MINISTRY OF EDUCATION AND TRAINING
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DESIGNING EDUCATIONAL STUDY LESSONS BY THE INTEGRATED PEDAGOGICAL PERSPECTIVE AT EDUCATION UNIVERSITIES

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3. Nguyen Dang Trung (2017). The current situation of designing and organizing the teaching Educational study by integrated pedagogical perspective at education universities, Journal of Education, Edition 400, second episode (2/2017). p. 58- 60.

4. Nguyen Dang Trung (2017). Designing curriculum for teaching Educational study by the integrated pedagogical perspective, Journal of Education, Edition 401, Episode 1 (3/2017). p. 61-63.

5. Nguyen Dang Trung (2017). Designing lessons of Pedagogy under integrated teaching perspective, Journal of Education, Edition 401, Episode 2 (10/2017). p. 50- 53.

ABSTRACT

1. Thesis statements

1.1. Resolution No. 29-NQ / TW November 4, 2013 The 8th Conference of the 11thCentral Committee of the Communist Party of Vietnam on "Fundamental and comprehensive reform of education and training to meet the requirements of industrialization andmodernization in the context of socialist-oriented market economy and international integration "has established that:" *Continue to strongly reform modern teaching and learning methods to promote the positive,proactivity, creativity and the application of knowledge and skills of learners to overcome one-sided imposition of teaching and mechanical remembering. Focus on learning how to learn and think, encourage self-learning, create a basis for learners to update and renew knowledge, skills, capacity development"* [11].

1.2. In the trend of global and national education reforms to make education truly useful to learners, many pedagogical theories and schools have emerged and developed. The publication of Xaviers Roegirs (1996) in the study of *integrated pedagogical science or how to develop school-based competencies* (often referred to as integrated pedagogy). Integrated pedagogy is an educational theory (the focus is on teaching) to organize the teaching process at a high level of generalization, which helps learners combine the content, knowledge and skills effectively in the learning process to develop clear competencies taking into account what is needed for the learner, to support future learning or to integrate into employment life.

1.3. In order to effectively train teachers into specialists in learning and experts in organizing activities and creating a favorable environment to form and develop learning for in learners of Educational studies at the University of Education, there must be significant changes ranging from the design of the unit to the implementation and assessment of the course syllabus in the direction of developing the pedagogical capacity of pedagogical students.

1.4. Educational study at education universities is one of the subjects that equips students with knowledge, skills and, in particular, the development of pedagogical competence. However, the study results of this subject are not high, the ability to mobilize and effectively utilize this subject knowledge in the process of organizing teaching, education and solving pedagogical situations in general schools of students is limited. In order to address the above-mentioned shortcomings, in the teaching process of Educational study, it is necessary to design the lesson based on learner, learner activity and the professional capacity standard of learner. Designing lessons from an integrated pedagogical perspective satisfies the above requirements. Based on the above reasons, we chose the topic of "***Designing Educational study lessonsbythe integrated pedagogical perspective at education universities***" as a PhD thesis.

2. Objectives

Based on a theoretical and practical study of the design of the Educational study lessonsbythe integrated pedagogical perspective at educational universities, and establish designing process of Educational study lessonsby the integrated pedagogical perspective in order to develop the professional capacity for students.

3. The subject and object of thesis

3.1. Subject of the thesis

Teaching activities in Educational studyby the integrated pedagogical perspective at education universities

3.2. Object of the thesis

Designing process of Educational study lessonsby the integrated pedagogical perspective.

4. Scientific hypothesis

If the learning activity of Educationalstudy at the educational universitiesis designed by the integrated pedagogical perspective that adheres to the basic teaching principles of Educational study, it will be more favorable for lecturer to design integrated pedagogical lessons and develop the professional capacity for students, contributing to improving the quality of training of teachers at education universities.

5. Research tasks

5.1. Construct the theoretical basis for the designing Educational study lessonsby the integrated pedagogical perspective at education universities.

5.2. Survey, analyze and asset the design of the Educational study lessons bythe integrated pedagogical perspective at education universities.

5.3. The designing process of Educational study lessons by the integrated pedagogical perspective at education universities.

5.4. Pedagogical experiment in some Educational study lessons designed by the integrated pedagogical perspective.

6. Limit the study

6.1. Scope of research

The thesis focuses on studying the design of Educational study lessons by the integrated pedagogical perspective for full-time students, in the form of teaching in the classroom at education universities.

6.2. Location of research

Practical research has been carried out at basic faculties and lecturers teaching Educational study in Psychology and Education faculty at three education universities: Hanoi National University of Education, Da Nang University of Education, Da Nang University, and Ho Chi Minh City University of Education.

6.3. The surveyed and pedagogical experiment

6.3.1. The surveyed

The number of the surveyed was 486, consisting of 32 lecturers teaching Educational study, Psychology – Educational study faculty at three education universities and 454 students in the two academic years (2015 - 2016) and (2016 - 2017) at three education universities.

6.3.2. Pedagogical experiment participants

Within the scope of this research, we conduct pedagogical experiments on two first year full-time classes at Hanoi University of Education.

The total number of students participate in the experiment is 109 students in two academic years (2015 - 2016) and (2016 - 2017). The number of students who participated in the first experiment were 55 and 54 students for the second experiment.

6.4. Duration of the thesis

The thesis was conducted from 2013 to 2017.

7. Methodology

7.1. Research methodology

The following methodological approaches were used in the thesis:

7.1.1. System - structure perspective

7.1.2. Factual perspective

7.1.3. Integration perspective

7.1.4. Capacity approach

7.1.5. Developmental approach

7.1.6. Interdisciplinary approach

7.2. Theoretical methodology

7.2.1. Method of theoretical analysis and synthesis

7.2.2. Method of theoretical classification and systematization

7.3. Practical methodology group

7.3.1. Questionnaire survey method

7.3.2. Interview method

7.3.3. Observation method

7.3.4. Operation research methodology

7.3.5. Expert solution

7.3.6. Pedagogical experiment method

7.4. Method of processing data by mathematical statistics

8. Argument

8.1. The integrated pedagogical perspective is an appropriate and highly feasible option in the teaching of Educational study in order to develop the professional capacity of pedagogical students.

8.2. The design process of Educational study lessons is the process of handling elements of the teaching process by the nature, characteristics and techniques of integrated pedagogical perspective.

8.3. Teaching Educational study at the education universities in the lessons designed by integrated pedagogical process from an integrated pedagogical perspective will develop students' pedagogical abilities according to the learning outcomes and contribute to improving the quality of teacher training to meet the requirements of reform of content and textbooks in high school.

9. New contributions

9.1. Contribute to clarifying and developing the integrated pedagogical ideology and perspective and initially establish a theoretical basis for designing lessons in professional training of pedagogical students at the education universities. That is:

- Identify scientific conception of designing Educational study lessons by integrated pedagogical perspective.
- Recommend the process of designing Educational study lessons by integrated pedagogical perspective and applies this process in the organization of classroom lessons for students.

9.2. Describe the shortcomings and limitations designing Educational study lessons by the integrated pedagogical perspective at education universities, resulting in failure to meet the goal of qualification of professional output for pedagogical students. From this, design lessons, the learning environment in the teaching activities and the teaching organization of Educational study from the pedagogical perspective integrated at the education universities not only develop pedagogical capacity for students but also contribute to improving the quality of training of teachers to meet the requirements of education reform in our country in the current period.

