

**VIETNAM NATIONAL UNIVERSITY – HCMC  
UNIVERSITY OF INFORMATION TECHNOLOGY**

**REPORT ON THE SURVEY RESULTS OF ONLINE  
TEACHING ACTIVITIES OF LECTURERS AND  
STUDENTS IN THE 2<sup>ND</sup> SEMESTER OF THE 2019-  
2020 SCHOOL YEAR**

*Ho Chi Minh City, March 07, 2020*

Pursuant to the Plan on reviewing and improving the quality of education in the period 2016-2020 dated 10/05/2017 of the Rector of the University of Information Technology (UIT);

Based on the actual situation of prevention and control of the Covid-19 epidemic in Vietnam;

Implementing Notification No. 02 and 03/TB-TT-PC-ĐBCL dated 13/05/2020 on the survey to collect opinions of lecturers (teachers) and students (students) on online teaching-learning in 2020, the final report presents the survey results of this activity at the UIT.

## **1. Purpose of the survey**

- Collect opinions of teachers and students on their teaching activities and conditions for implementing online teaching at the school.
- Create information channels from learners to help lecturers (teachers) self-adjust teaching activities to meet the training goals of the University;
- Contribute to the development and development of advanced and modern teaching methods and forms;
- Strengthen learners' sense of responsibility for their own rights, obligations to study and train; create conditions for learners to reflect their thoughts, aspirations and opinions on teachers' teaching activities;
- Help managers of schools, faculties/departments have a basis to improve and improve the quality of teaching and learning.

## **2. Survey process**

### **2.1. Subjects and scope of application**

Students of formal training systems, talented bachelors, talented engineers, advanced and high-quality programs have registered in the 2<sup>nd</sup> semester of the 2019-2020 school year.

### **2.2. Form**

Online survey, the survey system sends the [https://survey.uit.edu.vn survey link](https://survey.uit.edu.vn) to the student's email according to the module registration list, students complete the survey according to the instructions.

### **2.3. Implementation time**

- Survey period: 16/5/2020 - 30/6/2020
- Data processing and data separation: 02/07/2020 – 10/07/2020
- Write a report: 11/07/2020 – 25/07/2020

## **2.4. Survey Tools**

The Department of Information and Communications shall collect opinions of teachers and students through the approved survey. The student questionnaire on online teaching activities of teachers consists of 15 questions; For the GV survey consists of 11 questions.

Survey content: Form of subject organization; teaching activities of teachers; form of teaching-learning method, support, level of satisfaction.

The questions in the survey are built diversely, including: single-choice questions, many-choice questions, open-ended questions, especially satisfaction measurement questions on the Likert scale with 5 levels:

- *Level 1:* Totally not good/completely dissatisfied
- *Level 2:* Not good/Not satisfied
- *Level 3:* Normal
- *Level 4:* Good/Satisfied
- *Level 5:* Perfectly good/completely satisfied

## **II. SURVEY RESULTS**

### **1. Amount Teachers and students conducted the survey**

2<sup>nd</sup> semester of the 2019-2020, out of a total of 4463 students registered for the module, about 10% of students were close to completing the subjects in the program, only studying project subjects, graduation topics or dissertations; Therefore, these students do not participate in online learning, so they will not participate in the survey of teachers' online teaching activities. As a result, 3700/4121 students participated in the survey, achieving the rate of 89.9%. This ratio is high and ensures sufficient statistical reliability.

No.	Faculties	Forms of training					Number of respondents	Percentage (%)
		CLC	CNTN	CQUI	CTTT	KSTN		
1	Software Engineering: SE	343	-	305	-	-	648	17,5
2	Information System: IS	253	-	433	117	-	803	21,7
3	Computer Science: CS	189	85	260	-	-	534	14,4
4	Computer Engineering	216	-	223	-	-	439	11,9
5	Information Science and Engineering: IS&E	109	-	398	-	-	507	13,7
6	Computer networks and communications: CN&C	243	-	445		81	769	20,8
<b>Total</b>		<b>1353</b>	<b>85</b>	<b>2064</b>	<b>117</b>	<b>81</b>	<b>3700</b>	<b>100,0</b>

Note: CLC: the high-quality program; CTTT: the advance program; CNTN: Bacher of talent program; KSTN: Engineering talent program; & CQUI: Formal.

Table 1. Number of students conducting the survey

Look in Table 1, it can be seen that the number of students of the Faculties participating in the survey is relatively even, the highest is the Faculty of Information Systems with the rate of 21.7%, closely followed by the Faculty of Computer Networks and Communications with the rate of 20.8%. Although it is a new Faculty in the school compared to other Faculties, the Faculty of Science and Information Technology also has a good level of participation (compared to the number of students).

Department of Inspection – Legislation – Quality Assurance requests the Faculties to continue to coordinate in providing information and guiding students to participate in survey activities to collect opinions of the UIT, in order to have grounds to adjust professional activities at the unit.

On the teacher side, the survey participation rate was quite average, with 100/150 teachers participating in the survey with a rate of 66.7%.

No.	Units	Number of participating in the survey	Percentage (%)
1	The School Board	1	1.0
2	Department of Maths and Physics	3	3.0
3	Faculty of Software Engineering	11	11.0
4	Faculty of Information System	11	11.0
5	Faculty of Computer Science	9	9.0
6	Faculty of Computer Engineering	18	18.0
7	Faculty of Information Science and Engineering	8	8.0
8	Faculty of Computer networks and Communications	14	14.0
9	Department of Student Affairs	3	3.0
10	Department of IT and Data resource management	1	1.0
11	Department of Training	3	3.0
12	Department of Graduate Studies - Science - Technology	2	2.0
13	Information Security Laboratory	4	4.0
14	Information Systems Laboratory	2	2.0
15	Multimedia Communications Laboratory	3	3.0
16	Library	1	1.0
17	UIT Language center	5	5.0
18	Labor Union	1	1.0
<b>Total</b>		<b>100</b>	<b>100.0</b>

*Table 2. Number of teachers from units conducted the survey*

This is the first semester that the school has implemented collecting teachers' opinions on online teaching in the context that the Covid-19 epidemic has greatly affected all fields, including education. It is this challenge that has set requirements for innovation and development of online teaching. As an IT training school, collecting teachers' opinions on

the online teaching process is very important and necessary to have a basis for adjusting and improving conditions to better organize online teaching, ensure quality and training goals. Therefore, the percentage of teachers participating in the survey was assessed as satisfactory (>50%).

Department of Inspection – Legislation – Quality Assurance encourages teachers, especially Faculty leaders, to inform all teachers at the unit to participate in commenting in the next semesters so that the University can improve the conditions and serve online teaching effectively.

## 2. Duration of students' online sessions

Put understand the content of the subject and be able to properly assess the current status of teachers' activities, students need to attend classes fully. Although it is online teaching, the regulations on absenteeism are also strictly implemented, students who are absent for more than 2/3 of the prescribed time of the subject will not be able to attend class and have to study again.

