An Overview of Research Literature on the Management of Development of University Teacher Training Programs in the Education Field

Phetdalaphone Bouttavong [a]

Abstract

This paper focuses on researching issues related to the management and development of teacher education programs at the university level. In the context of an ever-changing and complex society, the development of university teacher education programs becomes of utmost importance. These programs not only ensure a solid foundation of subject matter expertise but also aim to foster pedagogical skills, refine teaching abilities, and concurrently address the practical demands of the education sector. However, during the process of managing and advancing university teacher education programs, various issues and challenges have emerged. These encompass but are not limited to, updating teaching content in alignment with emerging trends, ensuring the applicability and practicality of knowledge, developing modern teaching methodologies, and integrating information technology into the learning process. Furthermore, establishing a dynamic learning environment and actively encouraging student participation are also noteworthy challenges. Additionally, ensuring that education programs meet the highest standards of quality and international benchmarks is a critical consideration. Hence, the research into issues related to the management and development of university teacher education programs becomes imperative. This endeavour seeks to examine deficiencies and gaps in the management process, thereby proposing specific and progressive solutions. This will contribute not only to the refinement and enhancement of the quality of education programs but also strive to provide an advanced learning environment characterized by high applicability, and international standards, thus better meeting the increasing demands for skilled human resources in the field of education.

Corresponding author:
Phetdalaphone Bouttavong,
National University of Laos, Lao People's Democratic Republic.
Email address: phetdalaphoneb@gmail.com

---

[a] National University of Laos, Lao People's Democratic Republic

1   Introduction

In today's context, education and training play an indispensable role in the comprehensive development of a nation. Amidst a rapidly changing and increasingly complex society, the development of university teacher education programs holds significant importance. These programs not only ensure a solid foundation of subject matter expertise but also aim to foster pedagogical skills, refine teaching abilities, and concurrently address the practical demands of the education sector.

However, during the process of managing and advancing university teacher education programs, various issues and challenges have emerged. These encompass but are not limited to, updating teaching content in alignment with emerging trends, ensuring the applicability and practicality of knowledge, developing modern teaching methodologies, and integrating information technology into the learning process.

Furthermore, establishing a dynamic learning environment and actively encouraging student participation are also noteworthy challenges. Additionally, ensuring that education programs meet the highest standards of quality and international benchmarks is a critical consideration.

Hence, the research into issues related to the management and development of university teacher education programs becomes imperative. This endeavour seeks to examine deficiencies and gaps in the management process, thereby proposing specific and progressive solutions. This will contribute not only to the refinement and enhancement of the quality of education programs but also strive to provide an advanced learning environment characterized by high applicability, and international standards, thus better meeting the increasing demands for skilled human resources in the field of education.

2   Materials and Methods

Research Objective
This study aims to comprehend and analyze the historical aspects of issues about the management and development of university teacher education programs. The primary goal is to review previous research on the subject while identifying gaps and issues that warrant further investigation.

Research Subject
The research encompasses studies, articles, and documents related to the historical management and development of university teacher education programs.

Research Tools
Academic databases (such as Google Scholar, JSTOR, and Research Gate) will be employed. Additionally, libraries and academic resources about education and teacher education programs will be consulted.

Data Collection
Conducting searches and collecting research materials relevant to the historical management and development of university teacher education programs.

Data Analysis
Evaluating and analyzing gathered materials to gain insights into perspectives, methodologies, and research outcomes concerning the historical management and development of university teacher education programs.

Identifying Areas for Continued Research
Determining gaps and issues that previous studies may not have sufficiently addressed or focused on.

3   Results and Discussions

3.1 Research Results

Studies on the Development of Teacher Education Programs
1) Research on University Education Program Development

The global trend towards the development of educational programs, particularly in higher education, is driven by the imperative to align education with real-world needs (Karavas-Doukas, 2015). This movement gained momentum in developed capitalist nations such as the UK, Germany, and the US during the 1960s and 70s, with a surge of interest in curriculum management and development (Karavas-Doukas, 2015). The methods, forms, and scales of training vary due to distinct social demands and resource constraints across countries, but they all converge on the central goal of nurturing knowledge, skills, and professional attitudes (Karavas-Doukas, 2015).

Noteworthy scholars in this domain include Oliva (Nguyen Kim Dung, Trans., 2005), Macpherson & Ludwig (2005), who have provided valuable theoretical and practical insights into curriculum and program development (Karavas-Doukas, 2015). This diversification in educational program development strategies is a response to distinct societal demands and resource landscapes in each country. Nevertheless, the core focus remains on fostering knowledge, skills, and professional attitudes (Karavas-Doukas, 2015).

