MINISTRY OF EDUCATION AND TRAINING
HANOI NATIONAL UNIVERSITY OF EDUCATION

TRẦN LƯƠNG

ORGANIZING THE MODULES DESIGNED IN CREDIT-BASED TEACHING FOR A PEDAGOGICAL COURSE IN UNIVERSITIES OF EDUCATION

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***Supervisors*: 1. Assoc. Prof. Dr. Từ Đức Văn**
2. Assoc. Prof. Dr. Bùi Thị Mùi

***Critic 1*: Assoc. Prof. Dr. Đặng Thành Hưng**
***Critic 2*: Prof. Dr. Nguyễn Thị Mỹ Lộc**
***Critic 2*: Dr. Trần Hữu Hoan**

The thesis will be defended at the University Thesis Examiner Council, at Hanoi National University of Education

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INTRODUCTION

1. RATIONALE

The Educational development strategy for 2011-2020 confirms that: "Fundamental and comprehensive innovation of Viet Nam education, reforming the curricular in universities, selectively applying some advanced curricular in the world, continuing to innovate teaching methods and learning outcomes assessment is to motivate learners' activeness, creativeness and self-learning ability".

Modules are a common form of credit-based teaching which can be measured, accumulated, assembled. Learners will be appropriated degrees according to their study completion in both compulsory and optional courses. Therefore, modules are opened, flexible, inter-connected, democratic and humanistic so that it optimizes learners' potentials and develops learners' self- study, self-exploring, creativeness, problem-solving ability and responsibility.

Teaching and learning based on modules is the latest trend and suitable for the mode of credit-based teaching. Module based curricular allow learners to choose the suitable ways of learning according to their personal conditions, abilities, styles, experiences and paces; develop the creativeness and problem solving skills; enhance the self-study, self-exploring ability, self-assessment in learning outcomes; ensure the interconnection and consistency between different curricular in the national education system.

Currently, the structure of pedagogical syllabus at university of education is generally content-orientated. Therefore, it is not suitable for the credit-based teaching systems. The students learning outcomes for Pedagogical course was lower than general expectations.

The educational module has been researched for a long time. However, the previous researches have only researched design educational modules. The measures of organizing module design and the necessary conditions to ensure this organizing module design will run well and smoothly have not been researched yet. In other words, so far, researching educational modules have not been researched yet systematically and synchronous from designing, organizing and conditions to make sure this process is implemented effectively. Therefore, the implementation and application modules into the teaching practice still faces many obstacles, difficulties and ineffective. The reality shows that in universities of education in Vietnam there was a general course and Pedagogical course in particular has been designed in a module but just stopped at the stage of design, have not been implemented and applied in reality of teaching. One of the reasons is because teachers and students do not know the general process of organizing module design and not know the process of organizing the modules designed in credit-based teaching for a Pedagogical course in universities of education in particular.

Basing on the above reasons, the writer does research on the thesis "***Organizing the modules designed in credit-based teaching for a Pedagogical course in universities of education***". The thesis researches the organizing the

modules designed in credit-based teaching for a Pedagogical course systematically and synchronous from designing, organizing to required conditions to make sure this process is implemented effectively in universities of education.

2. RESEARCH AIMS

Based on the theories and current situation of organizing the modules designed in credit-based teaching for a Pedagogical course, this thesis seeks to build measures of organizing the modules designed in credit-based teaching for a Pedagogical course in universities of education in order to enhance students' learning outcomes for this course in universities of education.

3. STUDY OBJECT AND SUBJECT

3.1. Study object

The process of teaching Pedagogical course

3.2. Study subject

Measures of organizing the modules designed in credit-based teaching for a Pedagogical course in universities of education

4. RESEARCH HYPOTHESIS

The current pedagogical courses curriculum in universities of education exist limits. It is not suitable for the mode of credit-based teaching. If the measures of organizing the modules designed in credit-based teaching for a pedagogical course in universities of education are built and implemented synchronous including: Designing module in credit-based teaching for a Pedagogical course in universities of education; Implementing the process of organizing the modules designed in credit-based teaching for a Pedagogical course in universities of education; Identifying and providing the needed conditions for designing and organizing the modules designed in credit-based teaching for a Pedagogical course in universities of education, can enhance students learning outcomes for this course in universities of education.

5. RESEARCH TASKS

5.1. Research on theories of organizing the modules designed in credit-based teaching for a Pedagogical course in universities of education

5.2. Survey and evaluate the current situation of organizing the modules designed in credit-based teaching for a Pedagogical course in universities of education

5.3. Find out measures of organizing the modules designed in credit-based teaching for a Pedagogical course in universities of education

5.4. Undertake the experiments to prove the feasibility and effectiveness of the proposed measures.

6. SCOPE OF THE STUDY

- Organizing the modules designed in credit-based teaching for a Pedagogical course in universities of education is not used for students specialized in pedagogy and psychology.

- The thesis only designed the modules for Pedagogical course based on published pedagogical courses;

- The survey and evaluation on the current situation was implemented on 400 students, 32 spychology and pedagogy lecturers at 4 universities including: Can Tho

University, Dong Thap University, An Giang University, Tra Vinh University and some experts.

- Conducting the experiments on the Module - General issues of pedagogy designed for students at the School of Education, Can Tho University based on the proposed measures.

7. RESEARCH METHODOLOGY

7.1. Research methodology

A combination of systematic, historical, action and fact-based approaches were used.

7.2. Scientific research methods

A group of theoretical and practical research methods and statistical analysis by SPSS for Windows were used.

8. POINTS TO DEFEND

- Organizing module for Pedagogical course is essential and suitable for the mode of credit-based teaching in universities of education nowadays; surmounts limits in the current teaching and learning Pedagogical course and contributes to enhancing the learning outcomes for students in universities of education.

- Designing and organizing modules in credit-based teaching for a Pedagogical course in universities of education need to obey a coherent designing and organizing procedure and provide the necessary conditions to ensure this process will run well and smoothly.

- For organizing the modules designed in credit-based teaching for a Pedagogical course in universities of education effectively requires to implement synchronous the measures of organizing the modules designed in credit-based teaching for a pedagogical course in universities of education including: Designing module in credit-based teaching for a Pedagogical course in universities of education; Implementing the process of organizing the modules designed in credit-based teaching for a Pedagogical course in universities of education; Identifying and providing the needed conditions for designing and organizing the modules designed in credit-based teaching for a Pedagogical course effectively in universities of education.

9. THE NEW FINDINGS OF THE THESIS

- The thesis has outlined the process of designing module in credit-based teaching;
- The thesis has outlined the process of organizing module in credit-based teaching;
- The thesis has identified the supporting conditions for effective organizing module in credit-based teaching in general universities and universities of education in particular;
- The thesis has evaluated generally the current situation of pedagogy syllabus, the current situation of designing and organizing the modules designed in credit-based teaching for a Pedagogical course in universities of education, found out the limits in the current teaching and learning Pedagogical course and the causes of the current situation;
- The thesis has designed and conducted experiments on 3 measures of organizing the modules designed in credit-based teaching for a Pedagogical course in universities of education including: Designing module in credit-based teaching for a

Pedagogical course in universities of education; Implementing the process of organizing the modules designed in credit-based teaching for a Pedagogical course in universities of education; Identifying and providing the needed conditions for designing and organizing the modules designed in credit-based teaching for a Pedagogical course in universities of education.