According to statistics, 3457 students answered questions about the length of participation in online lessons (123 students did not answer, accounting for 3.3%). The percentage of students attending classes is shown in Figure 1 as follows:

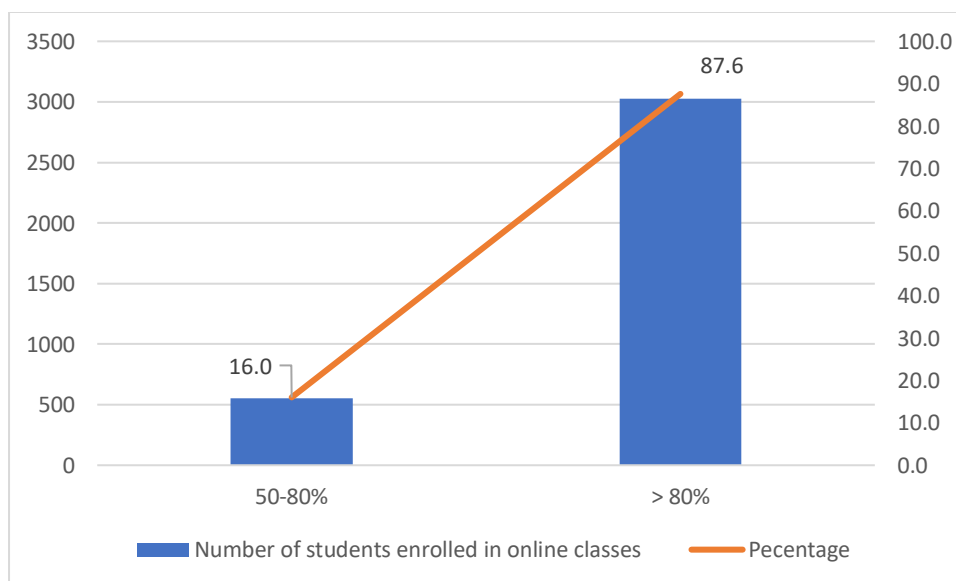


Figure 1: Duration of students attending online sessions from 50 to greater than 80%

Figure 1 shows that no students attended classes below 50% (<50%) and the highest was attending >80% of sessions, accounting for 87.6%. Online learning needs self-

discipline and discipline in learners because of limited interaction, so students will easily lose knowledge if they do not attend for enough time to be able to listen to lectures and discuss difficulties in the subject. Details of students participating in the online session are presented in table 3 as follows:

How long you attend online sessions	Forms of training	Faculty						Total
		SE	IS	CS	CE	IS&E	CN&C	
No answers	CLC	8	14	7	4	2	2	<b>37</b>
	CNTN	-	-	1	-	-	-	<b>1</b>
	CQUI	11	17	11	8	13	19	<b>79</b>
	CTTT	-	6	-	-	-	-	<b>6</b>
	KSTN	-	-	-	-	-	-	<b>-</b>
50-80%	CLC	66	34	18	37	19	33	<b>207</b>
	CNTN	-	-	7	-	-	-	<b>7</b>
	CQUI	63	67	43	31	46	67	<b>317</b>
	CTTT	-	11	-	-	-	-	<b>11</b>
	KSTN	-	-	-	-	-	9	<b>9</b>
>80%	CLC	269	205	164	175	88	208	<b>1109</b>
	CNTN	-	-	77	-	-	-	<b>77</b>
	CQUI	231	349	206	184	339	359	<b>1668</b>
	CTTT	-	100	-	-	-	-	<b>100</b>
	KSTN	-	-	-	-	-	72	<b>72</b>
<b>Total</b>		<b>648</b>	<b>803</b>	<b>534</b>	<b>439</b>	<b>507</b>	<b>769</b>	<b>3700</b>

*Table 3. The length of time students of the Faculties participate in online sessions*

The statistical results in Table 3 show that the majority of students attend relatively full theoretical classes from 50% to over 80% of the lessons, reaching the rate of > 96.7%. This is a very high rate, especially compared to previous surveys. This result proves that Faculties, Departments and Teachers have made improvements to attract students to join the class; Moreover, in the context of the ongoing epidemic, students have more time for studying lessons, students are also aware of the need to attend classes to receive knowledge because they cannot meet and exchange directly with teachers. The Department of Inspection – Legislation and Quality Assurance encourages Faculties/Departments, especially teachers, to continue to promote the attendance rate of students >80% in the following semesters.

## 2. Devices, media/applications and the internet participating in online teaching and learning

### 2.1. Devices, media/applications

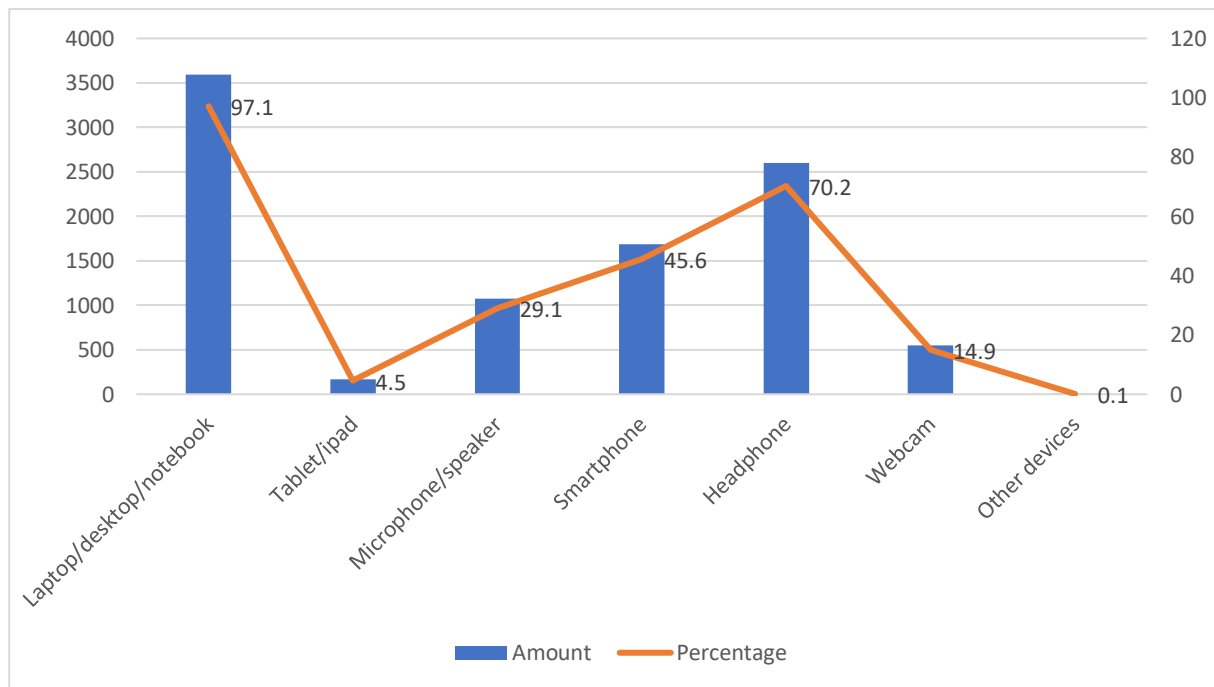


Figure 2: Devices and facilities used in online teaching and learning

On the student side: Laptops/desktops/notebooks are the most used devices when participating in online learning (97.1%), followed by smartphones (45.6%) and headphones (70.2%). Thus, it can be concluded that the devices and devices used when learning online are quite familiar devices, suitable for students.

