms,
- 4.2. Lecturers can organize interactive relationships between students and students in accordance with the content and learning process on digital platforms,
- 4.3. Lecturers can organize interactive relationships between students and learning materials on digital platforms in accordance with the problem nature of online teaching content.

**Criterion 5: Ability to advise and support students' learning activities**

- 5.1. Lecturers advise and support students to log in to classes,
- 5.2. Lecturers advise and support students in exploiting and using online learning materials,
- 5.3. Lecturers advise and support students in self-study methods on digital platforms,
- 5.4. Lecturers advise and support students to overcome psychological difficulties in learning on digital platforms.

**Criterion 6: Ability to collect feedback from students during the learning process**

- 6.1. Lecturers have the skills to ask questions to collect feedback from students on digital platforms,
- 6.2. Lecturers have the skills to receive information from students,
- 6.3. Lecturers have the skills to process information to adjust students' learning processes on digital platforms.

**Criterion 7: Ability to manage students' learning activities and adjust students' learning activities on digital platforms**

- 7.1. Lecturers have the capacity to manage students' digital learning engagement
- 7.2. Lecturers have the capacity to manage students in learning groups

### 7.3. Lecturers have the capacity to manage students' digital progress

#### **Competency 4: Competency to assess online learning outcomes**

##### **Criterion 1: Competency to identify assessment criteria and content**

- 1.1. Lecturers identify assessment criteria appropriate to online teaching objectives,
- 1.2. Lecturers identify assessment content for students' online learning outcomes,

##### **Criterion 2: Competency to design questions and assessment exercises on digital platforms**

- 2.1. Lecturers develop a system of multiple-choice questions appropriate to assessment content criteria,
- 2.2. Lecturers develop a system of essay questions appropriate to assessment content criteria,
- 2.3. Lecturers develop a system of exercises appropriate to assessment content criteria,

##### **Criterion 3: Competency to organize assessment of students' learning outcomes on digital platforms**

- 3.1. Lecturers have the capacity to organize multiple-choice tests,
- 3.2. Lecturers have the capacity to organize essay tests,
- 3.3. Lecturers have the ability to assess students' abilities through the system of exercises or project implementation reports on digital platforms.

##### **Criterion 4: Ability to use assessment results to develop online teaching and learning processes and adjust students' online learning processes**

- 4.1. Lecturers can use assessment results to adjust online teaching and learning processes,
- 4.2. Lecturers can use assessment results to adjust students' learning processes on digital platforms,
- 4.3. Lecturers use assessment results to develop online teaching plans.

#### **Competency 5: Competency to develop an online teaching environment, information security**

##### **Criterion 1: Ability to present in an easy-to-understand, friendly, open, and attractive way to students**

- 1.1. The lecturer's tone of voice is attractive to students,
- 1.2. The lecturer has an open, friendly, and sincere attitude towards students,

##### **Criterion 2: Ability to protect devices, digital content, personal data, privacy in the digital environment, and respect copyright.**

- 2.1. Have skills to protect devices and digital content,
- 2.2. Have skills to protect personal data and guide students to protect personal data,
- 2.3. Have skills to respect students' privacy,

2.4. Have skills to respect copyright when exploiting online teaching resources and guide students to exploit them.

**Criterion 3: Lecturers create many interactive relationships for students on digital platforms**

- 3.1. Students interact with lecturers to solve online learning tasks,
- 3.2. Students interact with online learning materials to solve learning tasks,
- 3.3. Students interact with students to solve group learning tasks and class tasks on digital platforms.

**Criterion 4: The exchange forum with students is always accessible and updated with information, processed promptly, and does not violate regulations**

- 4.1. The exchange forum with students is maintained regularly during and after the online learning process,
- 4.2. Lecturers receive and promptly process student exchanges,
- 4.3. Lecturers create an environment for students to share and learn about learning content on digital platforms.

**Criterion 5: Lecturers always provide timely support and advice to students**

- 5.1. Lecturers identify students' learning difficulties on digital platforms,
- 5.2. Lecturers have measures to advise and support students to perform well in their learning tasks on digital platforms.

**Criterion 6: Lecturers regularly provide feedback on students' learning outcomes and guide students to improve their learning outcomes**

- 6.1. Lecturers assess the level of achievement of students after each online learning content,
- 6.2. Analyze the results achieved and the limitations, shortcomings of students and the causes of the limitations,
- 6.3. Lecturers advise and guide students to improve their learning outcomes.

### **3. Conclusion**

Thus, to meet the increasing demand for online teaching and learning, there are many things that need to be done and carried out synchronously, and developing a quality teaching staff is a top concern. The teaching staff is an important resource to ensure the quality of training. Building a framework of online teaching capacity for lecturers at universities in Vietnam is very necessary to serve as a basis for improving the quality of the teaching staff and improving the quality of online training to meet the requirements in the context of educational innovation. The article clarified the theory of the teaching capacity framework, thereby proposing a framework for online teaching capacity for



lecturers at universities to meet the requirements of digital transformation in Vietnam today.

### Conflict of interest statement

We guarantee that this article is written by us. It is not copied from other authors.

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