10. STRUCTURE OF THE THESIS

Chapter 1: Theories of organizing the modules designed in credit-based teaching for a Pedagogical course in universities of education

Chapter 2: The current Situation of organizing the modules designed in credit-based teaching for a Pedagogical course in universities of education

Chapter 3: Measures of organizing the modules designed in credit-based teaching for a Pedagogical course in universities of education.

Chapter 1
THEORY OF ORGANIZING THE MODULES DESIGNED IN CREDIT-BASED TEACHING FOR A PEDAGOGICAL COURSE IN UNIVERSITIES OF EDUCATION

1.1. LITERATURE REVIEW

There are two main research trends about organizing educational module: first, researches to build and develop a system of theory of organizing educational module; second, researches to apply to organizing educational module.

- Researches to build and develop a system of theory of organizing educational module including: Jerry W.Robinson và William B. (1972), Brown, J.W (1977), Chanrill, O. (1982), O' Donnell (1986), Theodossin. E (1986), Warwich. D (1987), Alan Jenkins and Lawrie Walker (1994), James A. Kulik (1995), Meyer, R (1996), Moon, J (2002) và (2005), Roisin Donnelly and Marian Fitzmaurice (2005), Mick Betts và Robin Smith (2005), Butcher, C. Davies, C. &Highton (2006), Lance Hogan. R và Natalie Garling (2008), L.D' Hainout, Trung tâm dạy và học, Trường Đại học Brington, Trường Đại học Northampson, Trường đại học Dublin (Ailen), Kandarp Sejpal (2013), Nguyễn Minh Đường (chủ biên)(1993), Bùi Hiền, Nguyễn Ngọc Giao, Nguyễn Hữu Hình, Vũ Văn Tảo (2001), Bùi Văn Quân (2001), Phạm Minh Đức (2004), Phan Trọng Ngọ (2005), Nguyễn Quang Huỳnh (2006), Bộ GD&Đào tạo - Dự án phát triển GV tiểu học (2006), Phan Thị Hồng Vinh (2007), Nguyễn Quang Uẩn (2010).

- Researches to apply to organizing educational module including: Eliot (1872), Viện đại học Massachusetts, Meyer, R (1996), Wallace. W (1998), Riasat Ali, Safdar Rehman Ghazi, Muhammad Saeed Khan, Shukat Hussain, Zakia Tanzeela Faitma (2010), Pankaj Kumar Dubey (2011),…Đỗ Huân (1995), Phạm Văn Lâm (1995), Bùi Văn Quân (2001), Nguyễn Viết Sự, Nguyễn Minh Châu (2002), Lê Thị Hồng Phương (2002) Vũ Thị Sai (2003), Dương Anh Tuân (2007), Dự án VIE/98/018 (2004), Nguyễn Thị Quy, Nguyễn Thị Bích Hạnh, Hồ Văn Liên, Mai Văn Luông và Vũ Khắc Tuân (2007), Dương Huy Cần (2009), Nguyễn Hữu Long (2009), Nguyễn Thị Thu Hằng (2010), Nguyễn Thị Ngà (2010), Phan Thị Hồng Vinh (2011), Đinh Thị Hà (2011), Từ Đức Văn (2012), Trần Chí Độ (2013), Đinh Hữu Sỹ (2014).

The literature review shows that the previous researches have only researched design educational modules. The measures of organizing module design and the necessary conditions to ensure this organizing module design will run well and smoothly have not been researched yet. In other words, so far, researching educational modules have not been researched yet systematically and synchronous from designing, organizing and conditions to make sure this process is implemented effectively. Organizing the modules designed in credit-based teaching for a Pedagogical course in universities of education has not been researched yet. Thus, the thesis researches the measures of organizing the modules designed in credit-based teaching for a Pedagogical course in universities of education systematically and synchronous from designing, organizing to required conditions to make sure this process is implemented effectively.

1.2. EDUCATIONAL MODULE

1.2.1. Module

Module is a criterion unit in technique or a structure or functional button, is an integral professional unit.

1.2.2. Teaching module

Teaching module is criterion, a relatively independent unit which can be assembled or detached depending on goals of the users. It is specially structured to satisfy learners' needs, hobbies, abilities, conditions; contains objectives of teaching modules, intended learning outcomes, contents of teaching modules, teaching strategies (teaching methods), learning outcomes, testing and assessment as well as learner support systems. They link together to form a unity and integration.

1.2.3. Structure of teaching module

The structure of a teaching module consists of the following components: name or title of the module teaching, teaching objectives, intended learning outcomes, teaching contents, teaching strategies/teaching methods, examination and assessment of learning outcomes and learner supports.

1.2.4. Basic characteristics and functions of teaching module

1.2.4.1. Basic characteristics of teaching module

A teaching module has the integrity, individuality (personalization), integration, development, self-examination, and evaluation and learner promotion and the size of teaching module depending on the mount of knowledge or skills components in teaching module.

1.2.4.2. Some basic functions of teaching module

- A teaching module is both teaching materials for teachers and self-study material for learners.

- Due to the relative independence of the teaching contents, modules can be "assembled" and "disassembled" to set up a diverse and abundant curriculum.

1.3. ORGANIZING THE TEACHING MODULE

1.3.1. Organizing the teaching and learning

Organizing the teaching and learning is arranging reciprocally the components in structures of teaching and learning process, the way to implement the teaching and learning process.

1.3.2. Organizing the teaching module

Organizing the teaching module is arranging reciprocally the components in structures of teaching module, the way to implement the teaching module.

1.3.3. Characteristics of organizing the teaching module

- Connection of modules in curriculum: In the curriculum, modules can be connected in a spacious or linear network. The spacious network connection enables learners to simultaneously attend several modules in an allowable period, depending on their capabilities and conditions. In the linear connection, learners attend each module in an allowable period.

- Selectivity: In a curriculum with different types of teaching module connection (spacious network and linear connection), learners can choose learning modules to complete the defined curriculum.

- Independence and connection of teaching modules: help the curriculum with the high flexibility and applicability. A module-based curriculum is always open.

- Learners must complete a workload in a unit of knowledge or skills of such module, corresponding to the specified learning time unit.

- Assessment of learning outcomes: Every module must be assessed separately and completed before moving on to a new module.

- Combination and inter-connection of curriculum: Some similar modules may be jointly applied.

1.4. PEDAGOGICAL COURSE

1.4.1. Course

A course is designed with a relatively complete amount of knowledge to be accumulated conveniently by students in the learning process. Most courses consist of from 2 to 4 credits with contents completely taught and evenly distributed in a semester. Every course is assigned level of education according to the academic year and designed as a separate structural part of a subject or in a structural form of a combination of different subjects. Each course has a separate code specified by the university.

1.4.2. Pedagogical course

Pedagogy is a science of human education. In universities of education, pedagogy is the professional subject for potential teachers - a core, specific and applicable subject with a very important role in teaching of potential teachers. Pedagogy is structured with general matters of pedagogy, teaching theories, educational theories and school management. The course of pedagogy is compulsory for student teachers.