The 21st Century World Conference on Higher Education, held in Paris in October 1998, set forth fundamental strategies that emphasized the need for a paradigm shift in higher education, placing students at the epicenter of the educational process (Karavas-Doukas, 2015). To realize this vision, educational programs must be restructured to not only impart specialized knowledge but also encompass skills acquisition, effective communication, critical thinking, independent thought, and collaborative work within a multicultural context (Karavas-Doukas, 2015).

The Context, Input, Process, and Outcome (CIPO) model in training and development management furnishes indispensable factors and steps for implementing an education program. UNESCO has endorsed the application of this model, which covers the management of input, process, output/outcome factors, and contextual influences (Karavas-Doukas, 2015).

The work of Wiles & Bondi (2005), in "Curriculum Development - A Guide to Practice" has been highly esteemed by Ho Chi Minh City University of Education as a leading global reference on curriculum development (Karavas-Doukas, 2015). The authors delve into the impact of technology on curriculum in contemporary times, highlighting the necessity for educational institutions and curriculum developers to grapple with innovation (Karavas-Doukas, 2015). They underscore the role of philosophies in educational programs and present perennialism, idealism, realism, pragmatism, and existentialism as pivotal guiding principles (Karavas-Doukas, 2015). Regardless of the philosophical approach adopted, coherence in design is pivotal for curriculum efficacy (Karavas-Doukas, 2015).

Oliva (Nguyen Kim Dung, Trans., 2005) elucidates how curriculum developers propel the development process, offering detailed insights into theories, elements, and models of curriculum development (Karavas-Doukas, 2015). Various curriculum development models, including those of Tyler, Taba Saylor, Alexander, Lewis, and Oliva, aim to forge training programs grounded in specific principles and sequences (Karavas-Doukas, 2015). The development of educational programs generally follows a sequence: needs identification, competency profile development, curriculum design, program execution, and evaluation (Karavas-Doukas, 2015).

Ornstein & Hunkins (1998), in "Curriculum: Foundations, Principles, and Issues" lay the groundwork for curriculum development, encompassing theoretical frameworks, development steps, and policies and trends in curriculum development (Karavas-Doukas, 2015). These research contributions collectively offer extensive insights into the development and management of educational programs (Karavas-Doukas, 2015).

Ghazal & Bashiruddin (2019), in "Developing a Competency-Based Curriculum for Teacher Education in Pakistan" focus on crafting a competency-based teacher education program, proposing methods and steps for its development (Karavas-Doukas, 2015). Kuswandono (2019), evaluates the process of reforming the teacher education curriculum in Indonesia, offering insights into managing teacher education program development and the challenges and opportunities therein (Karavas-Doukas, 2015).

Bui Duc Thiep's work "Curriculum and Methodology in Curriculum Development" comprehensively addresses theoretical aspects of curriculum development, with particular emphasis on the influence of the information age and global contexts on education programs (Karavas-Doukas, 2015). Nguyen Huu Chau's "Basic Issues in Curriculum and

Teaching Process" meticulously examines fundamental aspects of the curriculum and stresses the pivotal role of the teaching process in program implementation (Karavas-Doukas, 2015).

While curriculum development is underway in various universities, it is essential to recognize that not all aspects of a curriculum can be universally applied. Consideration must be given to the core principles specific to various training fields across Africa (Karavas-Doukas, 2015).

2) Research on the Development of Teacher Education Programs

Research on teacher education curriculum development has been conducted across various contexts, offering valuable insights into program enhancement. McNamara (2018), a study in New Zealand emphasizes the assessment of challenges and opportunities in teacher education program development, aiming to elevate the quality of training. Fisher & Swan (2016), advocate for the integration of content, pedagogy, and technology in university-level teacher education programs, providing a framework for more effective curriculum design.

Internationally, Ghazal & Bashiruddin (2019), delve into the development of a competency-based teacher education program in Pakistan, offering practical methods and steps for implementation. Kuswandono (2019) evaluates the process of curriculum reform in teacher education in Indonesia, shedding light on effective program management and addressing challenges in the reform process. In the Vietnamese context, several studies have examined the development of bachelor's degree teacher education programs, each contributing unique perspectives:

Huyen's (2018), research evaluates the quality of the bachelor's degree teacher education program in English Language specialization at Hanoi National University of Education, presenting recommendations for program enhancement.