10. Structure of the thesis

In addition to the abstract, conclusion and recommendations, list of references, annexes, the thesis consists of 3 chapters:

Chapter 1: Theoretical basis of designing Educational study by the integrated pedagogical perspective at the education universities.

Chapter 2: The designing of Educational study by the integrated pedagogical perspective at the education universities.

Chapter 3: The designing process of an Integrated Pedagogy of Education and Pedagogical experiment.

Chapter 1 - THE THEORETICAL BASIS OF DESIGNINGEDUCATIONAL STUDY LESSONS AT EDUCATIONAL UNIVERSITIES

1.1. Overview of research related to the topic

1.1.1. Research on lesson designing and lesson designing by the integrated pedagogical perspective

Lesson designing plays a very important role in improving the quality of teaching. Robert F. Mager and Kenneth M. Beach (1968) described lesson planning as a teaching requirement, a detailed design that includes activities that help students achieve their curriculum goals the (the courses). In discussing teaching models in the twenty-first century, Clare R. Kilbane and Natalie B. Milman (2014) referred to an integrated model that outlines how to apply the model through the design of lessonsincluding the following steps: (i) Describe, compare and research contents (level of awareness: memorization); (ii) Interpretation of similarities and differences (level of awareness: understanding); (iii) expected outcomes for different conditions (level of awareness: application, analysis) and (iv) expansion to related issues.

In Vietnamese studies, Dang Thanh Hung (2004) considers that lesson design is a complex task. The design of each lesson is a combination of specific designs that covers the basic elements and establishes the necessary and logical links between learning objectives, learning content, learning activities, teaching materials, teaching and learning materials, summative assessments and additional study guides, learning environments.

The Ministry of Education and Training (2015) has provided a step-by-step process of developing an integrated lesson including the following steps: (i) Review curricula and textbooks to find teaching content that is closely related to curriculum, textbook, content related to current issues; (ii) Identify integrated lessons and integrated addresses; (iii) expected time (periods) for integrated lessons; (iv) Identify the purpose of the integrated unit; (v) develop the content of the integrated lesson; (vi) Develop an integrated lesson plan. Based on which, the integrated lesson structure is provided, including items such as: Objectives (knowledge, skills, attitudes, direction of capacity); expected duration (periods); Preparation of teachers and students; teaching and assessment method; learning activities; summaries and study guidelines.

1.1.2. Research on teaching Educational study in education universities

Many research have addressed the theoretical issues of teaching Educational study and the organization and teaching this subject to help learners acquire better professional capacities and make teaching more effective. Ha The Ngu, one of the founders of Vietnam's science education in general and educational study in particular, has published many works with broad scope and content, mainly for construction and the development of Vietnamese education. There are also other authors such as Thai DuyTuyen, Nguyen ThiTinh, Huynh MongTuyen, Trinh ThuyGiang, Ho ThiNhat, NguyenThị Phuong Hoa.

1.1.3. Research on of integrated pedagogical perspective

According to Duong Tien Sy (2001, 2002), integration is the organic and systematic combination of knowledge of different disciplines into a unified content, based on relation of reasoning and practice mentioned in those subjects. The author has introduced methods and principles for integrating subjects to improve the quality of education and training [64, p. 27], [63, p. 21].

Nguyen Minh Phuong and Cao ThiThang (2002) have discussed the trend of subject integration in high school [57, p. 12]. Nguyen Van Khai (2008) emphasized that integrated teaching creates situations that link knowledge in subjects, which is the opportunity to develop learners' abilities. Vu Thi Son (2009) has addressedintegrated teaching and its applicability to Vietnamese educational practice [62, p. 21-25). DoManhCuong (2010) discussed the theoretical and practical basis of integrated teaching [7]. Nguyen PhucChinh (2012) studied the formation of integrated teaching skills for high school teachers. Ha ThiLanHuong (2013) discussed the integration trends in the development of the natural sciences curriculum in countries around the world and its applicability to Vietnamese educational practices [36, p. 44-47]. DinhQuangBao and Ha ThiLanHuong (2014) discussed integrated teaching as a way to develop learners' capacity [3, p. 23-28). Pham XuanThanh (2015) discussed personal capacity development in integrated teaching based on transformational learning theory [67].

In summary, from the overview of domestic and foreign research on integrated pedagogical perspective and designing lessons byintegrated pedagogical perspective as well as the teaching of Educational study at the educational universities. It can be seen that there have been a lot of comprehensive research on these issues, some research was made in the graduate education program in education in Vietnam which have mentioned thoroughly about designing Educational study lesson, however, such researcheshave focused on other perspectives and methods such as applying differential view, problematic situation system, case study, problem solving approach, project methodology, questioning methods, or about the application of the integrated pedagogical perspective in the teaching process of Educational study. The designing of educational study by the integrated pedagogical perspective at the educational universities has not been addressed in a systematic and concrete way to design Educational study by integrated pedagogical perspective at the education universities. This shows the necessity of the topic chosen by the fellow.

1.2. Lesson designing

1.2.1. Lesson concept and lesson designing

1.2.1.1. Lesson

According to us: *A lesson is a specific unit of knowledge, skills, attitudes and competencies to be achieved by learners with a defined learning objective, with certain time and activities in the teaching process.*

1.2.1.2. Lesson designing

Applying the above points on the design of the lesson, the thesis uses the design concept in the following sense: *Lesson designing is creative pedagogical activity, a special intellectual activity of the teacher to prepare for the teaching process of a lesson including the following stages: designing, development, assessment and management of the entire teaching process to ensure effective teaching and learning.*

1.2.2. Lesson designing models

In summary, the new trend in lesson designing is primarily the design of the learner's activities, so that during teaching process, the teachers will organize activities that help the learner to actively acquire knowledge. Teaching and learning become a process that involves two parallel activities, in which both the students and the teachers are the subject of the activity. Therefore, the choice of active teaching methods is an extremely important and vital part of the design process. Teachers need to know how to combine teaching methods with learning activities and learners' learning styles in order to ensure the principle that the teacher plays the role of organizer and leader, the instructor, the referee; Students are positive, proactive, creative, discover and acquire knowledgeable.