1.5. CREDIT – BASED TEACHING

1.5.1. Credit

- A credit is the measuring unit of the average workload of learners, in other words, it is the entire time that a learner normally uses to learn a subject, including lecture time; laboratory work time, self-study time such as time for reading, research, problem solving or lesson preparation, etc. One credit represents 15 teaching periods; 30-45 periods of practical work, laboratory work or discussions; 45-90 hours of

practical work at school; 45-60 hours of essays, assignments or projects and graduation thesis. For theoretical, practical or experimental courses, to obtain a credit student must spend at least 30 hours of individual preparation. One period is calculated to be 50 minutes.

1.5.2. Nature of credit-based teaching

The nature of credit-based teaching is the accumulation of knowledge specified in the curriculum. Such accumulation is measured by the minimum number of credits and minimum cumulative grade-point average in each curriculum for students to graduate.

1.5.3. Characteristics of credit-based teaching

- The philosophy of education: Developing the abilities for students; providing human resource capacity, high adaptability, lifelong learning possibilities, satisfy the requirements of globalization in teaching and working; the curriculum is flexible and satisfying to learner need.

- Self – control of students: Each student is free to build a separate academic progress within the time frame allowed for the corresponding educational levels, to choose the suitable modules for their ability and hobby among optional subjects.

- Interconnecting: The modules within a discipline that can be connected to other disciplines; the modules within a school can be connected to other schools.

- The training program: The training program is structured into modules which can be combined, and assembled between majors, assembly between sectors; based on the time to build the program (the volume of student work in a semester / academic year); the volume of student work is determined by the time they must come to class, practice,... and the time for self-learning, self- study; the training program can be designed to have more than one outcome. For example, training bachelor or engineer which towards practicing or researching; organizing module based on semester, academic units each semester, each year, 2 to 3 semesters; the length of the training program is calculated by the number of credits; training programs usually include about 120-240 credits needed in order to graduate; students have to complete the study calculated the volume of credits. The school year of students is determined by the total number of credits have been accumulated; permitting students to exceed learning the number of credits per semester if they are capable; stipulating the knowledge must be accumulated (number of credits accumulated minimum) for each qualification and based on the volume accumulated to rank students for the school year; the basic module was built towards satisfying the requirements of the industry group training, satisfying the requirements of social and labor market, satisfying the international requirements of the employers; the training programs are flexible and high interconnecting. Apart from compulsory, module, there are optional modules for students accumulating more credits and orientating their majors and professions; the training program is stable. Publicized training programs and courses study plan throughout. The training program must ensure interconvertibility. The system code modules have to be built scientific accuracy. The module must have a detailed outline as teaching schedule clearly identifying theoretical teaching week, weeks of discussion, fighting exercises,

practice,... the location and density of formative assessment , Final evaluation of teaching modules.

- Teaching and learning methods: The credit-based training is the advanced training methods, therefore it requires innovation in teaching and learning methods, from the content –based approach to the method –based approach, developing the self – learn, self- study research, creative problem-solving ability; learner-centered, learning- centered; teaching methods towards to positive learning methods, self-learn method, self-study method. Teachers not only provide knowledge for learners but also guide them to find document resources, how to catch and exploit knowledge, detect and resolve problems and develop learners' independence and creative ability; teachers are interested in diversity of students when using teaching methods in credit-based teaching because students in other disciplines can take part in the same modular course.

- Organizing the courses: Each course is organized by the semesters and base on the modules which were registered by students. Every year, the school announces the modules which will be organized. Students are enrolled in the modules during the school has announced; there are advisers who expert in being designed curriculum, contents of knowledge in curriculum, position of modules which are organized at their university. The advisers guide students choosing the modules to plan for themselves. That plans is suitable for both requirements of course and each student (ability, hobby, conditions); in credit-based teaching, the students have to plan themselves for whole of course, each semester so as to be suitable for their abilities, hobbies, conditions and requirements of course based on guiding from advisers. Any modules which are enrolled by students depending on the pre-requisites and co-requisites of designed module; organizing module classes and arranging schedule of module classes must be deployed to each student and lecturer. Organizing module classes have to base on conditions following: the modules will be organized in each semester, the number of student enroll each module, the specific conditions of lectures, the specific conditions of material facilities. Schedule must be implemented accurately. The planed schedules are not allowed to cancel or change. There are individual schedule for each student and lecture; the learning process is the knowledge accumulation of learners in each module with credits as a measuring unit. Credits system permits students to get determined degree by accumulating credits system. To get degree, students have to accumulate the prescribed credits system; managing the students based on module classes. Students' learning file is individual; each student has distinct schedule.

- Assessment: module assessment is to evaluate the process on a letter-grade scale; the students learning outcomes is evaluated by total accumulated credits; the graduation exam is replaced by module during the accumulation process.

- Allocating the degree: Implementing accurately requirements of university and accumulating enough prescribed credits system, the students will be allocated the degree.

1.6. DESIGNING THE TEACHING MODULE IN CREDIT-BASED TEACHING

1.6.1. Concept of designing the teaching module in credit -based teaching

Design of teaching module in credit -based teaching is to structure the course into teaching modules with details of the number of teaching modules, names of teaching modules, number of credits in each module, conditions for implementation of teaching modules, objectives of teaching modules, intended learning outcomes, contents of teaching modules, teaching strategies (teaching methods), learning outcome examination and assessment system and learner support system.

1.6.2. Approaches to design of teaching modules

There are 3 ways of approaches to design of teaching modules:

First, modules can be written based on the available textbooks; in this case, they are in close contact with each other and depend on the available textbooks. *Second*, modules can be written based on common themes but independently of the available textbooks. *Third*, modules can be written to complement an existing textbook to enrich contents or help poor-performing students catch up with the general level; at that time, modules are not key components of the textbook, but only related to it to some extent.

1.6.3. Principles of designing the teaching modules in credit -based teaching

Principle of ensuring independence of teaching contents; ensuring flexibility in structure; ensuring regular inverse relationship; ensuring logical, clear and coherent (understandable) teaching modules; ensuring linkage of teaching modules by determined credit values.

1.6.4. Process of designing the teaching modules in credit -based teaching

The process of designing the teaching modules in credit-based teaching includes 7 steps following: *Step 1.* Analyse the existent course, study the needs of the stakeholders in the teaching module; *Step 2.* Determine the approach to the design of the teaching module; *Step 3.* Identify the teaching modules; *Step 4.* Determine the number of credits of the teaching modules; *Step 5.* Design the teaching module; *Step 6.* Conduct tests/experiments on the designed teaching module; *Step 7.* Evaluate the feasibility and efficiency of the designed teaching module

1.7. ORGANIZING MODULE IN CREDIT – BASED TEACHING

1.7.1. Organizing module in credit-based teaching

Organizing module in credit-based teaching is the process of implementing the teaching procedures according to the credit-based teaching established including: introducing the name of teaching modules, testing and assessing the conditions for implementation of teaching modules; overviewing the teaching modules/teaching modules' topics; explaining the necessity for learners to learn and study them; identifying the objectives of the teaching modules; identifying the intended learning outcomes; testing and evaluating the inputs; presenting the educational contents/ teaching module's subjects; teachers' instructions for self-study; students' preparation and implementation of self-study plans; reporting on the self-study products in class in the forms of presentations, group discussions, seminars, etc…; testing and assessing the learning outcomes of teaching modules.

