Personalization of learning, the current situation and proposed solutions for Vietnamese education

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ABSTRACT: Learning is a natural human activity that is shaped by personal experiences, cognitive perceptions, personal formations, opinions, cultural background and environment. So learning is a personalized experience that allows a person to expand their knowledge, perspective, skills and understanding. Personalization of learning is an inevitable trend in the context of Industrial Revolution 4.0. To contribute to a better explanation of learning personalization, this study aims to synthesize and analyze the concepts related concepts, current situation and proposed solutions should be conducted during the development process Effective personalized teaching, especially applied to Vietnamese education.

KEYWORDS: Personalized learning, Vietnamese education, personal capacity, digital environment, learner - centered approach, educational perspectives.

1. INTRODUCTION

Recently, personalized learners have been widely talked about in many countries and attracted the attention of educators. Learning is described as a steady and persistent change in what a person knows and can do (Spector, 2015). Personalized learning is a complex work-operational approach, which is the product of self-organization (Chatti, 2010; Miliband, 2006) or customized learning and instruction that considers needs and goals personal. Each active learning process can be an effective approach that can enhance motivation, attention, and understanding (Pontual Falcão, e Peres, Sales de Morais and da Silva Oliveira, 2018), maximum measure learner satisfaction, learning effectiveness, and learning performance (Gómez, Zervas, Sampson and Fabregat, 2014).

According to Schmid & Petko (2019), an overview of research literature in the world today shows that personalized learning is a multi-layered category with many different definitions and different forms of implementation. In its broadest definition, it is the creation of learning environments and experiences tailored to the unique needs and strengths of each student, allowing learners greater control and control of their learning while giving them a more meaningful and effective education. The concept of personalized learning is often confused with other educational terms, such as blended learning, competency-based learning, etc. Many of these are distinct educational methods and may include attributes of personalized learning or be a core aspect of a personalized learning model.

According to the research results, Theobald, C. pointed out in his doctoral thesis titled Changing our behaviors as teachers in order to meet the needs of our culturally diverse students: a thesis presented in partial fulfillment of the requirements for the degree of master of education (teaching and learning) at Massey University, New Zealand, personalized learning is about: "Shaping student learning activities and program content/knowledge reflecting information student input and preferences". This way, students can understand how they learn, own and drive their learning, and are codesigners of their curriculum and learning environments. A student's learning needs, interests and abilities are the factors that determine how fast they learn. With the same view, researchers believe that learning needs to be adjusted and continuously improved to suit the conditions, abilities, interests, background knowledge, interests and goals of each person. learning and can adapt to the learners' evolving skills and knowledge. In Vietnam, there have also been studies on personalized learning. According to the authors Le Thai Hung and Nguyen Thai Ha: "Personalized learning is a teaching method in which the learning pace and teaching approach are optimized for the needs of each learner."

Personalization of learning, the current situation and proposed solutions for Vietnamese education

In the document Transforming American education: Learning powered by technology, the US Department of Education has also defined personalized learning as including customizing the learning rate for each student (personalization), adjusting teaching methods (differentiation) and personalization of learning content. Then, in the 2017 report, the US Department of Education continued to explain that personalized learning is the delivery of learning instructions to meet the needs of optimizing learning speed and learning style with all students. Learning goals, teaching methods, content of instruction, can all be different depending on the needs of the learners. Furthermore, learning activities need to be meaningful and relevant to learners, based on learners' interest and self-discipline.

Research confirms that each learner gets training material based on their unique learning style, needs and preferences. Personalized learning and teaching can be considered the highest level of training. Personalized learning is not a substitute for special education. It is a general education approach that can work with an individualized education program (IEP), response to intervention, or other specialized intervention programs. Teachers do not lead all students through the same lessons.