Minh's (2015), study identifies key considerations in building bachelor's degree teacher education programs, proposing practical approaches for program development.

Hiền's (2020), research focuses on assessing and improving the quality of the bachelor's degree teacher education program in Special Education specialization in a Vietnamese university, offering solutions for program enhancement. Nhu & Phuong's (2021), study centers on the development of an information technology-integrated bachelor's degree teacher education program at Ho Chi Minh City University of Technical Education, highlighting the integration of technology in program design.

Notable Studies on the Management of Higher Education Pedagogy Program Development

Numerous esteemed scholars have significantly contributed to the research on managing the development of higher education pedagogy programs. Among them are Tran Huu Hoan, My Giang Son, Luu Thi Hong Dieu, and Pham Le Cuong.

Assoc. Prof. Dr. Tran Huu Hoan (National Academy of Education Management) has authored numerous works on the subject, including the notable "Education Program Development" (2011). This comprehensive piece provides a detailed overview of the program development process, encompassing needs analysis, establishing educational objectives, designing and constructing the program, implementing it, and evaluating, refining, and adjusting it (Minh, 2015).

My Giang Son's book, "Managing the Development of Training Programs in Universities to Meet Social Requirements" (2018), delves into program management, covering educational program concepts, development processes, standards, requirements, and program evaluation. The book also addresses practical issues, such as the current state of education, admissions, global trends, challenges, opportunities, and solutions for training programs in Vietnamese universities (Trong et al., 2021). It further offers proposals to enhance program management and development, including increased investment, capacity building, innovative teaching methods, and the creation of high-quality programs (Son, 2018).

Luu Thi Hong Dieu's book, "Management of Development of Pedagogy Higher Education Programs in Vietnam in the Framework of International Cooperation" (2021), emphasizes the crucial role of international cooperation in the development of pedagogy higher education programs. It provides solutions to enhance program management within this framework, addressing challenges related to policies, culture, resources, and management. The book equips educational managers and participants in higher education with knowledge and insights to address issues in the development of pedagogy in higher education programs (Dieu, 2021).

Dr. Pham Le Cuong's work, "Development of High School Teacher Training Programs" (2014), from Vinh University's Education Journal No. 325, underscores the significance of ensuring the quality of high school teacher training programs. It outlines the process of developing these programs (Cuong, 2014).

The research paper by Nguyen Thi Thu Ha and Nguyen Thi Ngoc Anh, "Management of Development of Pedagogy Higher Education Programs in Vietnam" (2020), published in the Journal of Education Science, No. 385, April 2020, focuses on evaluating and proposing solutions to improve the management of development of pedagogy higher education programs in Vietnam. This research provides knowledge on program management, program evaluation, needs analysis for training, and the construction of higher education pedagogy programs (Jamison et al., 2007; Dello-Iacovo, 2009; Lupo, 2013). The authors conducted an analysis using a case study method and proposed solutions to improve the management of the development of pedagogy higher education programs in Vietnam, including enhancing interaction between disciplines, improving program evaluation processes, and implementing measures to enhance the quality of pedagogy higher education (Ha & Anh, 2020).

The study "Development of Pedagogy Higher Education Programs in the Context of Educational Reform in Vietnam" by Nguyen Thi Bich Hanh & Nguyen Thi Hien (2018), in the Journal of Education Science, No. 369, June 2018, highlights the development of pedagogy higher education programs in the context of educational reform in Vietnam. The main contents of this study include: Assessing the current situation of pedagogy higher education in Vietnam and the challenges for developing pedagogy higher education programs; Analyzing the requirements and standards for new pedagogy higher education programs outlined in Government Resolution 29 and the Educational Reform Project; Studying the pedagogy training standards of developed countries and providing applicable experiences for Vietnam; Proposing solutions to develop pedagogy higher education programs in Vietnam, including improving program content, enhancing teaching capacity of teachers, improving program evaluation processes, and ensuring the quality of education (Hanh & Hien, 2018).

In the research paper "Issues in Managing Pedagogy Higher Education Programs in Vietnam" by Tuan (2016), published in the Journal of Education Science No. 379, December 2016, the focus is on improving the quality of pedagogy higher education in Vietnam through addressing issues in program management. The research also puts forth specific solutions to enhance the management of pedagogy higher education programs in Vietnam. The main contents of the study include: Assessing the current situation of pedagogy higher education in Vietnam and the challenges in managing pedagogy higher education programs; Analyzing issues in managing pedagogy higher education programs, including those related to program content, teaching methods, evaluation, and quality management; Proposing solutions to improve the management of pedagogy higher education programs in Vietnam, such as improving program content, applying modern teaching methods, enhancing evaluation quality, and ensuring the quality of education (Tuan, 2016).