1.7.2. **Approach to organization teaching module in credit-based teaching**

The approach to organization teaching module in credit-based teaching is "learner-centered" – learner-oriented teaching, satisfying learners' demands.

1.7.3. Principles of organizing teaching module for pedagogical course in credit-based teaching at universities of education

The organizing the teaching module in credit-based teaching must ensure the general teaching principles and the principle of consistency between lecture hours and self-study hours and the principle of democracy and humanism in teaching

1.7.4. Process of organization teaching module in credit-based teaching

The process of organization teaching module in credit-based teaching comprises the 11 steps as follows: *Step 1.* Teacher name the name of teaching module; *Step 2.* Teachers and students inspect and evaluate conditions for implementation of teaching module; *Step 3.* Teachers briefly introduce about teaching module; explain the reasons for learners' need to learn and study this module; *Step 4.* Teachers state objectives of the teaching module; *Step 5.* Teachers and students set out intended learning outcomes for the teaching module; *Step 6.* Teachers examine, evaluate the inputs for students and feedback; *Step 7.* Teachers and students identify contents of teaching module; *Step 8.* Teachers instruct self-learning and self-study (in terms of individuals or groups); *Step 9.* Students prepare self-learning, self-study plans and execute them; *Step 10.* Teachers guide students to make the reports on the outputs of their self-learning and self-study in the classroom in the forms of presentations, question, group discussions and seminars, etc…; evaluate the reports on the outputs of their self-learning and self-study and feedback in the classroom; *Step 11.* Teachers organize examinations and summative assessment of learning outcomes of module and feedback.

1.7.5. The relationship between module and credit- based teaching

- Credit-based teaching based on the division of the curriculum into modules which can be measured, accumulated, put together to get to systems degree depending on criterions of the a given combination; is open, flexible, combine, democratic and humaneness; maximum convenient for students; developing the learners' self- learning role, self- studying role, creativeness, solving problem ability and responsibility.

- The classes in credit-based training are arranged and organized according to each teaching module.

- In credit-based teaching, many various teaching modules are showed for students choosing to accumulate depending on level.

- In credit-based teaching, there is stipulation the volume of textbook and reference material for students reading for each teaching module. The exam questions base on the requirements of teaching modules and volume of prescribed teaching and learning materials.

- In credit-based teaching, the students have the right to choose the leaning schedule, teaching modules which are suitable for their ability, hobby and conditions. However, choosing the teaching modules to accumulate for students

depends on the length of study period (1 year or 1 semester). The number of minimum credit or the number of maximum credit permits students to choose depending on specific prescribing of each university. The teaching modules which were accumulated by students at this degree and university can be able to maintained and used for other degree and universities. Credit-based teaching develops the learners' self- learning role, self- studying role, creativeness, solving problem ability and responsibility.

- In credit-based teaching, evaluating the results of learning by mean of credits of teaching modules. Evaluating the results of learning is process evaluation implementing that module.

1.7. REQUIRED CONDITIONS FOR EFFECTIVE DESIGNING AND ORGANIZING THE MODULES DESIGNED IN CREDIT-BASED TEACHING

Required conditions for effective designing and organizing the modules designed in credit-based teaching: Designing modules should follow the established principles and procedures in the credit-based teaching; Teachers should have the skills to design and organize the modules designed in credit-based teaching; Students should have modular learning skills under the credit-based teaching and be active, independent, self-disciplinary, positive, creative and collaborative in learning and study with sufficient references and learning materials; the school should be equipped with adequate teaching facilities and equipment; etc. The moderate number of students in each class should be maintained; Specific and clear teaching plans should be provided and notified to all teachers and students at least 2 weeks before starting, so they can be well prepared with necessary conditions for teaching.

Chapter 2
CURRENT SITUATION OF ORGANIZING THE MODULES DESIGNED IN CREDIT-BASED TEACHING FOR A PEDAGOGICAL COURSE IN UNIVERSITIES OF EDUCATION

2.1. OVERVIEW OF CURRENT SITUATION SURVEY

2.1.1. Survey Objectives

To evaluate the current situation of the Pedagogical course curriculum and designing and organizing the modules designed in credit-based teaching for a Pedagogical course in universities of education to provide a foundation for the organizing the modules designed in credit-based teaching for a Pedagogical course in universities of education

2.1.2. Survey Contents

Current situation of the Pedagogical course curriculum, designing and organizing the modules designed in credit-based teaching for a Pedagogical course in universities of education and the causes of the current situation;**.**

2.1.3. Survey Samples

The survey on the current situation of the Pedagogical course curriculum and designing and organizing the modules designed in credit-based teaching for a Pedagogical course in universities of education was carried out at 4 universities of

teacher education offering namely Can Tho University, An Giang University, Dong Thap University and Tra Vinh University with the participation of 400 students, 32 spychology and pedagogy teachers and some experts.

2.1.4. Survey Period

The survey was conducted from January 2014 to August 2014.

2.1.5. Survey Methodology

The survey was conducted with use of investigation (with two questionnaire forms for teachers and students), interview and literature methods and SPSS for Windows software to process the obtained statistical data. Additionally, the dissertation applied T-test, Anova and Gamma inspection and Mean, Std. Deviation, Percent and Frequencies calculations, etc.

2.2. FINDINGS OF CURRENT SITUATION SURVEY

2.2.1. Current situation of pedagogical course curriculum in universities of education

2.2.1.1. The pedagogical course curriculum has being applied in universities of education

The pedagogical course curriculum has being applied into the surveyed universities of education are generally content-based with the structure including subjects - parts - chapters - sections - subsections, etc.

2.2.1.2. The lectures and students evaluate the level of traditional pedagogical course suitable for credit-based teaching

Table 2.1. The lectures and students evaluate the level of traditional pedagogical course suitable for credit-based teaching

Level		Students					Lectures				
		CTU	ĐTU	AGU	TVU	Total	CTU	ĐTU	AGU	TVU	Total
1= Absolutely not suitable	N	0	2	2	0	4	0	0	0	0	0
	%	0	2	2	0	1	0	0	0	0	0
2= Not suitable	N	10	19	11	13	53	1	0	1	1	3
	%	10	19	11	13	13.3	8.3	0	12.5	16.7	9.4
3=relatively suitable	N	65	43	50	49	207	11	6	5	2	24
	%	65	43	50	49	51.8	91.7	100	62.5	33.3	75
4=Suitable	N	25	33	31	36	125	0	0	2	3	5
	%	25	33	31	36	31.3	0	0	25	50	15.6
5=Absolutely suitable	N	0	3	6	2	11	0	0	0	0	0
	%	0	3	6	2	2.8	0	0	0	0	0
Total	N	100	100	100	100	400	12	6	8	6	32
	%	100	100	100	100	100	100	100	100	100	100
Mean		3.15	3.16	3.28	3.27	**3.22**	2.92	3.00	3.13	3.33	**3.1**
Total mean		**3.16**									
Sig. (Gamma)		0.105					0.133				
Sig. (Anova)		0.453					0.451				

The table 2.1 shows that students and teachers supposed that traditional pedagogical course in credit-based teaching in universities of education was “relatively appropriate” (average mark = 3.16).