On the teacher side: In addition to using MS Teams as prescribed, teachers also use many other applications for more convenience and diversity for learners. The applications used by GVs are shown in table 4, details are as follows:

No.	App Name	Number of teachers use
1	Zoom meeting	34
2	VNPT E-learning	1
3	LMS system (Skillsoft, Edmodo ...)	5
4	Zalo	8
5	Kahoot	20
6	Google classroom/ Google Hangouts Meet	35



No.	App Name	Number of teachers use
7	Skype	23
8	Facebook	30
9	Moodle integration with BigBlueButton	13
10	Different	9

*Table 4: Applications used by teachers in online teaching*

Classroom management software such as Edmodo, Google Classroom, ClassDojo, Microsoft Teams ... help teachers create virtual classroom spaces on which teachers and students communicate with each other easily before, during, and after each online lesson; Teachers assign assignments for testing and evaluation; Teachers can easily control the learning progress of students. Online meeting software such as Google Meet, Zoom, Microsoft Teams ... help teachers and students see each other, teachers can lecture directly online, students can listen to lectures and communicate directly (verbally or in writing) with teachers through computers or phones with network connection, students can easily see teachers' lectures... All 3 of these software do not require an account, do not need to install (can be used directly on the Web), run stably on different types of devices. Depending on the purpose of use, each type of application will reveal different advantages and disadvantages.

For educational institutions, it is necessary to select the appropriate software system and service providers in accordance with the needs and characteristics of the school. Free or open source software like Google Classroom, or Moodle are often difficult to customize and take time for learners and users to get used to. Paid software solutions such as Zoom or Skype, or solutions developed by companies/organizations specifically for each school, often come at a high cost. Regardless of the technology solution, it is necessary to take time for users to familiarize themselves with the systems before going into direct application, so choose to teach basic subjects online with a not too large number of learners before applying to intensive subjects or large classes.

Table 4 shows that Google classroom / Google Hangouts Meet or Zoom meeting are applications that many teachers of the school use more in the online teaching process. The above applications (except for Zoom) are all sub-products of Google, the organization has

many diverse and reputable products; so these are always the preferred choices of GV. In addition, popular applications such as Skype, Facebook, Kahoot ,... also used in online teaching for convenience and familiarity.

## 2.2. Internet

There are many major barriers to online courses such as the distance between teachers and learners, teaching and learning habits, and technology infrastructure. According to the survey results of the Vietnam Internet User Community Charity Foundation and VNG Joint Stock Company, the barrier to online learning is the need to connect to the internet regularly, so the quality of the connection (internet) is the most important factor.

For UIT, students rated the transmission quality at a fairly good level or higher (72.3%)

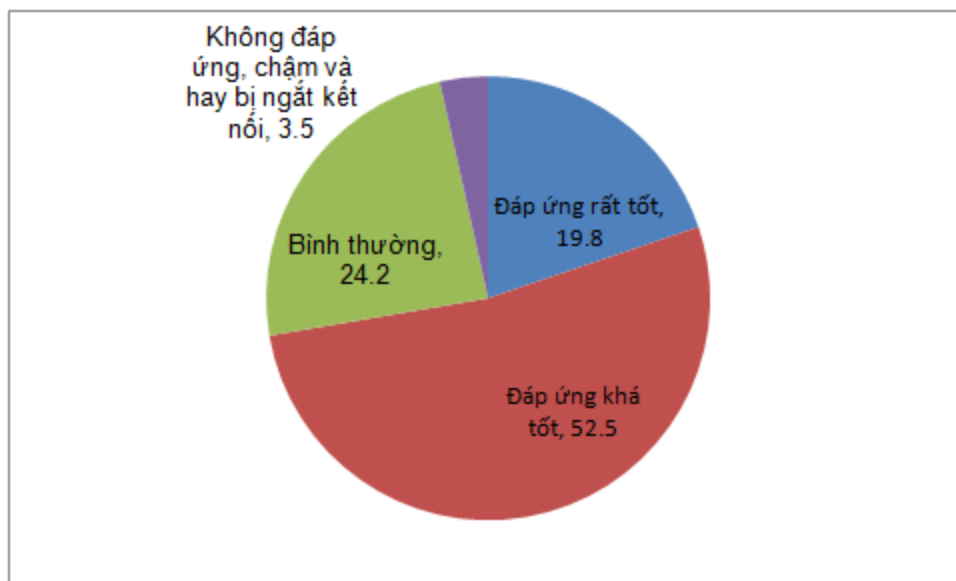


Figure 3. Quality of transmission lines for online teaching and learning

The review and improvement of the internet is a regular activity of the IT department in order to best serve the purpose of teaching, learning and working of teachers and departmental specialists. The server system and Internet connection infrastructure must have enough bandwidth and capacity to meet the number and access needs of users (students, lecturers, management staff), without network congestion or overload. Training institutions may choose to invest or hire IT infrastructure services on the basis of ensuring information safety, security and investment efficiency according to Regulation No. 12/2016/TT-BGDĐT dated April 22, 2016. With the above results, once again affirming that the school's internet quality has basically met the requirements of users.

However, students' opinions about the internet connection such as: unstable network connection, jerky/lag phenomenon affecting teaching and learning; the interaction between lecturers and students is affected due to weak network; slow transmission line cannot hear teachers lecture or the screen is "frozen"; network "jitter", ... needs to be fixed. Because, the comfort and information guaranteed between teachers and students will bring high learning efficiency.

The purpose of online teaching, like traditional teaching, is none other than to help learners create and consolidate knowledge about a certain topic. The difference between these two types of teaching and learning lies in the tools and environment in which the interaction between learners and teachers takes place. Taking advantage of the power of computers and the internet is the key point determining the success and effectiveness of the online teaching process.

### 3. Private learning space when participating in online learning

The study of study/work spaces is not a new concept. In recent years, studies have shown that the work environment can impact study and work efficiency. A recent MDR survey asked educators if they think educational spaces affect learning, nearly all educators believe that spaces in schools, such as surroundings, furniture, and layout, have a high or medium degree of influence on successful learning; how students react to their environment affects their ability to focus and learn (MDR Insights, 2018).