The scientific article "Approaching Competency-Based Education in Higher Education" by author Vu Thi Cam Tu, published in the Journal of Internal Affairs Science - Vietnam, January 2016, discusses competency models and approaches to studying competencies in higher education. It underscores that the training objectives in educational institutions must be linked to the development and enhancement of learners' competencies (Tu, 2016).

Bounpone Keophengla's dissertation (2020), "Developing Professional Competence for Pedagogy Faculty at Universities in the Lao People's Democratic Republic in the Context of Educational Reform," focuses on theoretical and practical research on the current state of pedagogy faculty and professional competence in the Lao People's Democratic Republic. The work proposes a framework for professional competence and several solutions to develop the professional competence of pedagogy faculty, contributing to improving the quality of high school education in line with educational reforms (Keophengla, 2020).

Somphone Phankham's thesis (2020), "Management of In-Service Training Activities for Pedagogy Faculty at the National University of Laos in the Context of Educational Reform," delves into the theoretical and practical aspects of managing in-service training activities for pedagogy faculty at the National University of Laos (Phankham, 2020).

Dao Heuang Som Bath's thesis (2016), "Developing the Principal Team of Bolikhamxay Provincial High Schools in the Lao People's Democratic Republic in the Context of Educational Reform," conducts theoretical and practical research on the principal team of high schools in Bolikhamxay province, Lao People's Democratic Republic. It identifies strengths and weaknesses, proposing measures to develop a robust principal team capable of meeting the requirements of educational reform in secondary education (Bath, 2016).

Soulivanh Phommachit's thesis (2016), "Theoretical and Practical Foundations for Proposing a Faculty Planning for Luong Namtha Pedagogy College in the Lao People's Democratic Republic by 2020," focuses on theoretical and practical research on the faculty team, the current status of faculty planning and development at Luong Namtha Pedagogy College. It proceeds to propose a faculty planning for Luong Namtha Pedagogy College in the Lao People's Democratic Republic by 2020, ensuring an adequate number, high quality, and a structure in line with the overall development of the education and training sector and Luong Namtha Pedagogy College (Phommachit, 2016).

Phiphatsery (2010), "Solutions for Developing the Faculty Team of Secondary Schools in Xaynhabuli Province, Lao People's Democratic Republic," provides theoretical insights into developing the faculty team in general, and the secondary school faculty team in particular. It offers solutions for developing the secondary school faculty team to meet the requirements of new educational development (Khankeo Phiphatsery, 2010).

Xaynhadet (2004), "Quality of Party Member Faculty as Teachers in Udomxay Provincial High Schools in the Lao People's Democratic Republic Today," defended at the Ho Chi Minh National Academy of Politics, delves deep into the quality of the faculty team, especially faculty members who are party members in Udomxay Provincial High Schools, Lao People's Democratic Republic. The study proposes various measures to enhance the quality of the faculty team composed of party members in the institution (Xaynhadet, 2004).

BunLon Saluoisack's research (2005), "Quality of Faculty Members in Officer Training Institutions of the Lao People's Army Today," defended at the Ho Chi Minh National Academy of Politics, centers on key aspects: the significance of officer training institutions of the Lao People's Army, the current state of teaching quality, learning outcomes, and student training, as well as methods to enhance teaching quality (Saluoisack, 2005).

3.2 Discussion and Deliberation

Inheriting and Applying Research Results

From various perspectives, the aforementioned scientific works have analyzed common issues regarding the management of training development within a higher education institution, grounded in educational theory and the CIPO model for training development management (Motaghian et al., 2013; Ashrafzadeh & Sayadian, 2015).

Many works by foreign authors have presented detailed systems concerning educational management theory, school management, training processes, and the management of training processes within the context of globalization and international integration. They have covered policies, and experiences of countries in curriculum development, professional development, and more (Korthagen et al., 2006; Tuncer et al.,2009).

Some scientific works have also clarified the characteristics of lecturers and their roles within universities. Lecturers are identified as the most influential factor in a learner's academic achievement and are considered the key to the quality and success of education in any educational system within any society. Additionally, some basic knowledge about the field of Pedagogy, such as essential skills, required qualities, professional competency standards, and Pedagogy training programs, have been addressed.

These published works serve as a foundation for the author to inherit and form perspectives on the development of Pedagogy training programs, subsequently enabling the author to establish measures for managing the development of Pedagogy training programs at the National University of Laos.