2.2.1.3. The lectures and students evaluate the level of effectiveness of organizing the traditional pedagogical course in the credit-based teaching in universities of education

Table 2.2. The lectures and students evaluate the level of effectiveness of organizing the traditional pedagogical course in the credit-based teaching in universities of education

Level		**Students**					**Lectures**				
		CTU	ĐTU	AGU	TVU	Total	CTU	ĐTU	AGU	TV	Total
1= ineffective	N	0	0	0	0	0	0	0	0	0	0
	%	0	0	0	0	0	0	0	0	0	0
2=Low effective	N	8	22	10	7	47	0	0	0	0	0
	%	8	22	10	7	11.8	0	0	0	0	0
3=Average effective	N	33	30	27	30	120	10	4	3	2	19
	%	33	30	27	30	30	83.3	66.7	37.5	33.3	59.4
4=fairly effective	N	58	42	58	62	220	2	2	5	4	13
	%	58	42	58	62	55	16.7	33.3	62.5	66.7	40.6
5= High effective	N	1	6	5	1	13	0	0	0	0	0
	%	1	6	5	1	3.3	0	0	0	0	0
Total	N	100	100	100	100	400	12	6	8	6	32
	%	100	100	100	100	100	100	100	100	100	100
Mean		3.52	3.32	3.58	3.57	**3.5**	3.17	3.33	3.63	3.67	**3.45**
Total mean		**3.48**									
Sig. (Gamma)		0.189					0.005				
Sig. (Anova)		0.05					0.102				

The table 2.2 indicates that lectures and students evaluate the level of effectiveness of organizing the traditional pedagogical course in the credit-based teaching in universities of education with “fairly good” effectiveness (average mark = 3.48).

2.2.1.4. The level of lectures’ satisfactoriness with organizing the traditional pedagogical course in the credit-based teaching in universities of education

The table 2.3 shows that lectures and students are “relatively satisfied” with organizing the traditional pedagogical course in the credit-based teaching in universities of education (average mark = 3.11).

Table 2.3. The level of lectures' satisfactoriness and students' satisfactoriness with organizing the traditional pedagogical course in the credit-based teaching in universities of education

Level		Students					Lectures				
		CTU	ĐTU	AGU	TVU	Total	CTU	ĐTU	AGU	TVU	Total
1=Absolutely not satisfied	N	1	7	4	2	14	0	0	0	0	0
	%	1	7	4	2	3.5	0	0	0	0	0
2= Not satisfied	N	17	16	10	11	54	2	1	3	1	7
	%	17	16	10	11	13.5	16.7	16.7	37.5	16.7	21.9
3=Relatively satisfied	N	51	36	49	49	185	9	4	3	2	18
	%	51	36	49	49	46.3	75	66.7	37.5	33.3	56.3
4=Satisfied	N	31	35	34	37	137	1	1	2	3	7
	%	31	35	34	37	34.3	8.3	16.7	25	50	21.9
5=Absolutely satisfied	N	0	6	3	1	10	0	0	0	0	0
	%	0	6	3	1	2.5	0	0	0	0	0
Total	N	100	100	100	100	400	12	6	8	6	32
	%	100	100	100	100	100	100	100	100	100	100
Mean		3.12	3.17	3.22	3.24	**3.19**	2.92	3.00	2.88	3.33	**3.03**
Total mean		**3.11**									
Sig. (Gamma)		0.22					0.407				
Sig. (Anova)		0.738					0.607				

2.2.1.5. The causes of current traditional pedagogical syllabus not yet suitable for the mode of credit-based teaching in universities of education

The current pedagogical syllabus in universities of education is traditionally content-based. It is not suitable for the mode of credit-based teaching for many reasons following: the learner support, self-study and self-exploring systems have not been designed yet; the interconnection and consistency between different curricular, disciplines and school; the responsibility of students in the learning process is not jet high; students are not jet actively, flexibly and independently to prepare and implement their study plans to match with their capabilities, styles, experience, conditions and their learning paces; teaching objectives, intended learning outcomes, teaching contents, teaching strategies, learning outcomes, testing and assessment as well as learner support system are not jet clearly defined; teaching is basing on "student centered" approach; learners are passive in learning process; lecturers control almost sources of knowledge; teachers transmit knowledge to learners; lectures play decisive role in the learning process; learners mainly learn buy heart; learners mainly learn the contents in textbooks; learning is mainly implemented in class; the lessons are too theoretic and dogmatic; finished learning when finished curriculum; the creativeness and problem solving skills of learners are not jet developed; teachers and learners are difficult to control the learning process from input, process to learning outcome; the quality and effectiveness of learning outcomes is not yet high.

2.2.2. Current situation of designing and organizing the modules designed in credit-based teaching for a Pedagogical course in universities of education

2.2.2.1. Current situation of designing and organizing the modules designed in credit-based teaching for a Pedagogical course in universities of education

It is revealed that the surveyed universities of education did not jet design and organize the modules in credit-based teaching for a Pedagogical course.

2.2.2.3. The level of lectures' awareness and students' awareness of the necessaries of innovating from traditional Pedagogy course into teaching based on module for a Pedagogy course in credit-based teaching

Table 2.6. The level of lectures' awareness and students' awareness of innovating from traditional Pedagogy course into teaching based on module in credit-based teaching for Pedagogy course in universities of education

Level		**Students**					**lectures**				
		CTU	ĐTU	AGU	TVU	**Total**	CTU	ĐTU	AGU	TVU	**Tatal**
1= Absolutely not necessary	N	0	0	0	2	2	0	0	0	0	0
	%	0	0	0	2	0.5	0	0	0	0	0
2= Not necessary	N	5	2	2	4	13	0	0	0	1	1
	%	5	2	2	4	3.2	0	0	0	16.7	3.1
3= Not yet necessary	N	6	8	26	15	55	0	0	1	1	2
	%	6	8	26	15	13.8	0	0	12.5	16.7	6.2
4=Necessary	N	79	67	66	72	284	9	5	5	3	22
	%	79	67	66	72	71	75	83.3	62.5	50	68.8
5= Absolutely necessary	N	10	23	6	7	46	3	1	2	1	7
	%	10	23	6	7	11.5	25	16.7	25	16.7	21.9
Total	N	100	100	100	100	400	12	6	8	6	32
	%	100	100	100	100	100	100	100	100	100	100
Mean		3.94	4.11	3.76	3.78	**3.9**	4.25	4.17	4.13	3.67	**4.09**
Total mean		**4.0**									
Sig. (Gamma)		0.001					0.227				
Sig. (Anova)		0.000					0.335				

Table 2.6 shows that both teachers and students agreed that the transformation of the traditional Pedagogy into teaching based on module in credit-based teaching for Pedagogy course in universities of education is "necessary" (average mark = 4.0).

2.2.2.4. The level of lectures' interestingness and student's interestingness in designing and organizing the modules designed in credit-based teaching for a Pedagogical course in universities of education

Table 2.7 shows that lecturers and students are "fairly interested" in designing and organizing the modules designed in credit-based teaching for a Pedagogical course in universities of education (average mark = 3.44).