For face-to-face learning, the interaction between teachers and students takes place on computer screens/electronic devices and therefore is affected by the quality of these tools such as audio bars, images,.... Therefore, if the surrounding space is not guaranteed, it may result in students not being able to ensure the integrity of the content transmitted by the teacher. To assess whether UIT students have their own learning environment so as not to be affected by external factors, the results in table 5 show the following:

Content	Amount	Percentage
No private space	1207	32,6
<b>Having your own space, ensuring learning</b>	<b>2382</b>	<b>64,4</b>
Other opinions	111	3,0
<b>Total</b>	<b>3700</b>	<b>100,0</b>

*Table 5: Online learning space of students*

The majority of students studying at VNU-HCM member schools come from provinces, so in order to create favorable conditions and ensure safety for learners, they are encouraged to register to stay in dormitories. This is a quiet environment and suitable for students because there are full facilities of rooms, libraries, self-study spaces,....

Through the survey, 64.4% of students agreed to have their own space, ensuring learning. Besides, there is still a high proportion of students (32.6%) who do not have space to study. The Department of Inspection – Legislation and Quality Assurance said that this result is completely in line with reality, this is the Lunar New Year time as well as the time when the epidemic is taking place, so students cannot return to school, most of them stay at home and are influenced by the surrounding factors. Therefore, the assessment that they do not have their own space to study is completely explainable.

However, the above fact further confirms that in order to be able to deploy online teaching and learning effectively, it is necessary to consider conditions such as software systems, infrastructure and especially learning space.

#### 4. Methods and forms of teachers used in online teaching and learning

On the student side: Live stream is the form that students said is the majority, followed by assigning learning tasks and evaluating learning results, playing pre-recorded videos, finally using supporting devices such as interactive boards or combining software and other devices to teach, talk to SV.

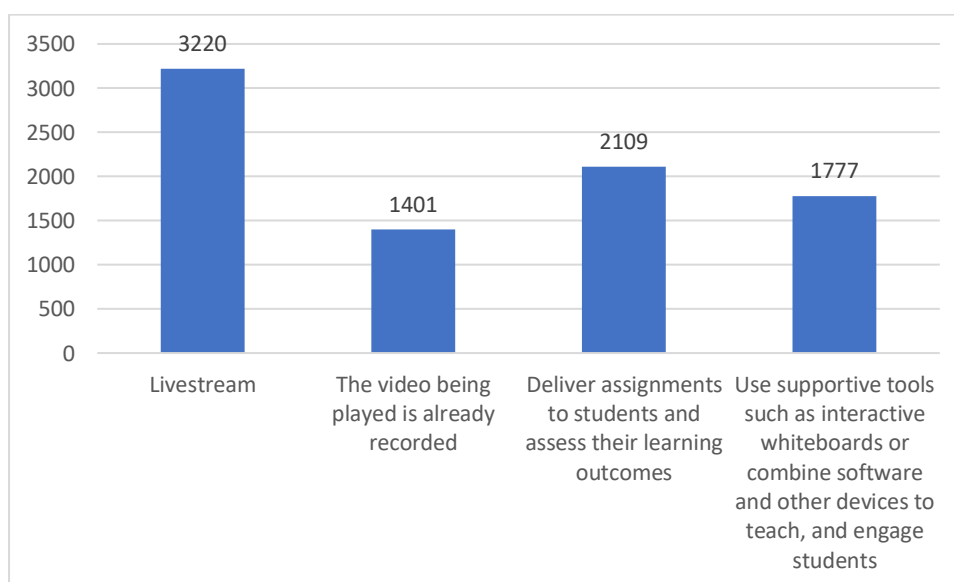
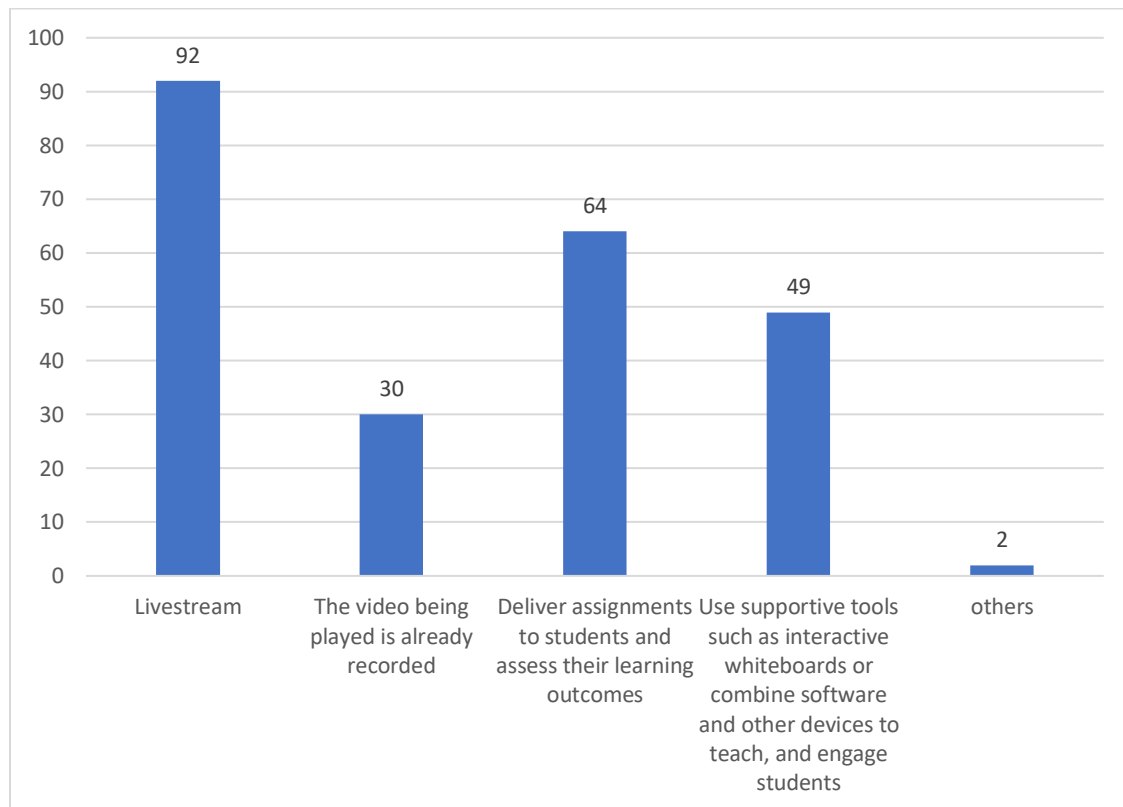


Figure 4. Students evaluate the methods and forms used by teachers in online teaching

On the teacher's side: similar to students' assessment, the main forms are still live streaming, assigning learning tasks and evaluating results. In addition, teachers also use supporting devices such as interactive boards or a combination of software and other devices to teach, exchange with students, play pre-recorded videos.