1.2.3. *The lesson designing process*

Now, we can understand *the process as the steps to follow to reach a defined objectives. In other words, a process is anorder of actions, steps, stages, etc., to carry out an activity in order to achieve a particular objective.*

The lesson designing process can be summarized as follows:

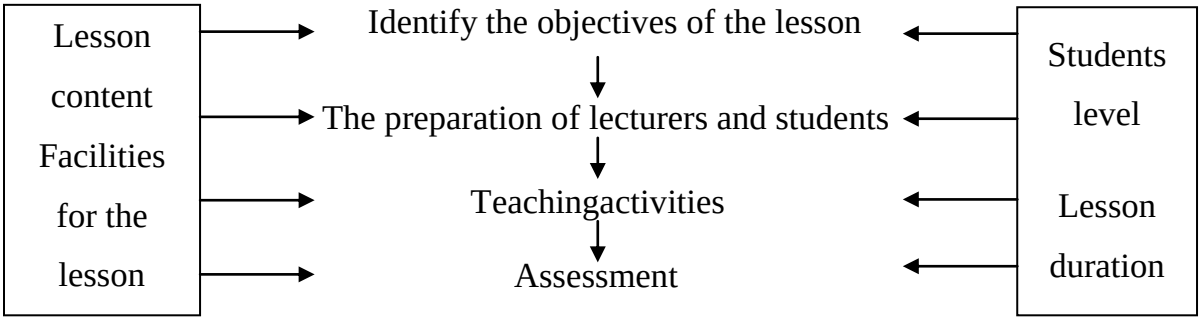


Diagram 1.1 Lessondesigningprocess

1.3. Integrated pedagogical perspective

1.3.1. The concepts

1.3.1.1. Integration

In this thesis we inherit, acquire and build the following concept of integration: ***Integration is the combination or unification of different components to bring to a new and unified object on the essence of the components.***

1.3.1.2. Integrated teaching

Based on the analysis of the different views of the researchers on integrated teaching, we propose ***the concept of integrated teaching as a pedagogical perspective, a teaching***

ideology in which the learners learn how to build the knowledge, skills and how to mobilize all resources to effectively solve a complex situation in practice that develops personal qualities and abilities.

1.3.1.3. Integrated lesson

Based on the lesson designing model by the integrated perspective and the concept of lesson, the integrated lesson can be understood as follows: An integrated lesson is the basic learning unit used to organize teaching by the integrated perspective, whose structure is relatively complete and relatively independent; It contains a specific unit of knowledge, skills and attitudes that contribute to the formation of a learner's ability to perform a professional activity.

1.3.2. Forms of integration

According to D'Hainaut four integrated forms follows:

(1) Internal subjects

(2) Multiple subjects

(3) Contact subject

(4) cross disciplines

According to Xavier Roegiers [88], there are four ways of integrating the application into many subjects:

First: "general applications for many subjects at the end of the school year or grade

Second: "general applications for many subjects performed at regular intervals during the school year"

Third: "grouping by topic integrated.

Fourth: "Integrate subjects around common goals for many subjec

1.3.3. Integrated thematic design lesson model

Step 1. Identify the target lesson

Step 2. Research the material

Step 3: Determine the ability of students

Step 4. Selection of teaching methods

Step 5. Develop lesson plans

Step 6. Evaluation

1.4. Designing Educational study lessons by the integrated pedagogical perspective

1.4.1. Designing Educational study lessons by the integrated pedagogical perspective concept

Designing Educational study lessons by the integrated pedagogical perspective is labor activities pedagogical creativity, an intellectual activity especially of teachers to prepare for the process of teaching a unit of Education From an integrated pedagogical perspective (integration of goals and content), it involves the design, development,

evaluation and management of the entire teaching process to ensure that learners create and use the combine knowledge and skills in education or other professional subjects to better address situations in the pedagogy posed in the learning process as well as in the practice in high school from which capacity development occupation for students. Principles and characteristics of lesson designed by the integrated pedagogical perspective

1.4.2. Necessity of the design of an education subject from an integrated pedagogical perspective

In order to make positive changes in the teaching of the subject of education, it is necessary to design lessons from an integrated pedagogical perspective for the following reasons:

- Lessons designing towards learning activities
- Develop the capacity of students
- Enhance sharing and cooperation
- Enhance opportunities for practice and experiment

1.4.3. The essence *of lesson designing by the integrated pedagogical perspective*

The essence of lesson designing by the integrated pedagogical perspective: *On objectives; content ; teaching methods and techniques; teachers ; learners ; learning environment ; assessment.*

1.4.4. Request of designing Educational study lessons by the integrated pedagogical perspective

** The designing Educational study lessons must adhere to the nature of the integration perspective.*

** The designing Educational study lessons must be based on the overall content and curriculum of the subject.*

** The lesson designing by integrated perspective must be based on common learning and teaching methods*

** The designing Educational study lessons must be based on experience and pedagogical competence of teachers.*

1.4.5. Ability to use the integrated pedagogical perspective in the design of an education subject

1.4.5.1. Integrate objectives

1.4.5.2. Integrate contents

1.5. The nature and activity of teaching Educational study in the educational universities

1.5.1. The nature of education in education universities

1.5.2. Teaching activity of Educational study at education universities

1.6. Factors that affect the design of an education subject from an integrated pedagogical perspective

1.6.1. Objective factors

1.6.2. Subjective factors

CONCLUSION OF CHAPTER 1

In this chapter we have clarified the followings:

1) Integrated teaching is a pedagogical perspective, a teaching idea in which the learner learns how to build knowledge, skills and how to mobilize all resources to effectively solve a complex situation set in practice that develop personal quality and ability.

2) The lesson design activities include steps such as student research, content analysis and learning activities, anticipate activity of the teacher, calculations, selection of methods and means of teaching, environmental organization and instruction activities, monitoring, assessment, learning encouragement, etc.

3) Lesson designing by integrated pedagogical perspective is the process by which the teachers determines the objectives of the topic, the capacity that needs to be set for the learner, the contribution of the parts and chapters in the subject or subjects around the topic, methods, teaching techniques, methods of assessing learning outcomes, establishing learning environments, guiding students' learning activities from an integrated teaching perspective. Help students deal well with cognitive and practical situations.

The need for an integrated pedagogical curriculum design emphasizes student learning, ensures the development of student competencies, and ensures increased sharing and collaboration. Promote opportunities for practical and experimental activities. The essence of the lesson design focuses on in-depth analysis of goals; content; methods and techniques; teacher; learner; The learning environment and the test activities are assessed in the unit. The design requirements of an integrated pedagogical approach include: the adherence to the nature of the integrated pedagogical perspective; It must be based on the overall contents and curriculum of the subject; must rely on learning methods and common teaching methods; It must be based on the teacher's experience and pedagogical capacity. The ability to apply integrated pedagogical perspectives in the design of an education subject focuses on integrating both objectively and objectively.

4) The subject of Educational study at the education university is one of the practical scientific subject with its own pedagogical specialty, with the task of forming and developing the teaching capacity, education system, personal development orientations, community development, and self-development capacities to better organize future school-based teaching and learning activities.

Chapter 2 - DESIGNINGEDUCATIONAL STUDY LESSONS BY INTEGRATED PEDAGOGICAL PERSPECTIVE IN EDUCATION UNIVERSITIES

2.1. Overview of current situation research

The responses in the two sets of questionnaires of the lecturers and students on the Likert scale were replaced by the corresponding rating scale of 1, 2, 3, 4 and 5, respectively.

2.1.5. Survey sample selection and survey conduct

2.2. Analysis and assessment of the results of current situation research

2.2.1. Current situation of teaching and learning Educational study in education universities

2.2.2. The lecturers' awareness of the integrated pedagogical perspective

2.2.2.1. Teachers perceptions of integrated teaching

There were 18 out of 32 lecturers (56.3% of the surveyed lecturers) perceive that "*integration is the organic and systematic combination of knowledge of different disciplines into a unified content, based on relation of reasoning and practice mentioned in those subjects in order to form the student's necessary competencies*". The results showed that lecturers have different perspectives on integrated teaching, and the proportion of lecturers who have an accurate view of this method of teaching is not high with only 6/32 (18.8%).