Table 2.7. The level of lectures' interestingness and students' interestingness in designing and organizing the modules designed in credit-based teaching for a Pedagogical course in universities of education

Level		Students					Lectures				
		CTU	ĐTU	AGU	TVU	**Total**	CTU	ĐTU	AGU	TVU	**Total**
1= Absolutely not interest	N	2	4	3	0	9	0	0	0	0	0
	%	2	4	3	0	2.2	0	0	0	0	0
2= Not interest	N	10	14	19	7	50	0	1	0	2	3
	%	10	14	19	7	12.5	0	16.7	0	33.3	9.4
3= Relatively interest	N	36	37	47	43	163	2	2	5	1	10
	%	36	37	47	43	40.8	16.7	33.3	62.5	16.7	31.2
4= Interest	N	47	38	29	48	162	9	3	2	3	17
	%	47	38	29	48	40.5	75	50	25	50	53.1
5=Absolutely interest	N	5	7	2	2	16	1	0	1	0	2
	%	5	7	2	2	4	8.3	0	12.5	0	6.2
Total	N	100	100	100	100	400	12	6	8	6	32
	%	100	100	100	100	100	100	100	100	100	100
Mean		3.43	3.30	3.08	3.45	**3.32**	3.92	3.33	3.50	3.17	**3.5**
Total mean		**3.44**									
Sig. (Gamma)		0.544					0.037				
Sig. (Anova)		0.005					0.184				

2.2.2.5. Assumption of lectures and students about the feasibility of designing and organizing the modules designed in credit-based teaching for a Pedagogical course in universities of education

Table 2.8. Assumption of lectures and students about the feasibility of designing and organizing the modules designed in credit-based teaching for a Pedagogical course in universities of education

Level		Students					Lectures				
		CTU	ĐTU	AGU	TVU	**Total**	CTU	ĐTU	AGU	TVU	**Total**
1=Absolutely not feasible	N	1	0	2	2	5	0	0	0	0	0
	%	1	0	2	2	1.2	0	0	0	0	0
2= Not feasible	N	7	2	11	7	27	1	0	0	1	2
	%	7	2	11	7	6.8	8.3	0	0	16.7	6.2
3=Relatively feasible	N	47	41	55	37	180	0	0	4	2	6
	%	47	41	55	37	45	0	0	50	33.3	18.8
4=Feasible	N	38	37	21	50	146	9	4	4	3	20
	%	38	37	21	50	36.5	75	66.7	50	50	62.5
5=Absolutely feasible	N	7	20	11	4	42	2	2	0	0	4
	%	7	20	11	4	10	16.7	33.3	0	0	12.5
Total	N	100	100	100	100	400	12	6	8	6	32
	%	100	100	100	100	100	100	100	100	100	100
Mean		3.43	3.75	3.28	3.47	**3.48**	4.00	4.33	3.50	3.33	**3.81**
Total mean		**3.65**									
Sig. (Gamma)		0.546					0.007				
Sig. (Anova)		0.001					0.05				

Table 2.8 indicates almost lectures and students all assumed that designing and organizing the modules designed in credit-based teaching for a Pedagogical course in universities of education are “feasible” (average mark = 3.65)

2.2.2.6. Assumption of lectures and students about the effect of designing and organizing the modules designed in credit-based teaching for a Pedagogical course in universities of education

Table 2.9. Assumption of lectures and students about the effect of designing and organizing the modules designed in credit-based teaching for a Pedagogical course in universities of education

Level		**Students**					**Lectures**				
		CTU	ĐTU	AGU	TVU	**Total**	CTU	ĐTU	AGU	TVU	**Total**
1= No effect	N	0	0	2	1	3	0	0	0	0	0
	%	0	0	2	1	0.8	0	0	0	0	0
2= Low effect	N	1	5	7	8	21	0	0	0	0	0
	%	1	5	7	8.	5.2	0	0	0	0	0
3= Medium effect	N	17	8	18	15	58	1	0	1	1	3
	%	17	8	18	15	14.5	8.3	0	12.5	16.7	9.4
4= High effect	N	68	59	52	58	237	8	4	5	4	21
	%	68	59	52	58	59.2	66.7	66.7	62.5	66.7	65.6
5= Very high effect	N	14	28	21	18	81	3	2	2	1	8
	%	14	28	21	18	20.2	25	33.3	25	16.7	25
Total	N	100	100	100	100	400	12	6	8	6	32
	%	100	100	100	100	100	100	100	100	100	100
Mean		3.95	4.1	3.83	3.84	**3.93**	4.17	4.33	4.13	4.00	**4.16**
Total mean		**4.05**									
Sig. (Gamma)		0.26					0.595				
Sig. (Anova)		0.054					0.807				

The table 2.9 demonstrates that almost lectures and students assumed that designing and organizing the modules designed in credit-based teaching for a Pedagogical course in universities of education are “high efficiency” (average mark = 4:05)

2.2.2.7. Assumption of lectures and students about the consistence of designing and the modules designed in credit-based teaching for a Pedagogical course in universities of education

The table 2.10 shows that almost lectures and students assumed that designing and organizing the modules designed in credit-based teaching for a Pedagogical course in universities of education are “consistent” (average mark = 3.72).

Table 2.10. Assumption of lectures and students about the consistence of designing and organizing the modules designed in credit-based teaching for a Pedagogical course in universities of education

Level		**Students**					**Lectures**				
		CTU	ĐTU	AGU	TVU	**Total**	CTU	ĐTU	AGU	TVU	**Total**
1= Absolutely not consistent	N	0	0	0	1	1	0	0	1	0	1
	%	0	0	0	1	0.2	0	0	12.5	0	3.1
2=Not consistent	N	2	2	8	10	22	0	0	0	0	0
	%	2	2.	8	10	5.5	0	0	0	0	0
3=Relatyvely consistent	N	52	38	49	41	180	1	0	4	2	7
	%	52	38	49	41	45	8.3	0	50	33.3	21.9
4=Consistent	N	39	35	30	37	141	8	4	3	3	18
	%	39	35	30	37	35.2	66.7	66.7	37.5	50.0	56.2
5= Absolutely consistent	N	7	25	13	11	56	3	2	0	1	6
	%	7	25	13	11	14	25	33.3	0	16.7	18.8
Total	N	100	100	100	100	400	12	6	8	6	32
	%	100	100	100	100	100	100	100	100	100	100.
Mean		3.51	3.83	3.48	3.47	**3.57**	4.17	4.33	3.13	3.83	**3.86**
Total mean		**3.72**									
Sig. (Gamma)		0.279					0.029				
Sig. (Anova)		0.003					0.013				

2.2.2.8. The causes of designing and organizing modules in credit-based teaching for Pedagogical course in universities of education have not been implemented yet.

- Students have not yet ability to learn based module for Pedagogical course, are not yet interested in organizing the modules design in credit-based teaching for Pedagogical course, not yet regard the organizing the modules design in credit-based teaching for Pedagogical course in universities of education is real necessary

- Universities have not yet equipped the skills of designing and organizing the modules designed in credit-based teaching for Pedagogical course for lectures, not yet equipped the learning skills based on the modules designed in credit-based teaching for Pedagogical course for students, not yet interested in equipping the learning skills based on the modules designed in credit-based teaching for Pedagogical course for students, not yet regard the innovating from traditional Pedagogy course into teaching based on module in credit-based teaching for Pedagogy course is necessary, there are too many students in a class

- Lectures has not skills of designing and organizing the modules designed in credit-based teaching for Pedagogical course, not yet interested in designing and organizing the modules designed in credit-based teaching for Pedagogical course, not yet regard designing and organizing the modules designed in credit-based teaching for Pedagogical course in universities of education is necessary.