*Figure 5: Forms and methods of teachers used in online teaching*

Teachers have applied these forms and methods according to a process: live stream to provide knowledge to students, use software functions to assign learning and assessment tasks, use auxiliary software, tools to exchange/illustrate help Students understand the content and finally play pre-recorded videos to summarize the lesson content/expand on the problems for students. At the same time, since learners can only concentrate for a certain amount of time, the fact that the teacher speaks or presents the lecture continuously for a long period of time can distract the learner. Therefore, lectures that have been recorded can be recorded so that learners can review them when needed.

Thus, it can be seen that teachers and students have consistency in evaluating forms, The method is used in online teaching and learning at the school.

## **5. Contents of assessment of online teaching activities of teachers**

### **5.1. On the student side**

No.	Content	Not at all	Poor/Dissatisfied	Normal	Good/satisfied	Very good/Very satisfied	Mean (M)	standard deviation (SD)
1	Teachers ensure full subject contents according to the syllabus	0.3	14	47.1	36.6		4.17	0.78
2	Teachers teach all the time and in accordance with the schedule of the university department	0.7	98	36.3	54.5		4.43	0.72
3	The level of teachers uploading full lectures and learning materials on Moodle for students	0.4	10	36.9	51.1		4.37	0.77
4	Timely support from teachers and departments of the school during online learning	0.9	17.1	42.5	36.5		4.11	0.85
5	The preparation and organization of online teaching and learning of the school	0.8	13.2	42	42.2		4.23	0.80
6	General assessment of online learning quality	4.8	18.9	44.5	30.7		3.98	0.90

Table 6. The proportion of students who evaluated theoretical subjects according to each criterion (%)

Although the decision to implement online teaching took place in a very short time, the school still advocated to ensure a full range of learning content and duration according to the schedule, promptly directing stakeholders, technical departments to support teachers and students to ensure good progress and results. Table 6 shows that most of the content is rated by students at a good and very good level (generally called good) with a rate of over 83%, Mean of greater than 4.0. In particular, the most appreciated content is that teachers teach full time and according to the schedule of Department of Training (satisfaction rate 90.8%, M = 4.43, SD = 0.72), followed by the content of teachers uploading full lectures

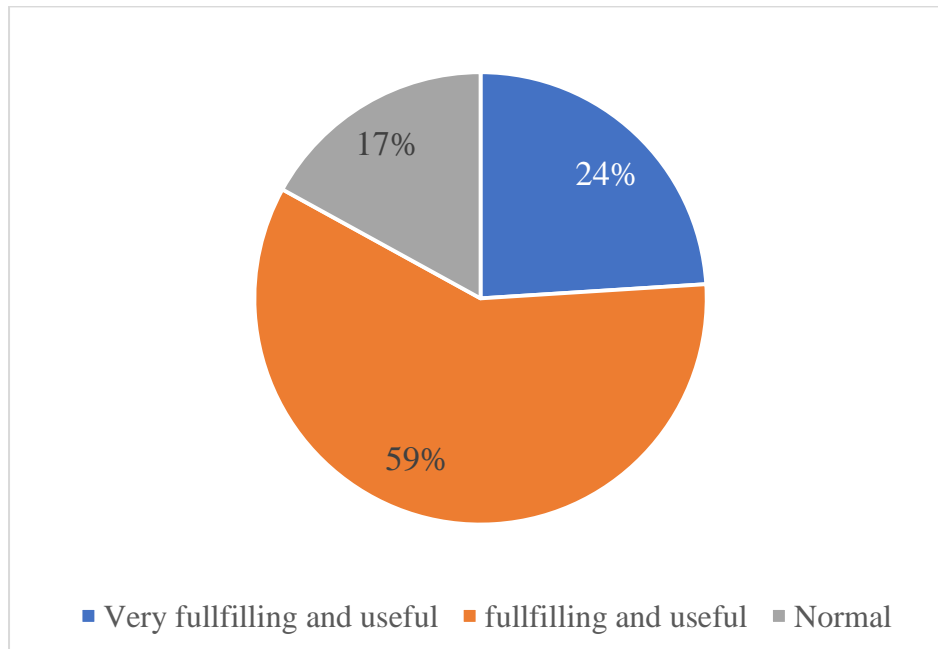
and learning materials on Moodle for students (satisfaction rate 88%,  $M = 4.37$ ,  $SD = 0.77$ ), the preparation and organization of online teaching and learning of the school (satisfaction rate 84.2%,  $M = 4.23$ ,  $SD = 0.80$ ).

Although appreciating the above, however the general assessment In terms of quality, online learning is the content that is rated lower. Explaining this reason, students said that they were not satisfied because "some teachers have not actively explored appropriate methods, tools and software in online teaching, there is no suitable way to transmit information in this form, transmission lines affect the acquisition and exchange of knowledge, ...

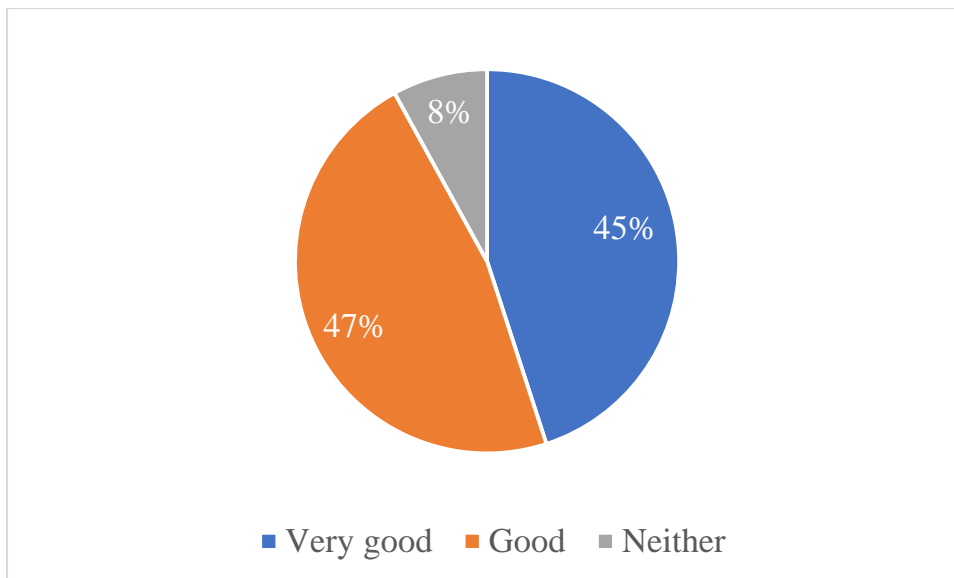
## 5.2. For lecturer side

In During the process of online teaching-learning activities, on the part of the University, Faculties/Departments and related departments/departments have made great efforts to support teachers and students to meet training goals. The assessment results are as follows:

- *Online teaching materials and procedures provided by the school*



- *School preparation (software selection, training,...)*



In general, teachers assessed that the school provided adequate online teaching instruction materials and procedures (quite complete and very complete) and useful with a satisfaction rate of 83%; and, the overall assessment of the School's preparedness is quite average. Finding out the reasons for dissatisfaction in teachers, most of them focused on the training and management of online registration classes in the early period when implementing many difficulties.