2.2.2.2. The lecturer's perception of the basic concepts of the integrated pedagogical perspective

In the questionnaire, we presented six basic concepts of integrated pedagogy: Content; Capacity; Program; Skills; Objectives, which were answered by all lecturer. However, 87.5% of the surveyed lecturers shared the same basic conceptual view of the integrated pedagogical perspective as "Capacity."

2.2.2.3. The information channel to approach the integrated pedagogical perspective of the lecturers

2.2.2.4. Lecturers' assessment of the necessity of designing Educational study lessons by the integrated pedagogical perspective

100% of the surveyed lecturers said that designing Educational study lessons by the integrated pedagogical perspective was "Necessary" and "Very Necessary".

According to interview results, nearly 50% of the interviewed lecturers also gave reasons for the necessity of integration in the teaching of Educational study as it is fundamental subject to professional subject and it is consistent with current educational reform practices. As such, the application of this teaching method in the teaching process of Educational study at the education universities has received approval from the lecturers.

2.2.2.5. Teacher perception of the objectives of the integrated pedagogical perspective

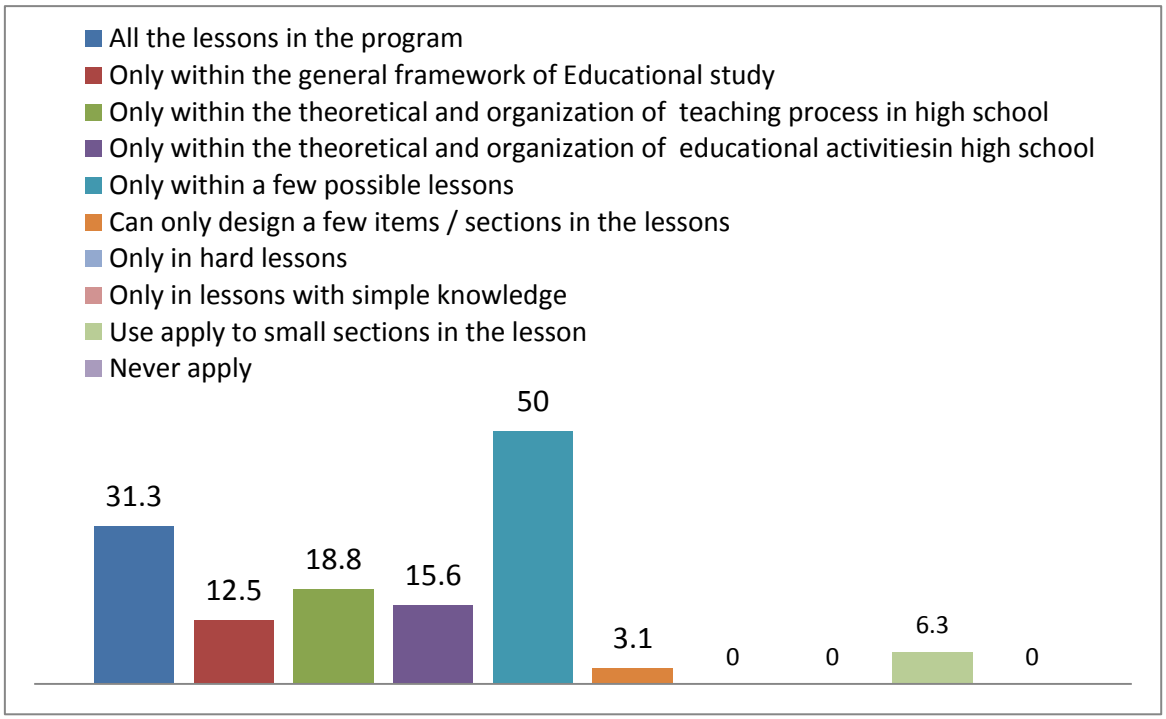
Two out of eight of the goals of the integrated pedagogical perspective have received the most agreeable comments from the lecturers including "Developing learner capacity" and "Helping the learner to connect knowledge, skills, and learned methods. "

2.2.3. The current situation of designing Educational study lessons by the integrated pedagogical perspective at education universities

2.2.3.1. The level of interest of students and lecturers in the standard output in Educational study lessons by the integrated pedagogical perspective

2.2.3.2. Scope of content in Educational study lessons by the integrated pedagogical perspective

Chart 2.6 Teachers' Comments on the scope of designing Educational study lessons by the integrated pedagogical perspective



As such, the above analysis results showed that the lecturers have actively utilized the integrated pedagogical perspective within different range of lessons in designing and organizing the teaching of Educational study. However, the level of dissemination and diversity in the subject areas is limited only to the sections that the lecturers are familiar with. For difficult sections, the lecturer have not used this method to design and organize the lesson.

2.2.4.3. About the types of Educational study lessons taught by lecturers using the integrated pedagogical perspective

Table 2.12 Types of Educational study lessons designed and organized by lecturers using the integrated pedagogical perspective

NO	Type of lesson	Average	Standard deviation	Level
1	Acquire new knowledge	3.59	0.712	4
2	Skill practice	3.66	0.701	4
3	Generalization and systematization	3.38	0.707	3
4	Test of knowledge, skills	3.53	0.950	4
5	Mixed lessons	3.34	0.937	3

All of the types of lessons given in the questionnaire were asserted by the lectures that they had designed the same by integrated pedagogical perspective at a relatively high level with a grade point average of 3.34 to 3.66) and there is not much difference between the 5 types of lessons. The "*Practice of skill*" lessons have the highest average score (3.66), which means that this type of lesson has been used extensively by lecturers.

2.2.3.3. Teaching methods and techniques in designing Educational study lessons by integrated pedagogical perspective

The results showed that teaching methods such as presentation, group discussions, problem solving, oral quizzes, visualization and action-oriented teaching have been

confirmed by all lecturers in using them on a regular basis with a general average of 3.76, all of which are in a hierarchy of 1 to 5. The assessment of teaching techniques also gives us similar results, and it is evidenced in the results of the correlation coefficient between the two survey groups. Spearman correlation coefficient R = 0.960 with p = 0.000 and R = 0.757 with p = 0.002 <0.01 indicating the assessment of the teaching methods and techniques employed by the lecturers in designing Educational study lessons by integrated pedagogical perspective at education universities of students and lecturersare very consistent, there is a very significant correlation between student assessment and lecturer's self-assessment.

2.2.3.4. The form of integration used by lecturers in designing Educational study lessons

Table 2.20 Forms of integration used by lecturers in designing Educational study lessons in education universities

NO	Form	Average	Standard deviation	Rank	Level
1	Integration within the subject	4.16	0.847	1	4
2	Horizontal integration	3.44	0.669	7	4
3	Vertical integration	3.25	0.842	9	3
4	Skills integration	3.50	0.672	5	4
5	Program integration	3.31	0.592	8	3
6	Grouping under integration topic	3.47	0.567	6	4
7	Integration	3.59	0.712	3	4
8	Application of interdisciplinary knowledge	3.75	0.762	2	4
9	Integration of subjects relating to common goals for many subjects	3.56	0.759	3	4

As such, the lecturers have applied a wide variety of forms of integration in the process of designing and the subject. The degree of application of the forms is quite high and there is not much difference between forms. The majority of forms have been confirmed by the lecturers as being used regularly. The "*Integration between the subject*" and "*Application of interdisciplinary knowledge*" have the highest level of application (with an average of 4.16 and 3.75 respectively).