Chapter 3
MEASURE OF ORGANIZING THE MODULES DESIGNED IN CREDIT-BASED TEACHING FOR A PEDAGOGICAL COURSE IN UNIVERSITIES OF EDUCATION

3.1. THE PRINCIPLES OF FINDING OUT MEASURES

To ensure teaching goals; to be suitable with credit-based teaching; to ensure the feasibility and efficiency; to ensure the systematization

3.2. MEASURES OF ORGANIZING MODULE IN CREDIT-BASED TEACHING FOR A PEDAGOGICAL COURSE IN UNIVERSITIES OF EDUCATION

3.2.1. Designing the module for a Pedagogical course in credit-based teaching in universities of education

3.2.1.1. Objective

Designing the modules for a Pedagogical course in credit-based teaching in universities of education for organizing them to enhance the results of learning of students for this course

3.2.1.2. Approach to design the module for a Pedagogical course in credit-based teaching in universities of education

In this dissertation, the modules for the Pedagogical course were designed using available textbook-based design (modularisation) and the (developing) capability-based approach.

3.2.1.3. Implementing the design module for a Pedagogical course in credit-based teaching in universities of education

The current pedagogical course curriculum (applied for high school teacher teaching) at the universities of education is composed of 4 parts as follows: General issues of pedagogy; teaching theories; educational theories and management in schools, from which 4 modules were designed including: General issues of pedagogy; Teaching theories; Educational theories; and Educational management in schools. The structure of each module consists of module name, number of credits, conditions for implementation of the teaching module, teaching objectives, intended learning outcomes and teaching contents, teaching strategies/teaching methods, learning outcome examination and assessment system and learner supports system.

3.2.2. IMPLEMENTING THE PROCESS OF ORGANIZING THE MODULES DESIGNED IN CREDIT-BASED TEACHING FOR A PEDAGOGICAL COURSE IN UNIVERSITIES OF EDUCATION

3.2.2.1. Objective

Organizing the modules designed in credit-based teaching for a Pedagogical course in universities of education to enhance the results of learning of students for this course

3.2.2.2. Approach to organization the modules designed in credit-based teaching for a Pedagogical course in universities of education

The approach to organization the modules designed in credit-based teaching for a Pedagogical course in universities of education is “learner-centered” – learner-oriented teaching, satisfying learners’ demands.

3.2.2.3. The process of organization the modules designed in credit-based teaching for a Pedagogical course in universities of education

The modules design in credit-based teaching for a Pedagogical course in universities of education is implemented basing on process including 11 steps as follows: *Step 1.* Teachers name the name of teaching module; *Step 2.* Teachers and students inspect and evaluate conditions for implementation of teaching module; *Step 3.* Teachers briefly introduce about teaching module; explain the reasons for learners' need to learn and study this module; *Step 4.* Teachers state objectives of the teaching module; *Step 5.* Teachers and students set out intended learning outcomes for the teaching module; *Step 6.* Teachers examine, evaluate the inputs for students and feedback; *Step 7.* Teachers and students identify contents of teaching module; *Step 8.* Teachers instruct self-learning and self-study (in terms of individuals or groups); *Step 9.* Students prepare self-learning, self-study plans and execute them; *Step 10.* Teachers guide students to make the reports on the outputs of their self-learning and self-study in the classroom in the forms of presentations, question, group discussions and seminars, etc…; evaluate the reports on the outputs of their self-learning and self-study and feedback in the classroom; *Step 11.* Teachers organize examinations and summative assessment of learning outcomes of module and feedback.

3.2.3. SETTING UP AND SUPPORTING THE CONDITIONS FOR EFFECTIVELY DESIGNING AND ORGANIZING THE MODULES DESIGNED IN CREDIT-BASED TEACHING FOR PEDAGOGICAL COURSE IN UNIVERSITIES OF EDUCATION

3.2.3.1. Objective

Setting up and supporting the conditions for effectively designing and organizing the modules designed in credit-based teaching for a Pedagogical course in universities of education

3.2.3.2. Setting up and supporting the conditions

For effectively designing and organizing the modules designed in credit-based teaching for a Pedagogical course in universities of education needs to setup and support the conditions following:

- For the pedagogical course: Modules for the pedagogical course should be designed in compliance with the principles, process of designing and organizing module design in the credit-based training;

- For teachers: Teachers need to have the skills to design the module for a Pedagogical course in the credit-based teaching;

+Teachers need to have the skills to organize the module design for Pedagogical course in the credit-based teaching;

-For students: Students need to have the skills to learn the module design for a Pedagogical course in the credit-based teaching; need to have the skills to self-learning, self –study: need to have the skills to plan and implement self- learning and self –studying plan; need to be active, independent, self- aware, creative, cooperate in learning and studying; need to have enough time for learning and studying; the

size of classes should be maintained in a moderate number; references, learning materials, facilities and should be fully equipped.

- For advisers: To need to have advisers who expert in being designed curriculum, contents of knowledge in curriculum, position of modules which are organized at their university to guide students choosing the modules to plan for themselves. That plans is suitable for both requirements of course and each student.

- For universities: The teaching and learning equipment need be fully equipped, the teaching and learning plan must be clear and specific.

3.4. EDUCATIONAL EXPERIMENTS

3.4.1. Overview experiment process

3.4.1.1. Experimental objectives

To confirm the feasibility and efficiency of measures of organizing the module in credit-based teaching for a Pedagogical course in universities of education for testing the accuracy of scientific hypotheses in the study

3.4.1.2. Experimental contents

The experiments were conducted in the form of an experimental class and a control class in parallel.

For the experimental class, the pedagogical course was organized basing on modules: Module - General issues of pedagogy.

For the control class, the pedagogical course was organized basing on the traditional curriculum: Part - General issues of pedagogy.

3.4.1.3. Experimental Samples and subject

- Subject**:** Measures of organizing the module in credit-based teaching for a Pedagogical course in universities of education

- Samples: Student teachers at Can Tho University

+ Pair Experiment 1 (from August 2014 to December 2014): 116 student teachers of 2 classes of pedagogical course, 58 of which attended SP079010 course were chosen as the experimental class (TN1), 58 of which attended SP079009 course were chosen as the control class (DC1).

+ Pair Experiment 2 (from January 2015 to May 2015): 120 student teachers of 2 classes of pedagogy course, 60 of which attended SP079008 course were chosen as the experimental class (TN2), 60 of which attended SP079011 course were chosen as the control class (DC2).

3.4.1.4. Experimental process

- Phase 1: Prepare for the experiments;
- Phase 2. Conduct the experiments;
- Phase 3. Test and assess the experiment findings

3.4.2. Experimental Findings

- Quantitatively, after organizing the module in credit-based teaching for a Pedagogical course in universities of education, academic performance of the learners increased significantly. The academic performance of the experimental class was higher than the control class. The academic performance of the experiment class at the end was higher than before the experiment. The statistical tests showed a statistically

significant difference between the experiment class and the control class and in the experiment class itself before and after the experiment.