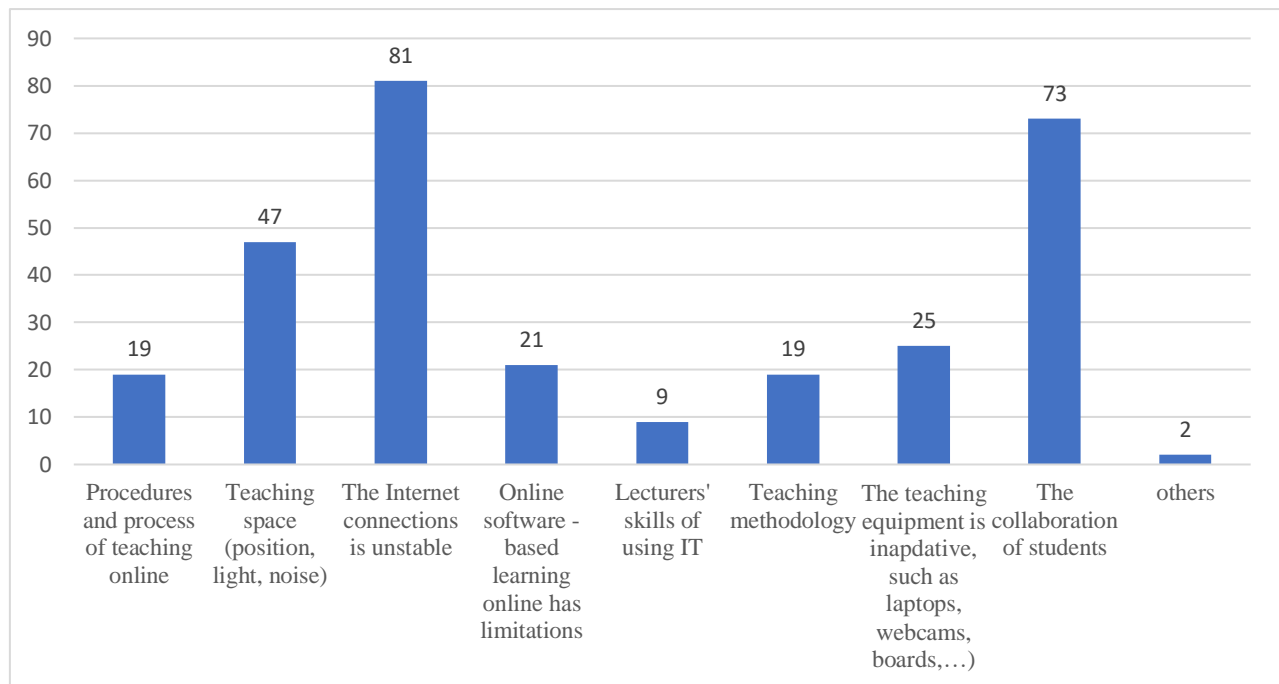
In fact, the school has promptly issued these regulations to provide maximum support to teachers and students. The process has clearly stated the steps from registering for online teaching before the lesson on the [daa.uit.edu.vn](http://daa.uit.edu.vn) system (Lecturer menu → Online teaching registration); log in to MS Team with the account of the school @ [hcmuit.edu.vn](mailto:hcmuit.edu.vn) and supervised by the The Department of Inspection – Legislation and Quality Assurance; At the same time, the school also established an online teaching support team to support and accompany teachers and students in overcoming technical problems. The team also consulted all teachers to make appropriate improvements, quickly report on the situation of online teaching tests for BGH and teachers to overcome,... It can be said that in a very short period of time, the school has implemented a lot of activities at the right time to ensure the benefits of learners, these are efforts worthy of recognition.

*- Factors affecting the quality of online teaching*

Online teaching has distinct characteristics that differ from traditional training, so it is important to consider the factors that have an impact on the quality of teaching of teachers in order to take corrective measures.



Through a survey of factors assessed by teachers that affect the quality of online teaching, including the factors shown in Figure 6 as follows:



*Figure 6. Factors affecting the quality of online teaching*

Many studies have shown factors affecting the acceptance of online teaching-learning, which can be divided into two groups. The first group includes supporting factors such as perceived ease of use, perceived usefulness (Davis, 1993; Venkatesh et al., 2003; Roca & Gagne, 2008), perceptual effectiveness (Park, 2009; Park et al., 2012) and convenience (Berry et al., 2002; Gupta & Kim, 2006). The second group relates to technical barriers such as system compatibility with users, information technology infrastructure or software.

In more detail, these factors are described in detail including IT infrastructure, space, regulations, processes, equipment, skills in using technology,... In particular, the factor that influences and impacts the most on teachers and students is always the internet connection, followed by the cooperation of students, teaching space, equipment and learning software,... All problems are only easier when there is positive understanding and interaction from learners, so the requirement is that the internet quality must be stable throughout the teaching-learning process, and as analyzed above, teachers also need quiet spaces to achieve the desired effect.

- *Advantages and disadvantages of implementing online teaching*

In order to organize online teaching and learning at any level of IT application, it is necessary to prepare the content expressed through e-learning materials/lectures and IT infrastructure systems to post the content provided to learners. For universities, the Ministry of Education and Training has issued Regulation No. 12/2016/TT-BGDĐT dated April 22, 2016 regulating the application of IT in management and organization of online training for universities, academies and universities. The Regulation has stipulated conditions for universities when organizing online training. The requirements include: Technology infrastructure, learning material system for teaching-learning; teaching staff; The supporting human resources ensure the implementation of online teaching-learning activities and the system of regulatory documents, guiding the organization to implement online management and training. It can be said that online teaching and learning is a very complex process and needs to ensure many conditions. However, there is no denying the positive effects of online teaching and learning in the context of modern technology.

No.	Content	Amount	Rank
1	The software facilitates the management of learning tasks (submission time, homework,...), which are important evidence in learner assessment.	35	7
2	Share information about research resources or teaching materials, learn easily and quickly	45	5
3	Allows teachers 24/7 access to classroom materials, online classes, ...	45	6
4	Be proactive in uploading, providing learning materials, lecture content	60	3
5	Can test and apply modern and advanced online teaching applications	66	2
6	Easily review lectures to adjust and develop teaching contents and teaching methods accordingly	58	4
7	Take attendance and interact with individual students (especially students who are shy or uncomfortable participating in class discussions)	28	8
8	Flexibility in teaching time and place, no need to travel	93	1
9	Teachers' concentration and performance are improved because they are not affected by classroom observation	18	9
10	Others	4	10

*Table 7. Advantages of implementing online teaching and learning*

One of the advantages of online teaching and learning is that it is flexible and unlimited in time space. Wherever they are, as long as they have a connected device, students can join the class, thus saving travel and travel time. Moreover, because of the main use of ICT, teachers can test and apply advanced types of online teaching-learning applications; Connect the learning community through sharing learning resources quickly and easily. In addition, with the functions of the application will support teachers in assigning learning tasks, evaluating students and archiving.