2.2.4. The efficiency of designing Educational study lessons by the integrated pedagogical perspective at education universities

2.2.4.1. The level of awareness of students

The results of the survey showed that the level of memory, comprehension, and use of both students and lecturers were in the top three, while the level of analysis, assessment, and creativity of students and lecturers was not high with a GPA of 3.55 for the group of students and 3.25 for the lecturers, in particular the lecturers assess the level of creativity of students at "Average".

2.2.4.2. Results on student learning attitudes

The results of students' attitudes in the Educational study lessons showed that most students have positive attitude and self-discipline. Only some students have a "*non-positive*" attitude during school hours. It is noteworthy that the students of the Hanoi National University of Education have the leaning attitude of "*not very positive*", which is rated by students with a high level (average score of 3.58), following the "*Average attitude*"(GPA 3.71), compared to the other two universities: Ho Chi Minh City University of Education and Da Nang University of Education.

2.2.4.3. Results achieved on capacity

Based on the output capacity framework of the Hanoi National University of education for pedagogical students, we conducted an assessment of the level of capacity gained after studying Educational study by the integrated pedagogical perspective. The results are as follows:

The highest capacity groups were "*communication capacity*" and "*self-learning capacity*" (with the highest average of 3.74 and 3.73), while in the assessment of lecturers, this group of capacity was only 3.50 and 3.41 on average. According to the lecturers, the capacity group of "*Establish knowledge, skills and methods to solve complex situations; Apply methods, means and forms of teaching the subject; Apply methods, means and form of educational organization* " have achieved the highest level.

From the results of the table and the above analysis, we find that there is a difference between student and lecturer opinions about the capacities that students achieved. However, when calculating the correlation coefficient, the correlation coefficient Spearman R = 0.583 with p = 0.002 <0.01 indicating that the assessment of the level of achievement gained after the teaching of Educational study of students and the lecturers is consistent, there is a very significant correlation between the student's assessment and the lecturers' assessment.

2.2.5. Difficulties and factors affecting the designing of Educational study lessons by the integrated pedagogical perspective at education universities

2.2.5.1. Difficulties in designing Educational study lessons by the integrated pedagogical perspective

Table 2.18 Difficulties that lecturers must face in designing Educational study lessons by the integrated pedagogical perspective

NO	Difficulties	Avg.	Standard deviation	Rank	Level
1	Review the program	3.91	0.995	1	4
2	Select theme/topic	3.62	0.793	2	4
3	Define content, skills and capabilities	3.03	0.782	12.5	3
4	Define lesson objectives	2.94	0.801	15	3
5	Reference materials on integrated teaching	3.41	0.979	6.5	4
6	Select teaching methods and techniques	2.81	0.821	16.5	3
7	Set up teaching plan	2.81	0.931	16.5	3
8	Identify the knowledge needed to solve the problem	2.97	0.897	14	3
9	Develop teaching activities content	3.03	0.933	12.5	3
10	Determine the problem to be solved	3.22	1.008	10	3
11	Transform content into capability	3.59	0.756	3	4
12	Design the situation	3.41	0.946	6.5	4
13	Manage the activities of the classroom	3.22	0.870	10	3
14	Organize teaching, testing and assessment of learning outcomes	3.34	0.745	8	3
15	Lack of equipment, teaching aids and facilities	3.44	0.759	5	4
16	Teaching time	3.53	0.842	4	4
17	Students are not interested in this teaching perspective	3.22	0.941	10	3

The results show that all difficulties stated in the questionnaire were encountered, and that the difficulty level was different. The difficulties of *Review the program; Select theme/topic; Transform content into capacity; Teaching time; Lack of equipment, teaching aids and facilities; Design the situation; Reference materials on integrative teaching* were rated by the lecturers as having the high level of difficulty (with anaverage point of between 3.41 and 3.91). The rest including*Set up teaching plan; Select teaching methods and techniques; Determine the problem to be solved* are not problems to them.

2.2.5.2 On the affecting factors

Table 2.19 Factors affecting designing Educational study lessonsbythe integrated pedagogical perspective

NO	Difficulty	Avg.	Standard deviation	Rank	Level
1	Curriculum of subject	4.66	0.545	1	5
2	Content of subject	4.44	0.840	4	5
3	Facilities	3.84	1.139	11.5	4
4	Training management	3.72	1.276	13	4
5	Capacity, level and sense of responsibility in student learning	4.50	0.568	2.5	5
6	The teacher's design and strategy for teaching the lesson (methods, techniques, tricks, means, and form of lesson that the lecturers use).	4.50	0.622	2.5	5
7	The theme selected by the lecturers	4.34	0.745	5	5
8	Content and information selected by the lecturers	4.31	0.738	6	5
9	The ability to control the activities of the lecturers	4.09	0.893	8	4
10	The goals and capacities need to be formed for the students	4.22	0.832	7	5
11	Professional teaching style of lecturers	4.06	0.982	9.5	4
12	Student assessment method of the lecturer	4.06	0.914	9.5	4
13	Teaching experience	3.84	1.051	11.5	4
14	Academic title and degree	2.94	1.243	14	3

Thus, in general, all the factors presented in the questionnaire were assessed by teachers as affecting the teaching of Educational study by the integrated pedagogical perspective. The impact of these factors is different, however. The most influential factor is the "*Curriculum of subject*", the least influencing factor is "*Academic title and degree*."

CONCLUSION OF CHAPTER 2

From the results of the survey on the designing of Educational study by the integrated pedagogical perspective, we draw some conclusions as follows:

1. In general, the subject of Educational study in the education universities is recognized by most students and faculty at a good level both in terms of importance and learning objectives. However, students still use mainly passive learning methods and fail to use learning methods to promote creativity, new learning methods, applying technology to learning such as role-playing, project and use of Internet.

2. Regarding integrated pedagogical perspective, the majority of lecturers surveyed did not fully understand integrated teaching. As a result, the understanding of terminology as well as the foundation of integrated pedagogy is not uniform with high dispersion.

Most lecturers have confirmed that the designing of Educational study by the integrated pedagogical perspective is essential because it is aimed at "*developing learner capabilities" and "helping learners connect the learned knowledge, skills, methods. "*

3. The designing of Educational study by the integrated pedagogical perspective in education universities has been noticed by the lecturers from the preparation of the output standard, the content scope, the selection of teaching methods and techniques as well as teaching forms. However, the implementation of stages and the content of each stage are not harmonized.

4. About the efficiency of the designing Educational study lessons by the integrated pedagogical perspective, the perception of the majority of lecturers and students was good at the level of comprehension and comprehension, but at the levels of application and creativity are at an average level. Regarding to learning attitudes, while students rate themselves as positive in their attitudes, lecturers say that many students are not really active or even passive in their learning. In terms of capacity, the results are quite satisfactory in both teacher and student assessments. In addition, the designing of Educational study by the integrated pedagogical perspective faces many difficulties and obstacles and is influenced by many factors of program review, subject selection, and teaching time.