Research Gaps in the Management of Higher Education Pedagogy Program Development Requiring Further Study

The theoretical framework (theoretical foundation) for managing the development of Pedagogy training programs at the National University of Laos is in line with current educational reforms. The factors influencing the management of development of Pedagogy training programs in the National University of Laos to meet the requirements of current educational reforms.

The current state of activities implemented in the management of development of undergraduate-level Pedagogy training programs at the National University of Laos. International experience in managing the development of undergraduate-level Pedagogy training programs. Management solutions for the development of Pedagogy training programs at the National University of Laos, aiming to enhance the quality of education and the quality of human resources in response to current educational reforms (Thiry, 2002; Crawford & Pollack, 2004; Gaudin & Chaliès, 2015).

4   Conclusion

The studies presented a diverse range of issues related to the management and development of teacher education programs at the university level. From different perspectives, the authors analyzed common issues in the management and development of education in a university setting based on educational theory and the CIPO model for training development management. Many works by foreign authors have provided a detailed system of content related to the

theory of educational management, school management, the training process, and the management of the training process in the context of globalization and international integration. Policies for favoring specialization development, as well as the experiences of countries in the development of training programs, were all addressed.

These works also clarified the characteristics of lecturers and their pivotal role in university settings. Lecturers were identified as the most influential factor in students' academic achievements and are the key to the quality and success of education. Furthermore, fundamental knowledge about the field of teacher education was also discussed, including the necessary skills and qualities, professional competency requirements and standards, as well as teacher education programs.

The published works laid the foundation for the author to inherit and formulate perspectives on the development of teacher education programs. Consequently, the author proposed measures to manage the development of teacher education programs at the National University of Laos, aiming to enhance the quality of education and the quality of human resources to meet the current demands for educational innovation. However, there are still many aspects and issues that require further research. Specifically, establishing a robust theoretical framework for managing the development of teacher education programs to meet the requirements of current educational innovations remains an open field that demands deeper research.

Conflict of interest statement
The author declared that he has no competing interests.

Statement of authorship
The author has a responsibility for the conception and design of the study. The author has approved the final article.

Acknowledgements
I am grateful to two anonymous reviewers for their valuable comments on the earlier version of this paper.

References

Ashrafzadeh, A., & Sayadian, S. (2015). University instructors' concerns and perceptions of technology integration. *Computers in Human Behavior*, *49*, 62-73. https://doi.org/10.1016/j.chb.2015.01.071

Bath D. H. S. (2016). Developing the Principal Team of Bolikhamxay Provincial High Schools in the Lao People's Democratic Republic in the Context of Educational Reform. (Thesis).

Crawford, L., & Pollack, J. (2004). Hard and soft projects: a framework for analysis. *International Journal of Project Management*, *22*(8), 645-653. https://doi.org/10.1016/j.ijproman.2004.04.004

Cuong, P. L. (2014). Development of High School Teacher Training Programs. Vinh University, *Education Journal,325*.

Dello-Iacovo, B. (2009). Curriculum reform and 'quality education'in China: An overview. *International journal of educational development*, *29*(3), 241-249. https://doi.org/10.1016/j.ijedudev.2008.02.008

Dieu, L. T. H. (2021). Management of Development of Pedagogy Higher Education Programs in Vietnam in the Framework of International Cooperation. Vietnam Education Publishing House.

Fisher, D., & Swan, K. (2016). Designing Teacher Education Curricula: Integration of Content, Pedagogy, and Technology.

Gaudin, C., & Chaliès, S. (2015). Video viewing in teacher education and professional development: A literature review. *Educational research review*, *16*, 41-67. https://doi.org/10.1016/j.edurev.2015.06.001

Ghazal, L., & Bashiruddin, A. (2019). Developing a Competency-Based Curriculum for Teacher Education in Pakistan.

Ha, N. T. T., & Anh, N. T. N. (2020). Management of Development of Pedagogy Higher Education Programs in Vietnam. *Journal of Education Science, 385*, April 2020.

Hanh, N. T. B., & Hien, N. T. (2018). Development of Pedagogy Higher Education Programs in the Context of Educational Reform in Vietnam. *Journal of Education Science, 369*, June 2018.

Hiền, T. N. T. (2020). Bibliometric analysis of research trends on Lean in Vietnam. *Dalat University Journal of Science*, 157-167.

Huyen, N. T. (2018). Assessing the Bachelor's Degree Teacher Education Program in English Language Specialization at Hanoi National University of Education.