In addition, in the process of online teaching and learning, teachers also face many difficulties, mainly due to the limitation in teacher-student interaction. Teachers are unable / difficult to control the level of concentration and emotions of students before the content of the lecture. Factors such as transmission and network quality are not good; conditions for using online learning applications of students asynchronously; limited software,... are the difficulties mentioned by the teacher. This is also the general opinion of students when participating in online classes (appendix 1)

No.	Difficulties in teaching online	Number agreement	Rank
1	Transmission and network quality are not good	75	3
2	Online teaching is not suitable for all students because it requires high self-discipline and discipline	37	10
3	Conditions for using online learning applications of students asynchronously	48	6
4	Lecturer cannot/is difficult to prevent fraud in online assessments	42	9
5	Teachers are overloaded with a large amount of work (composing, recording clips, uploading ,...)	32	11
6	Little or no face-to-face interaction with learners	49	5
7	It is difficult to assess the learning quality of students	42	8
8	Difficulty controlling how focused students are	91	1
9	It is difficult to control the frequency and level of online students	50	4
10	Not being able to cover the classroom and observe students' emotions as they study	81	2
11	It is not easy to organize interactive classroom activities (teamwork, criticism,...)	46	7
12	Limited software	22	12

*Table 8. Difficulties in implementing online teaching and learning*

## 6. Deploying online teaching and learning at school

- On the student side: when asked “Will you enroll if the school continues to implement online and blended teaching?” and “What is the appropriate ratio if you continue to attend online and blended classes”, the results shown in Figure 7 are as follows:

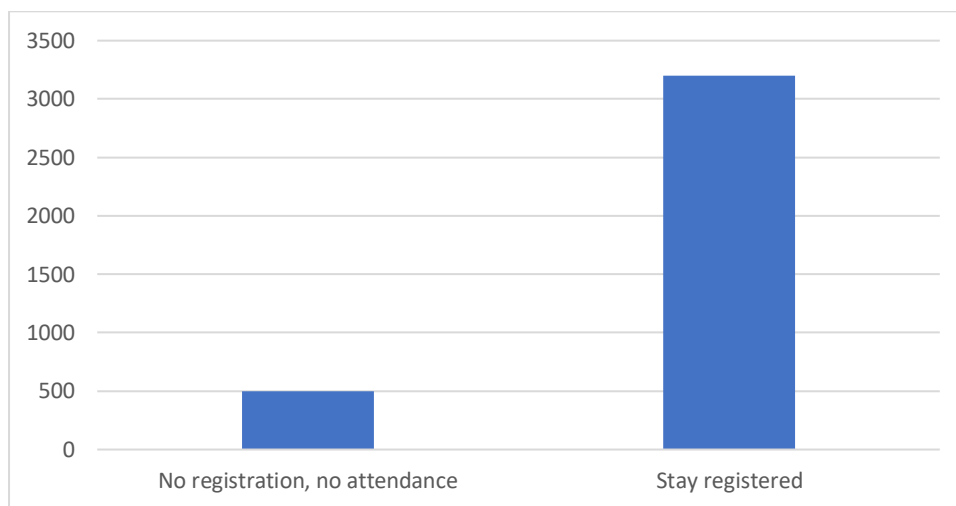
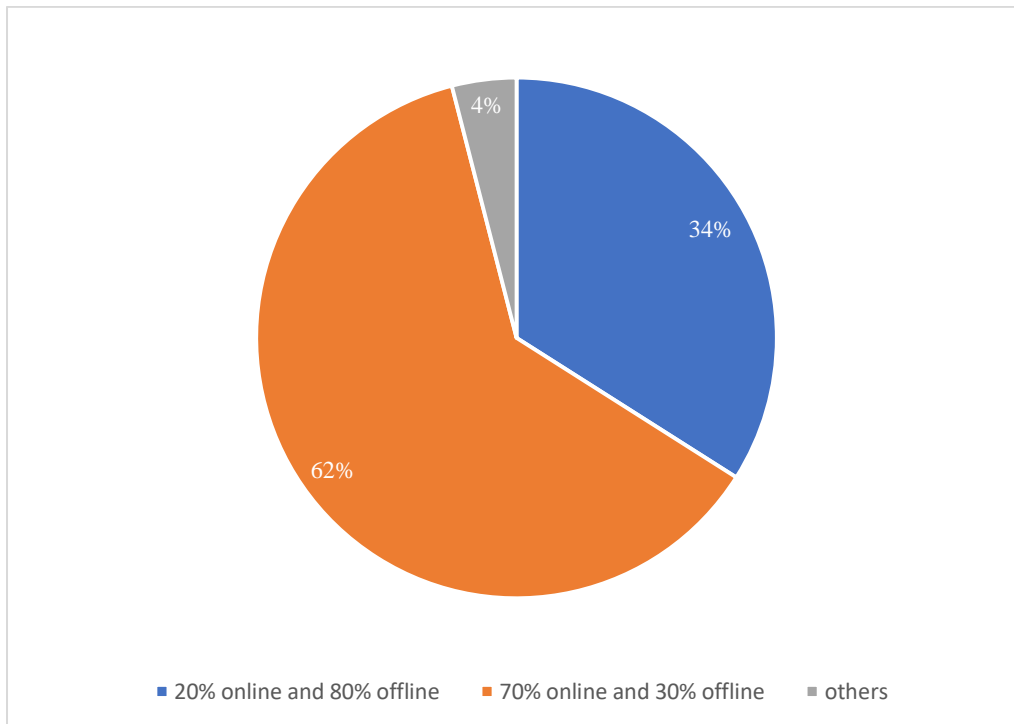


Figure 7. Opinion of students on continuing to enroll/attend online learning

Generally, students still intend to participate in online teaching and learning if the school continues to implement at the rate of 86.5%. Basically, if overcoming the above difficulties, online learning is still a form with many undeniable advantages: recording lectures to help students review or self-study well, flexible and conveniently connected, learn anytime, anywhere, experience new technologies, ... Student opinions such as: The school has done very well, online learning helps students feel easy to express their opinions and convenient,... has clearly demonstrated the advantages of this form. With this result, it once again affirms that the school has done quite well in implementing online teaching and learning, satisfying teachers and students.