Chapter 3 - THE DESIGNING PROCESS OF EDUCATIONAL STUDY LESSONS BY THE INTEGRATED PEDAGOGICAL PERSPECTIVE AND PEDAGOGICAL EXPERIMENT

3.1. The designing process of Educational study lessons by the integrated pedagogical perspective

Based on the rationale in Chapter 1 and the overall design process, the fellow built the designing process of Educational study lessons by the integrated pedagogical perspective in four steps as follows:

3.1.1. Select theme and define the teaching objectives of the theme

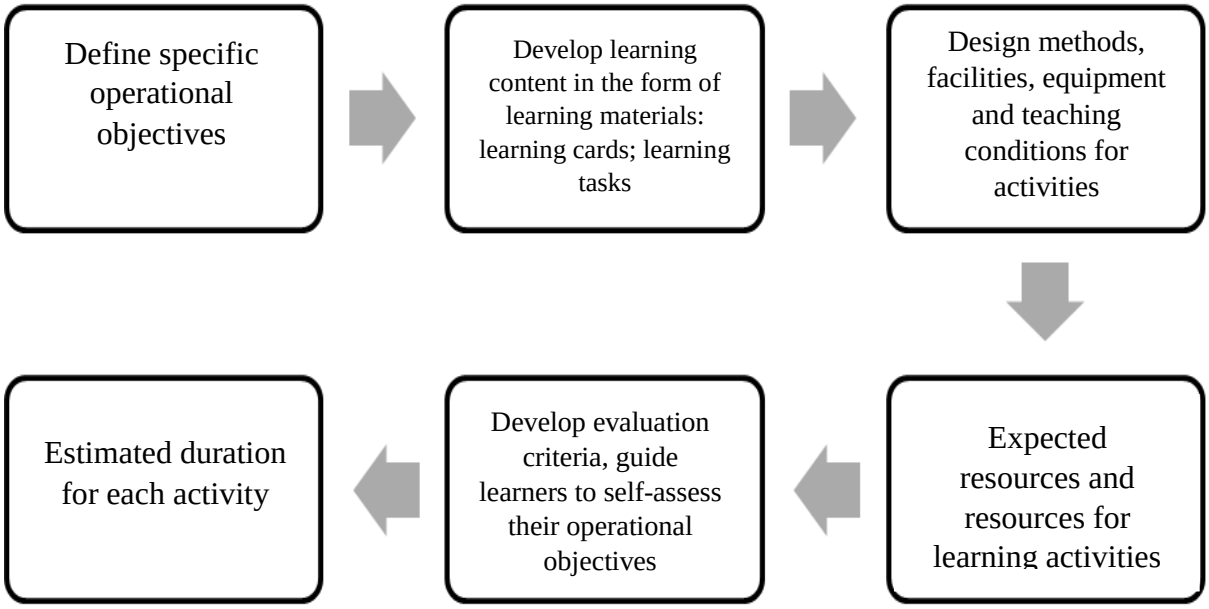
3.1.2. Solve issues related to the theme

3.1.3. Build up the implementation process

** Build teaching activities content by theme*

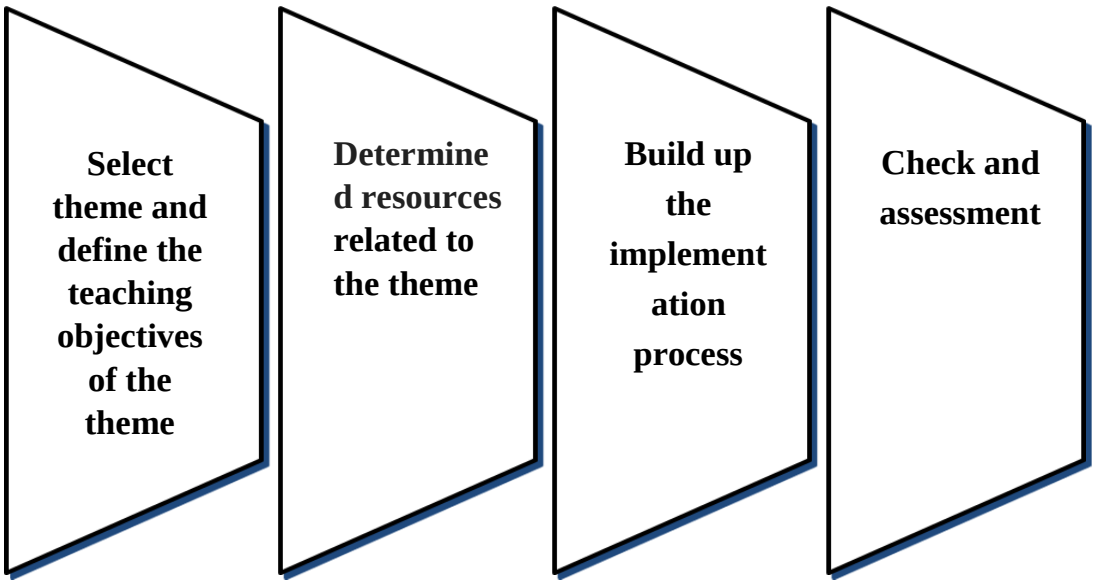
** Set up plan for thematic activity*

Diagram 3.1 Steps to build activity content for the topic



3.1.4. Check and assessment

Diagram 3.3 The designing process of Educational study lessons by the integrated pedagogical perspective



3.2. Conditions for designing Educational study lessons by the integrated pedagogical perspective

To apply the designing process of Educational study lessons by the integrated pedagogical perspective successfully, the following conditions should be provided: Teaching program; 2) Methods and techniques of teaching; 3) teaching aids; 4) Lecturers; 5) students; 6) Assessment; 7) Facilities.

3.3. Some illustrative designs

3.4. Pedagogical experiment

3.4.1. Overview of pedagogical experiment

3.4.1.1 Experiment purpose

3.4.1.2 Experiment objects

3.4.1.3 Experiment content

3.4.1.4. Scale and assessment criteria in the experiment

3.4.1.5. Experiment time

- Experiment 1: the second semester of academic year of (2015 - 2016)
- Experiment 2: the second semester of academic year of (2016 - 2017)

3.4.2. Analyze the results and comment

3.4.2.1 Results of the first experiment

*** Compare the conditional score between control group 1 and experiment group 1**

Table 3.1 Comparison of the conditional score between control group 1 and experiment 1

Score / Group	A (%)	B+ (%)	B (%)	C+ (%)	C (%)	D+ (%)	D (%)	F (%)	Total
Control group 1	69.4	9.7	9.7	3.2	3.2	1.6	0	3.2	100%
Experiment 1	12.5	14.3	23.2	1.8	41.1	0	3.6	0.0	100%

The table above shows that the students in control group 1 had a far higher number of scores than the experiment group 1. In particular, up to 69.4% of the students in control group 1 achieved grade A while only 12.5% of experiment group achieved this grade. Especially, in Experiment group 1, most students achieved grade C (41.1%_ and no student achieved grade F. In addition, in control group 1, the majority of students achieved very high gradeand there are 3.2% of students achieved grade F. This result indicated that, in the process of organizing Educational study lessons in the two groups is designed differently, the requirements also differ in terms of criteria of perception, skills, attitudes and competencies of the students in the evaluation process in the score spectrum. To confirm the reliability, we conducted t-test, the results are as follows: T-test comparing two samples independent of Sig coefficient. = 0.000 <0.01, showed a statistically significant difference in the average score of the conditional test between experiment group 1 and control group 1. Thus, through the t-test, with a significance level of 0.01, we can reject the hypothesis H_0, which means that the mean of the conditional test of control group 1 (3.57 - from B + to A) is higher than that of the experimental group 1 (2.64 - range from grade C to grade B). However the standard deviation of the experimental group 1 was lower than that of the control group 1, which showed that the distribution of the conditional score around the mean of the experimental group 1 was lower than that of the control group 1.