Jamison, E. A., Jamison, D. T., & Hanushek, E. A. (2007). The effects of education quality on income growth and mortality decline. *Economics of Education Review*, *26*(6), 771-788. https://doi.org/10.1016/j.econedurev.2007.07.001

Karavas-Doukas, C. (2015). Curriculum Development: A Comparative Study between Zimbabwe and Nigeria. *International Journal of Educational Science and Research, 5*(1), 105-116.

Keophengla, B. (2020). Developing Professional Competence for Pedagogy Faculty at Universities in the Lao People's Democratic Republic in the Context of Educational Reform.

Korthagen, F., Loughran, J., & Russell, T. (2006). Developing fundamental principles for teacher education programs and practices. *Teaching and teacher education*, *22*(8), 1020-1041. https://doi.org/10.1016/j.tate.2006.04.022

Kuswandono, P. (2019). Curriculum Reform in Teacher Education: An Indonesian Case Study.

Lupo, T. (2013). A fuzzy ServQual based method for reliable measurements of education quality in Italian higher education area. *Expert systems with applications*, *40*(17), 7096-7110. https://doi.org/10.1016/j.eswa.2013.06.045

Macpherson, I., & Ludwig, C. (2005). Development of High School Education - Training Course on Curriculum Development. Australia.

McNamara, R. (2018). Challenges and Opportunities for Teacher Education Curriculum Development: Lessons from a New Zealand University.

Minh, T. H. (2015). Key Issues in Building Bachelor's Degree Teacher Education Programs.

Motaghian, H., Hassanzadeh, A., & Moghadam, D. K. (2013). Factors affecting university instructors' adoption of web-based learning systems: Case study of Iran. *Computers & Education*, *61*, 158-167. https://doi.org/10.1016/j.compedu.2012.09.016

Nhu, N. T. Q., & Phuong, L. T. B. (2021). Developing an Information Technology-Integrated Bachelor's Degree Teacher Education Program at Ho Chi Minh City University of Technical Education.

Oliva, P. F. (2005). Development the Curriculum (Nguyen Kim Dung, Trans.). [In Vietnamese].

Phankham, S. (2020). Management of In-Service Training Activities for Pedagogy Faculty at the National University of Laos in the Context of Educational Reform. (Thesis).

Phiphatsery, K. (2010). Solutions for Developing the Faculty Team of Secondary Schools in Xaynhabuli Province, Lao People's Democratic Republic.

Phommachit, S. (2016). Theoretical and Practical Foundations for Proposing a Faculty Planning for Luong Namtha Pedagogy College in the Lao People's Democratic Republic by 2020. (Thesis).

Saluoisack, B. (2005). Quality of Faculty Members in Officer Training Institutions of the Lao People's Army Today. (Dissertation).

Son, M. G. (2018). Managing the Development of Training Programs in Universities to Meet Social Requirements. Vietnam Education Publishing House.

Thiry, M. (2002). Combining value and project management into an effective programme management model. *International journal of project management*, *20*(3), 221-227. https://doi.org/10.1016/S0263-7863(01)00072-2

Trong, N. P. N., Phi, N. T. N., Nguyen, L. T., Lan, N. M. ., & Thuy, P. N. T. . (2021). An assessment on impacts of online education on training quality and satisfaction of tourism undergraduate students in a private university and managerial implications for educators. *International Research Journal of Management, IT and Social Sciences*, *8*(6), 534–547. https://doi.org/10.21744/irjmis.v8n6.1932

Tu, V. T. C. (2016). Approaching Competency-Based Education in Higher Education. Journal of Internal Affairs Science - Vietnam, January 2016.

Tuan, N. V. (2016). Issues in Managing Pedagogy Higher Education Programs in Vietnam. *Journal of Education Science, 379*, December 2016.

Tuncer, G., Tekkaya, C., Sungur, S., Cakiroglu, J., Ertepinar, H., & Kaplowitz, M. (2009). Assessing pre-service teachers' environmental literacy in Turkey as a mean to develop teacher education programs. *International Journal of educational development*, *29*(4), 426-436. https://doi.org/10.1016/j.ijedudev.2008.10.003

Wiles, J., & Bondi, J. (2005). Curriculum development - A Guide to Practice (Nguyen Kim Dung, Trans.). [In Vietnamese].

Xaynhadet, C. (2004). Quality of Party Member Faculty as Teachers in Udomxay Provincial High Schools in the Lao People's Democratic Republic Today. (Dissertation).