Instead, teachers guide each student on an individual journey. What, when, where and how learning is tailored to meet the strengths, skills, needs, and interests of each student. Students can learn a number of skills at different speeds. But their study plan still keeps them on track to reach the ultimate standard. If done well, all students will be more engaged in learning. And students who have difficulty will get help sooner. If not done well, students with disabilities may fall behind.

Effective personalized learning methods help learners increase motivation and interest in learning, thereby improving learning outcomes. According to Lee et al., personalized learning should become a solution that enables learning to meet the needs and personal experiences of each learner, thereby helping them reach their fullest potential through custom instructions. The customized instructions include what is taught, and how and at what pace it is delivered. They help learning to meet the individual needs and interests of learners in diverse situations in teaching practice. Furthermore, FitzGerald et al, have shown that personalization of learning is currently a trend that is being talked about a lot in government agencies, mass media, conferences, research papers as well. as technology innovation projects. However, personalized learning is a very difficult process to implement because of its complexity, cost, and even impossible without the support of advanced and powerful technological means. Therefore, although personalized learning plays an important role in modern society, it has not been fully implemented in educational systems.

A successful personalized learning initiative has the following characteristics:

- Students' interests and abilities are engaged in authentic, real-world activities to promote the learning of content area standards.

- Teachers take on the roles of facilitators and coaches in the classroom rather than the dispensers of knowledge.

- Students take control over the learning paths they take to achieve established goals, building self-efficacy, critical thinking, and creativity skills.

- Technology enables students' choices related to what they learn, how they learn, and how they demonstrate their learning. Formative assessment throughout the learning cycle, supported by digital tools, helps teachers and students address weaknesses and build on strengths.

- Progress through subject area content is measured by the demonstration of proficiency in identified skills and understanding.

- Technology is integrated throughout teachers and students' experiences to support learning.

2. CURRENT SITUATION

The current state of world education

Education today still maintains exam-based learning, based mainly on rote learning and stereotypes, using test scores as the main or sole criterion for assessing students. Thus, education worldwide is authoritarian in nature and produces good test scores rather than multi-talented, creative and innovative citizens. It is like a monopoly while the supplier (schools, educational institutions) does not really care about the needs of the target audience (learners) and continues to sell outdated products because people consumers buy it anyway. Methods such as storytelling, discussion, training, and research are mostly ignored or used superficially. Currently, teachers in regular classrooms (Regular classroom is understood as a classroom with traditional teaching methods, the main equipment of the classroom includes chalkboards and learning materials including textbooks/ textbooks and printed materials) have to face many big problems, affecting students' learning efficiency.

Countries like China and Singapore have tried to focus on skills development. However, it is easy to see that there is still a large gap. Therefore, the world needs an education system that encourages and motivates learners and facilitates learning to fulfill their potential. This means offering a program of practical learning, vocational training that combines theoretical research.

Personalization of learning, the current situation and proposed solutions for Vietnamese education

Some advanced and developed education systems in the world are geared towards personalized learning and are also highly appreciated for the quality of their teaching, such as:

Finland education

Finland education is an education system. Education is recognized worldwide for the quality of its training. One of the most prominent advantages of edu Finlandcation is the student-based foundation to tailor the training program accordingly. Students in Finland enroll later than other countries, do not hold exams to avoid achievement diseases, all students have the right to choose a study program that is suitable for their ability.

Australian education

The education system in Australia is always among the best in the world. The government of this country always aims for fairness, promoting creativity and innovation. Encourage students to pursue their passions and interests.

The current state of education in Vietnam

In the current trend of digital transformation in education in Vietnam, there are quite a few documents and expert perspectives that all acknowledge and affirm the role of applying a personalized learning method that will contribute to changing the quality of education.

In Vietnam, Decision 749/QD-TTg has clearly stated that educational innovation, through the application of technology, is a national development and competition strategy, included in the "National Digital Transformation Program to 2025", oriented towards 2030". However, this field is still very fragmented and focuses mainly on digitizing teaching materials, providing pre-recorded video learning solutions and lacking high-quality innovative educational platforms, applications Deep application of big data and artificial intelligence.