*** Comparison of final scores between the control group 1 and experimental group 1**

From the results, we conducted a comparison between the final scores between the control group 1 and the experimental group 1. The results are shown in the following table:

Table 3.7 Comparison of final scores between the control group 1 and experimental group 1

Score / Group	A (%)	B+ (%)	B (%)	C+ (%)	C (%)	D+ (%)	D (%)	F (%)	Total
Control 1	3.2	3.2	17.7	4.8	17.7	16.1	11.3	25.8	100%
Experimental 1	3.6	8.9	51.8	5.4	17.9	10.7	1.8	0.0	100%

The results of the above table showed that the final score of the students in the experimental group 1 were significantly higher than those of the control group 1. The majority of students in the experimental group obtained grade B and higher and this means that the score of students in this group are quite good (C +, B, B + and A). Most of the students in the control group only achieved below average score (C, D +, D). Many students score less than average (point F). In particular, the percentage of students in the experimental group 1 obtaining higher than average score was higher than that of the students in the control group 1, such as grade A with 3.6% in the experimental group 1 compared to 3.2% of students in the control group 1, 8.9% in the experimental group 1 achieved grade B + compared to 3.2% in the control group 1 and 51.8% of experimental group 1 achieved grade B, but only 17.7% of control group 1 achieved this. On the contrary, the percentage of students achieving lower than average score in control group 1 is higher than experimental group 1. 10% group experimental group achieve grade D + while 16.1% of students in control group achieved this grade. Only 1.8% of students in experimental group achieved grade D, but up to 11.3% of students in control group 1 achieve this grade. None of the students in the experimental group achieved grade F, and up to 25.8% of the

students in the control group 1 achieved this grade. Thus, it can be seen that final scores of students in group 1 are above average and much higher than that of students in group 1. From this it can be concluded that students educated designing lessons by the integrated pedagogical perspective are learning more effectively than students in the control group. The designing of Educational lessons by the integrated pedagogical perspective consistent with the process in Chapter 3 has improved the quality of teaching and learning. To confirm the objectivity of this result we conducted t-test, the test results of the T-test compared two samples independent of the Sig coefficient. = 0.006 <0.01 showed a statistically significant difference in mean scores between the experimental group 1 and the control group 1. Thus, the t-test results, with a significance level of 0.01, we can reject the H_0 hypothesis, i.e. it can be confirmed that the mean scores for the final score of the experimental group 1 are higher than that of the control group 1. Thus, it can be confirmed that the designing of Educational lessons by the integrated pedagogical perspective in accordance with the proposed process has improved the quality of teaching and learning Educational study at Educational universities as the hypothesis given out by the thesis.

3.4.2.2 Results of experiment 2

*** Compare the conditional score between control group 2 and experimental group 2**

During the experiment 2, we continued to compare the assessment of conditional scores in the control and experimental groups. The results were as follows:

Table 3.11 Comparison of the frequency of conditional scores given by thelecturers and the scores of the control group 2

Score / Group	A (%)	B+ (%)	B (%)	C+ (%)	C (%)	D+ (%)	D (%)	F (%)	Total
Control group 2	45.3	22.6	24.5	1.9	3.8	0.0	1.9	0.0	100%
Experimental group 2	7.5	5.7	41.5	0.0	9.4	32.1	3.8	0.0	100%

The results of the table above showed that the conditional score of the subject of Educational study of students in experimental group 2 and control group 2 assessed by the lecturers is varied. Students in the control group 2 achieved grade "A, B + and B". Experimental group 2 students learning with lessons designed by the integrated pedagogical perspective achieved different score. Specifically, 45.3% of the students in the control group achieved grade "A" or "excellent"; 22.6% achieved grade B + and 24.5% achieved grade B as "B" and other scores. Most off the students in the experimental group 2 achieved grade B (41.5%), followed grade D + (32.1%). Thus, the conditional score of the experimental group 2 students was mainly average and good.

In order to compare the overall conditional score of the subject of Educational study of students in experimental group 2 and control group 2 we conducted t-test, the test results of T-test compared two samples independently with coefficient Sig. = 0.000 <0.01 showing a statistically significant difference in the mean of the conditional score between the experimental group 2 (with 2.45 points corresponding to the grade C to C + and the control group 2 (with 3.48 points corresponding to the point grade B to B +). Thus, through the t-test, with a significance level of 0.01, we can reject the H_0 hypothesis, which means that the conditional score of the control group 2 was higher experimental group 2.

*** Comparison of final score between control group 2 and experimental group 2**

In order to prove the hypothesis, we continued to compare between the final exam scores between control group 2 and experimental group 2. The results are shown in the following table:

Table 3.17 Comparison of the frequency of the final score of control group 2 and experimental group 2

core / Group	A (%)	B+ (%)	B (%)	C+ (%)	C (%)	D+ (%)	D (%)	F (%)	Total
Control group 2	1.9	5.7	5.7	5.7	13.2	11.3	24.5	32.1	100%
Experimental group 2	11.3	7.5	18.9	17.0	13.2	17.0	15.1	0.0	100%

The results of the above table showed that the final scores of the students in the experimental group 2 were much higher than those of the control group 2. Most students in the experimental group 2 achieved good grade. Most of the students in the control group achieved average and below average grade. Nearly 40% of the students in the experimental group 2 had good scores (grade A, B + and B) and none of the students scored lower than average (grade F). At the same time, 32.1% of the control group 2 got below average scores (grade F) and only 13.3% of the students achieved good score (grade A, B + and B). Only 1.9% of students achieved grade A. This again demonstrates that students in the experimental group learning with the lessons of Educational study designed by the integrated pedagogical perspective achieved much higher score than those of the control group. This results demonstrate the efficiency of designing Educational study lessons by the integrated pedagogical perspective. To confirm the correctness of the data and conclusions above, we conducted a t-test to compare the results of the final score of the experimental group 2 and the control group 2.

The results of T-test comparing two independent samples with the Sig value. = 0.000 <0.01 showed a statistically significant difference in the mean of the final score between the experimental group 2 and the control group 2. Thus, by t-test, it is possible to reject the hypothesis H_0, i.e. it can be inferred that the average final score in the subject of Educational study Experimental group 2 is higher than in the control group. Average final score of the control group 2 students is 2.38, ranging from C to C + (strong pass) and the average score of the control group is 1.26, ranging from D to D +, which means that the score is pass. As a result, the results of the verification have ensured objectivity and reliability.