- Qualitatively, after the experiments, the results showed that organizing the module in credit-based teaching for a Pedagogical course in universities of education helped students actively, flexibly and independently prepare and implement their study plans to match with their capabilities, styles, experience, conditions and their learning paces; clearly define teaching objectives, intended learning outcomes, teaching contents, teaching strategies, learning outcomes, testing and assessment as well as learner support system, etc. They also appeared positive, proactive and innovative in the learning process. They were interested in the learning process, controlled the learning process, acquired both theoretical and practical knowledge, showed effective self-study, and were capable of self-examining and assessing learning outcomes as well as more satisfied than the conventional teaching and learning approach.

The experimental findings have discovered that organizing the modules designed in credit-based teaching for a Pedagogical course is more proper, effective than the traditional one and feasible in universities of education.

CONCLUSION AND RECOMMENDATIONS

Conclusion

- Teaching module is criterion, a relatively independent unit which can be assembled or detached depending on goals of the users. It is specially structured to satisfy learners' needs, hobbies, abilities, conditions; contains objectives of teaching modules, intended learning outcomes, contents of teaching modules, teaching strategies (teaching methods), learning outcomes, testing and assessment as well as learner support systems. They link together to form a unity and integration.

- Design of teaching module in credit -based teaching is to structure the course into teaching modules with details of the number of teaching modules, names of teaching modules, number of credits in each module, conditions for implementation of teaching modules, objectives of teaching modules, intended learning outcomes, contents of teaching modules, teaching strategies (teaching methods), learning outcome examination and assessment system and learner support system.

Design of teaching module in credit -based teaching needs to obey the teaching principles in credit -based teaching, determine the ways of approaches to design of teaching modules and base on the process of designing the teaching modules in credit-based teaching includes 7 steps following: *Step 1.* Analyse the existent course, study the needs of the stakeholders in the teaching module; *Step 2.* Determine the approach to the design of the teaching module; *Step 3.* Identify the teaching modules; *Step 4.* Determine the number of credits of the teaching modules; *Step 5.* Design the teaching module; *Step 6.* Conduct tests/experiments on the designed teaching module; *Step 7.* Evaluate the feasibility and efficiency of the designed teaching module

- Organizing the teaching modules consists of the process of implementing the teaching procedures according to the credit-based teaching established.

- Organizing the teaching module in credit-based teaching must obey the teaching principles, base on "learner-centered" approach – learner-oriented teaching, satisfying

learners' demands and base on the process of organization teaching module in credit-based teaching comprises the 11 steps as follows: *Step 1.* Teacher name the name of teaching module; *Step 2.* Teachers and students inspect and evaluate conditions for implementation of teaching module; *Step 3.* Teachers briefly introduce about teaching module; explain the reasons for learners' need to learn and study this module; *Step 4.* Teachers state objectives of the teaching module; *Step 5.* Teachers and students set out intended learning outcomes for the teaching module; *Step 6.* Teachers examine, evaluate the inputs for students and feedback; *Step 7.* Teachers and students identify contents of teaching module; *Step 8.* Teachers instruct self-learning and self-study (in terms of individuals or groups); *Step 9.* Students prepare self-learning, self-study plans and execute them; *Step 10.* Teachers guide students to make the reports on the outputs of their self-learning and self-study in the classroom in the forms of presentations, question, group discussions and seminars, etc…; evaluate the reports on the outputs of their self-learning and self-study and feedback in the classroom; *Step 11.* Teachers organize examinations and summative assessment of learning outcomes of module and feedback.

- Required conditions for effective designing and organizing modules in credit-based education: Designing modules should follow the established principles and procedures in the credit-based teaching; Teachers should have the skills to design and organize the module in credit-based teaching; Students should have modular learning skills under the credit-based teaching and be active, independent, self-disciplinary, positive, creative and collaborative in learning and study with sufficient references and learning materials; the school should be equipped with adequate teaching facilities and equipment; etc. The moderate number of students in each class should be maintained; Detailed and clear teaching plans should be provided and notified to all teachers and students.

- The pedagogical syllabuses applied into the surveyed universities of education are generally content – based. The effectiveness of learning outcomes is not yet high as expected. It is not suitable for the mode of credit-based teaching by 18 causes. It is revealed that the surveyed universities of education did not design and organize the modules design for a Pedagogical course by 3 groups of causes including: the group of causes of students, the group of causes of universities and the group of causes of teachers. Both teachers and students agreed that the transformation of the traditional curricular into the teaching based on module in credit-based teaching for a Pedagogical course in universities of education was "necessary".

- Based on the theories and current situation of organizing the modules designed in credit-based teaching for a Pedagogical course, the thesis finds out three measures of organizing the modules designed in credit-based teaching for a Pedagogical course in universities of education including: ***Measure 1.*** Designing module in credit-based teaching for a Pedagogical course in universities of education; ***Measure 2.*** Implementing the process of organizing the modules designed in credit-based teaching for a Pedagogical course in universities of education; ***Measure 3.*** Identifying and providing the needed conditions for designing and organizing the modules designed in credit-based teaching for a Pedagogical course effectively in universities of education

- The findings from experiments: After the experiments, the results showed that organizing the module in credit-based teaching for a Pedagogical course in

universities of education, academic performance of the learners increased significantly. The academic performance of the experimental class was higher than the control class. The academic performance of the experiment class at the end was higher than before the experiment. The statistical tests showed a statistically significant difference between the experiment class and the control class and in the experiment class itself before and after the experiment. Organizing the modules designed in credit-based teaching for a Pedagogical course in universities of education helped students actively, flexibly and independently prepare and implement their study plans to match with their capabilities, styles, experience, conditions and their learning paces; clearly define teaching objectives, intended learning outcomes, teaching contents, teaching strategies, learning outcomes, testing and assessment as well as learner support system, etc. They also appeared positive, proactive and innovative in the learning process. They were interested in the learning process, controlled the learning process, acquired both theoretical and practical knowledge, showed effective self-studying, and were capable of self-examining and assessing learning outcomes as well as more satisfied than the conventional teaching and learning approach.

The experimental findings have discovered that organizing the modules designed in credit-based teaching for a Pedagogical course is more proper, effective than the traditional one and feasible in universities of education.

Recommendations

1) Ministry of Education and Teaching: Should consider the modular teaching design and organization as one of the solutions to reform the current curricular at universities; should direct the deployment of reformation from the traditional curricular into credit-based modules to improve the quality and effectiveness of teaching at universities; should enact a framework for pedagogical syllabuses for universities of teacher education to agree on the course name, code, structure and number of credits, etc. to facilitate the transformation between the faculties and schools.

2) Universities of teacher education: Should pay attention to reform the traditional pedagogical syllabuses into credit-based modules; should make a plan to provide teachers and students with skills needed for teaching and learning in module-based classes; should provide sufficient facilities and equipment to ensure the efficiency of the modular systems; should arrange an appropriate number of students in each class.

3) Pedagogical teachers: Should be equipped with skills of modular design for the Pedagogical course; should be equipped with skills of modular teaching organization for the Pedagogical course; should be positive and proactive in modular teaching design and organization for the Pedagogical course; should pay more attention to the modular teaching design and organization for the Pedagogical course.

4) Students: Should be equipped with modular learning skills in the credit-based teaching; should be positive, proactive and creative in the teaching process; should be highly aware of responsibilities in the learning process.

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