Main challenges of Vietnamese education

- One-way knowledge transmission is still the main teaching method of many teachers.

- The number of teachers who are often proactive and creative in coordinating teaching methods to promote students' positivity, self-reliance and creativity is still small.

- Many teachers and lecturers have not properly applied the test preparation process, so the tests are still very subjective. Assessment activities right in the process of organizing teaching activities in the classroom have not been paid attention to and implemented in a scientific and effective way.

- The application of information and communication technology, the use of teaching means have not been widely and effectively implemented in high schools.

- Despite efforts to improve the quality of education by strengthening competencybased teaching practices and reforming curricula and textbooks, there is still a need for clear guidelines and facilitation for teachers to teach based on the individual ability of the student.

- Vietnam's education system is still too heavy on knowledge transmission but not on developing learners' qualities and capacities. It is organized in the direction of teaching "classes" rather than teaching "learners", which has not directly met the needs and established individual learning paths of learners.

- The research on learners, learner - centered in Vietnam is still quite limited, the collection of opinions of learners, interests and activities around learners, are still not very sciencey. Learners have not had opportunities to develop their full abilities and apply creativity, but mainly in the form of mechanical stereotypes according to specific programs.

- At universities in Vietnam, there are some forms orienting the development of personalization, however, they are still unclear. They allow learner-owned which means that learners can decide their learning, but still under supervision. For example, at National Economics University, we are moving towards digitization of learners, learner-centered; learners can register for credits, subjects, develop their own skills, etc... however, they are still very limited. Besides, some other universities in Vietnam still follow the stereotyped form, attach importance to grades, rather than develop maximum creative thinking, critical thinking, logic of learners.... In addition, the application of science and technology in education management is at a basic step, with no specific orientation for learners to see "personalization". Learners do not get any chance to experience, exchange, improve their own capacity and they are still confined in the old environment.

3. SOLUTIONS

Through analysing the educational situation in the world as well as in Vietnam and the role of personalized learning, it can be concluded that the application of personalized learning plays an important role in developing education in every country in general and in Vietnam in particular. In order to apply this learning model effectively, in the near future, the central tasks and solutions need to be carried out as follows:

Personalization of learning, the current situation and proposed solutions for Vietnamese education

First, personalized learning needs to be organized methodically and systematically for the purpose of ensuring it is accessible to all learners and teachers.

Second, drawing up a visionary plan for the school is a necessary step towards change. Including: Convincing stakeholders; There are managers willing to change and dedicated to giving; Building a school culture where there is empowerment and trust; Personalize teacher professional development; Capacity development for students; Building and maintaining a supportive infrastructure system; Building a skilled team to deploy.

Third, it is necessary to raise public awareness of the value of personalized learning so that they are ready to accept new learning methods.

Fourth, the school needs to cooperate with the Ministry of Education to build an effective learning system which is suitable for the immediate educational situation of Vietnam.

Fifth, teachers must be trained in new teaching methods which approach personalization and in the application of technology in teaching and learning when using this new method.

Sixth, using technology to guide learning. Every school has to create their own platform to best fit the needs of both students and educators. The school's technology keeps track of student learning, offers assessments, allows students to submit homework, and allows teachers to keep attendance and perform scheduling and grading functions as well.

4. CONCLUSION

Today, there is no excuse for the existence of an imposing, stereotyped educational system that does not allow all students to develop on their own terms. We must be aware that students are individuals with different talents and dreams. These distinctions lead to the fact that not all of them can learn effectively in the same way. We need to work towards a differentiated system, based on a common core of essential skills and knowledge that allows students to develop their own unique talents and aspirations. In order to effectively deploy a personalized learning environment, it is necessary to carefully consult relevant learning theories to understand the general characteristics of learners in this environment. Moreover, the techniques also need to be implemented in each case to match the output standards of the program.

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