By 2 pedagogical experiments in two academic years (2015 - 2016) and (2016 - 2017):

+ The average score of the students in the control group are lower than the conditional ones given by the lecturers. There is a large difference between the teacher's assessment and the student's final scores in the control group. The conditional scores given by the lecturers on the group of students in the control group are mainly A while the scores of the students were fairly distributed at almost all grades, F, D and C and so on

+ The average score of the experimental group is equivalent to the conditional score given by the lecturers.

+ The average score of the experimental group was higher than that of the control group.

Thus, two experiments can confirm the positive changes in the results of students after the experimental program and confirmed the scientific hypothesis of the thesis.

CONCLUSION CHAPTER 3

In chapter 3, regarding to designing Education lessons by the integrated pedagogical perspective, the thesis author has completed the following contents:

- Based on the study on designing Education lessons by the integrated pedagogical perspective at education universities, we have identified principles of designing Education lessons by the integrated pedagogical perspective as follows: focus on student learning, ensure the development of student capacity, ensure the integration of content, ensure the integration of objectives, ensure the integration of activities, enhance sharing and cooperation, ensure the improvement of opportunities for practice and experiment.
- Based on the above principles, we set up the lesson designing process by the integrated pedagogical perspective including: Select the theme and the learning objectives of the topic; Resolve the problems related to the theme, set up implementation process, Check and assessment, and design integrated lesson plan.
- We have recommended learning activities in teaching Educational study by the integrated pedagogical perspective as follows: identify learning objectives, learning activities, teaching, management and assessment, environment, facilities and learning materials, and conditions for integrated teaching.
- In addition, we identify the methods and techniques used in the organization of Educational study lessons by integrated pedagogical perspective.
- Based on the principles and procedures for designing Educational study lessons by the integrated pedagogical perspective and the methods and teaching techniques applied in the designing process, we have designed a number of sample lessons of Educational studyby the integrated pedagogical perspective and will conduct experiments on these lessons to examine the feasibility and effectiveness of designing Educational study lessons by the integrated pedagogical perspective in education universities.

The experiment of Educational study lessons designing by the integrated pedagogical perspective at Hanoi National University of Education has been implemented in accordance with the principles and procedures of designing Educational lessons by integrated pedagogical perspective. Appropriate teaching methods and techniques that are relevant to the design play an important role, with all the elements involved in the design of the lessons (objectives, content, materials, student activities, check and assessment) to create an integrated learning environment favorable for student learning.

The experimental results showed positive changes in student performance after the experimental program and confirmed the correctness of the scientific hypothesis of the thesis. Applying the design process of Educational study lessons by the integrated pedagogical perspective at education universities is feasible and effective, contributing to the quality and efficiency of teaching Educational study.

CONCLUSIONS AND RECOMMENDATIONS

1. Conclusions

The thesis has set out and solved the issue of designing Educational study lesson by the integrated pedagogical perspective at Hanoi National University of Education as follows:

(1) Integrated teaching is a pedagogical perspective, a teaching idea in which learners learn how to build knowledge, skills and how to mobilize all resources to effectively solve a complex situations in practice that develop personal qualities and capacities. Integrated interdisciplinary teaching has been applied at many levels, topics and has proposed many method of integrated teaching for lessons designing.

(2) Designing lessons by the integrated pedagogical perspective is the process by which the lecturers determines the purpose of the theme, the capacity that needs to be set for the learner, the content of the sections and chapters in the or subjects around the theme, teaching methods, techniques, methods of assessing learning outcomes, establishing the learning environment, guiding students' learning activities by integrated pedagogical perspective intended to help students deal with situations of perception and reality. In Educational study, the designing of Educational study lesson by the integrated pedagogical perspective at education universities has been defined from its principles, the process of implementation to the selection of methods, appropriate teaching techniques to apply in and develop the lessons.

(3) From the results of the survey on the designing of Educational study by the integrated pedagogical perspective, though there is a difference in opinion among students of the three education universities of the importance of Educational study, however, when considering the whole of the sample, students think that Educational study is "important". The majority of students consider that the study of Educational study at education universities is to achieve the objective of applying teaching and learning methods to the practice in high schools; Lecturers have different perspectives and the percentage of teachers having accurate perception of integrated teaching is not high; The application of the integrated pedagogical perspective in teaching Educational study has received a great consensus from lecturers, most of the lecturers agree that the goal of integrated teaching " develops learner capacity "and" help learners connect the learned knowledge, skills, methods "; Range of lessons that make use of this teaching perspective remained limited to the content of knowledge and lessons that the lecturers are familiar with. The difficult lessons have not been applied this teaching perspective.

However, the lecturers are facing many difficulties when they apply this teaching idea in teaching Educational study and the majority of lecturers answered that the "curriculum" greatly influenced the way they designed Educational study lessons by the integrated pedagogical perspective.

(4) To effectively use the designing of Educational study lessons by the integrated pedagogical perspective, it’s necessary to fully implement the steps in the lesson designing process from the definition of learning objectives, learning, teaching, management and assessment, learning environment, facilities and learning materials, integrated teaching and

learning environments, to identification of methods and techniques used in the learning process in teaching Educational study by the integrated pedagogical perspective.

(5) Experimental results have identified the reliability and feasibility of the design process of Educational study lessons by the integrated pedagogical perspective at Hanoi National University of Education. Through 2 experiments, the experimental results have been proved that when applying the designing Educational study lessons by the integrated pedagogical perspective, student will acquire knowledge in a more solid and they are fully developed from the perception to the skill, the ability to apply the lesson into practice.

The research results of the thesis have theoretical and practical significance in the development of teaching theory by the integrated pedagogical perspective and improve the efficiency and quality of teaching of Educational study and improve the learning outcomes of pedagogical students. Thus, it can be said that the research purpose of the dissertation has been fulfilled, the research task has been completed, and the scientific hypothesis has been proved.

2. Recommendations

2.1. For education universities

The Board of Management, the Training Department, the Deans of the education universities should encourage the lectures to actively explore and innovate teaching methods in the direction of developing learners' abilities. Develop a dynamic and open subject curriculum to be more active in lesson designing.

Make the integrated pedagogical perspective become a teaching trend in education universities where professional subject such as psychology and educational study would be the first to be applied.

The school and the training departments should create favorable conditions for lecturers and students to effectively apply the integrated pedagogical perspective in teaching Educational study, focusing on practical application such as learning experience, class attendance at high schools after each learning theme so that students can use the knowledge of Educational study in teaching at high schools.

2.2. For lecturers of Educational study

Lecturers play a decisive role in the quality of teaching, so they need to be aware of the innovative ways and forms of teaching in order to engage students actively in the lesson. It is necessary to be fully aware of the designing and designing process of Educational study lessons by the integrated a pedagogical perspective, and to flexibly apply the forms of teaching in which integrated teaching is promoted to develop the capacity of the learner.

Lecturers should identify the theme, content, and level of appropriate types of knowledge in designing Educational study lessons by the integrated pedagogical perspective.

2.3. For students

In order to study the subject of Educational study from the integrated pedagogical perspective effectively, students need to fulfill the requirements and tasks given out by lecturers. In the process of learning, be positive, proactive, creative in using interdisciplinary knowledge in the lessons, as well as in applying the lesson learned in reality.