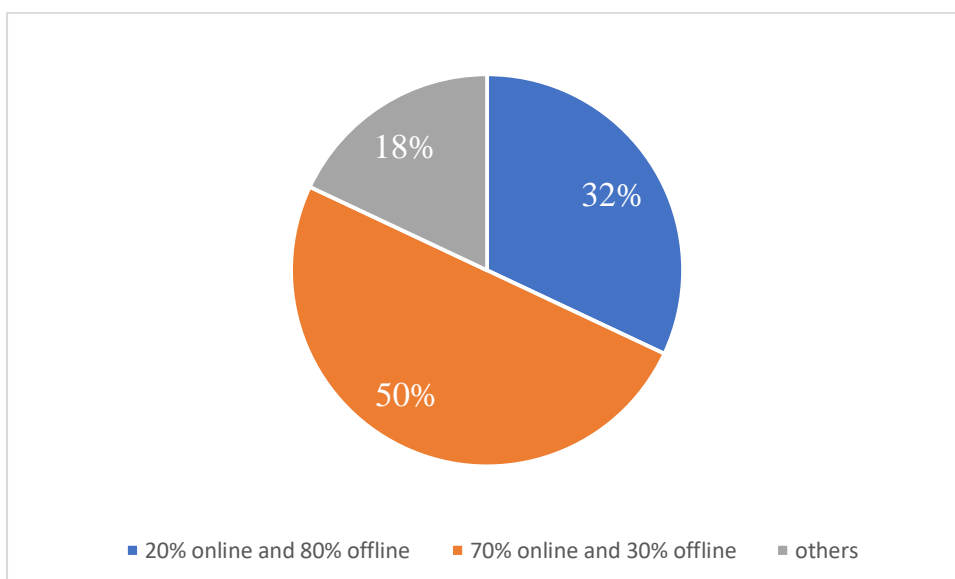
In addition, through the survey, the reason students do not continue to register is because: *online learning has many confounding factors, difficulty concentrating, poor transmission quality, lecturers do not ensure online teaching hours, learning quality is not guaranteed, little interaction with teachers and friends, enjoy studying at school.* At the same time, There are many opinions not to attend the combined form because students are interested in how to calculate tuition fees in this form. All the reasons presented by the students (Appendix 1), the Department of Information and Communications recommends

that the the school board and related units carefully consider to be able to organize and implement appropriate training forms, satisfying the beneficiaries.



The percentage of students who agree to continue participating in online learning is 70% online and 30% offline, this is also the rate prescribed under Project 4.0.

- *On the teacher side:* similar to students, most teachers choose 70% online and 30% offline if the school continues to implement online teaching and learning.



The Ministry of Education and Training has encouraged the education system to implement online teaching and learning with a limit of 30% of the time since 2016. In March 2020, Official correspondence No. 795/BGDĐT-GDDH was issued to detail and

guide the implementation of online teaching and learning for the whole education system in the direction of IT application, but still ensure basic quality standards in the training process; Official correspondence 988/BGDĐT- GDDH was issued to affirm that the education system will conduct online module assessment in the form of online module exams with system quality assurance processes.

In fact, online teaching and learning have been applied by many schools around the world to modules in the training program. In particular, the amended and supplemented Law on Higher Education (effective from July, 2019) and Decree No. 99 contain specific provisions to encourage online teaching in the Vietnamese higher education system, with the spirit of applying cross-border educational technologies, in order to improve the accessibility capacity of learners in all regions in the process of access collection of knowledge. The Covid-19 crisis has once again shown a step forward in laws and policy documents when it has moved towards educational technology in the context of the 4th industrial revolution. However, the deployment of online teaching and learning during the period of social distancing still has problems such as learner and teacher psychology are not ready at the highest level, the technology platform has not high coverage and is not strong and synchronous enough when deployed on a large scale for the whole education system. Marginalized populations, in particular, may fall behind when online access is limited for a variety of reasons. Therefore, effective online training requires a roadmap with careful preparation of all optimal conditions, so the 7:3 ratio at this stage can be considered appropriate.

## **2.5. Opinions of teachers and students on online teaching and learning**

In order to have more diverse information, the school has consulted teachers and students to share their satisfactions and dissatisfactions with online teaching activities. There were a total of 1395 students commenting/contributing, of which 959 expressed satisfaction with the online teaching and learning method, 925 comments expressed dissatisfaction and 44 comments contributed to the school in implementing this teaching form. This result also shows that students are increasingly expressing their opinions and contributing to teaching activities at the University, taking an active role in learning.

The comments on students' satisfaction focused on aspects such as: *comfort, initiative in learning, being able to study anytime, anywhere, reviewing lectures, convenience,*

*safety, convenience in sharing learning materials, especially for students with shy psychology, This form of crowding helps students confidently present their opinions and views.*

Students said that the dissatisfaction about teachers' online teaching activities revolves around issues related to *Poor network connection, lack of interaction, lag network should miss subject information, lack of private space and insufficient environment to deploy this form, difficulty absorbing, not focusing, assignments and dense deadlines, especially health problems such as eye diseases, back fatigue,...*

On the teacher side, there were 13 comments to improve online teaching and learning activities (*Appendix 2*). Similar to students, teachers believe that in order to deploy online teaching and learning at school, it is necessary to fully prepare conditions such as software, service equipment and importantly, the awareness of teachers and students.

### **III. CONCLUSIONS AND RECOMMENDATIONS**

#### **1. Conclude**

In the second semester of the 2019-2020 school year, the Department of Inspection – Legislation – Quality Assurance in collaboration with the Department of IT & Data Resource Management surveyed and processed the results of 100% of students who registered for the module, with the participation of nearly 89.9% of students. Where:

- The statistical results in Table 3 show that the majority of students attend relatively full theoretical classes from 50% to over 80% of the lessons, achieving a rate of > 96.7%
- For UIT, students rated the transmission quality at a fairly good level or higher (72.3%)
- On the teacher side, the survey participation rate was good, with 100/150 teachers participating in the survey with a rate of 66.7%.
  - All survey criteria were rated over 80% satisfaction by students, > 3.0.
  - There were 1395 students and 13 teachers participating in expressing their opinions and contributing to the school on the form of online teaching and learning.

#### **2. Suggestion**

The satisfaction rate of students with online teachers' teaching activities is at a good level. Department of Inspection – Legislation – Quality Assurance recommends that the University, Faculties, and departments continue to carry out activities to achieve higher results, proposing:

- Teachers, Management Staff, Faculties/Departments refer to survey results in order to adjust or improve their teaching activities; Especially considering satisfied/dissatisfied comments, suggestions on methods, forms, evaluations, interactions, assignments ... collectively referred to as more appropriate teaching activities.

- Faculties/Departments and Teachers continue to coordinate with the Department of Inspection – Legislation – Quality Assurance to organize the collection of students' opinions on teaching activities to ensure reliability and effectiveness.

- Department of Training, Office of Excellent Programs, Student Affairs, Faculty, and Teacher help students understand the importance of survey activities and actively participate.

- The school board, Managers, Faculties, departments note to use the survey results to consider and conditions for implementing online teaching and learning to achieve better efficiency.

- Maintain the answering of students' questions, feedback on the use of survey results to all students.

- Student Affairs, Department of IT & Data Resource Management, Faculty, Department of Inspection – Legislation – Quality Assurance, Department of Training, Office of Excellent Programs and Teachers remind students in using proper words.

**ON BEHALF OF HEAD  
DEPUTY HEAD OF DEPARTMENT  
INSPECTION – LEGISLATION – QUALITY  
ASSURANCE**

**Nguyen Khanh Son**