



*A Quality Assessment Initiative
for Computer Science, Electrical Engineering, and Physics
at Select Universities in Vietnam*

QUESTIONS FOR FACULTY MEMBERS

PLEASE PROVIDE THE FOLLOWING:

Name:

Title:

Faculty/Department:*Department of Electrical Engineering, Institute of Instrumentation and Industrial Informatics*

University: *Hanoi University of Technology*

Phone:

E-mail:

Educational background:

- Bachelor's in [subject] *Applied Informatics* **From:**

- Master's in **From:**

- Doctorate in *Electrical Engineering* **From:**

- Habilitation in *Electrical Engineering* **From:**

Note: Your participation is voluntary. We ask for you to identify yourself so that we can list your name as a contributor to the project. We assure you that your responses will be kept anonymous and that what you say will be summarized into a general statement. We appreciate your complete honesty in answering each item in order to provide an accurate picture of higher education practices in Vietnam. Thank you for your help!

Please confirm with your signature below that we can list your name and use the information that you provide:

_____ Date: _____

Directions: The questions below are provided for your review in advance of a meeting with you in person. During a personal interview, Dr. Phuong will record your answers to the questions. In addition to your comments about your particular situation, we appreciate your adding answers also from a general perspective, if possible. Please provide copies and samples if available.

1. CURRENT TEACHING SITUATION

- a. How many students are in a typical class? *45*
- b. What types of teaching methods do you use (i.e., lecture, group work, research project)? *All three types are used depending on the subject.*
- c. Do you get any help with your responsibilities (i.e., teaching assistants, research assistants)? *At some classes I have teaching assistants.*

- d. Describe your typical day as a faculty member *I normally work from 8.30 am – 11.30 am and from 1.30 pm – 5.30 pm (if I don't have lectures earlier or later). There are 2 main types of work: teaching and research. At the start and the end of a semester I spend a bit more time on teaching due to students' requests. At other time, I work more on science research.*
- e. At what other universities do you teach in addition to your full-time job? *No, I don't teach at other universities.*

2. CURRICULUM AND SYLLABI

- a. How is the curriculum developed and approved? How much can faculty members/ departments make changes to the curriculum? *The curriculum is proposed by member institutes and is approved by the department. Each member institute has its own pool of lecture hours and divide this pool among its lecturers. Each subject has a lecturer as its "supervisor". The supervisor decides the subject plan (which is revised and approved by the head of the institute) and decides which lecturer will provide that subject in a given semester.*
- b. Do you use curriculum mapping in planning course sequences and content? If so, how? *Normally the curriculum is fixed. Every year we can add/remove some seminar/project subjects from the curriculum. While adding/removing these subjects, we check if they are the requirement or the pre-requisite to other subjects to ensure consistent and sufficient programme for students.*
- c. List requirements for the bachelor's degree in [subject area]. Please address core curriculum (core courses) and electives (optional courses), the number of credit hours, and lecture versus lab courses. If possible, please provide a copy of the curriculum. *(attached to this form)*
- d. Describe, and please provide current examples of, the curriculum and specific syllabi that you are using now, particularly for core courses. Please identify the subject area and/or courses. *As an example the syllabus of the "Circuit Theory" subject is attached.*
- e. What is the standard format for a syllabus? Please provide samples. *Please see example.*
- f. How often are the syllabi revised? *Usually every two years.*
- g. What is the proportion of theory and practice in the curriculum? In the syllabi? Is this adequate? *The theory still takes bigger proportion in curriculum and syllabi. I think this should be change in the future.*
- h. Please provide some sample materials (i.e., grading standards, homework assignments, exams) on a few undergraduate courses of your choice. *Please see attached examples*
- i. How many hours per week do courses meet? How much time is expected for homework outside of the meeting time for each course? *A course can take from 2 to 5 hours a week. Students have 22-30 hours/week. I prefer that students spend more time for homework and self-study than at the class but now the situation is opposite.*
- j. How much are foreign books and materials (i.e., curricula, syllabi, etc.) used? *All materials of subjects provided by me are based on foreign books and materials.*

- k. Do students receive copies of the curriculum and syllabi? If so, in what format and when? ***Yes they do. They are informed about the curriculum and syllabi and they can get a hard copy as requested at the Department.***
- l. In your opinion, what part of the curriculum (overall program) is most useful to students? What are the students most proud of? ***Solid theory basis (at the beginning years of study) and updated seminars (in the final year) with latest information about the related technologies are most useful to students.***
- m. Do faculty share and exchange syllabi with other faculty members in the same department? How about with departments in other universities? ***Yes, at any time a set of existing syllabi of all faculties is presented at the department. The syllabi of other departments are available if requested but we do not exchange materials very often with other departments when preparing new syllabi.***

3. ASSESSMENT OF STUDENT LEARNING

- a. What grading standards do you use? How are students informed of grading standards? ***From 0 to 10. The students are well informed and explained about my grading standard at the begin of the course and again before the exams.***
- b. What types of assessment (i.e., in-class tests, homework, group projects, presentations) are used to evaluate students? Please provide samples. ***It depends on the type of subjects. For basic subjects (such as Circuit Theory) I give students homeworks and a written exam at the end of the subject. For seminar subjects (such as Neural Networks and Application and Signal Processing) I give students group projects and at the end of the semester, they make a presentation about the project results instead of a written exam.***
- c. How often is student learning assessed (i.e., weekly tests, mid-term exams, semester or year-end final exams)? ***Normally the semester final exams are used.***
- d. What types of tests are used (i.e., multiple choice, short answer, essay, and/or oral exam)? ***All types are used depending on the subjects.***
- e. What type of feedback do you give to students on their homework assignments? Please provide samples of students' work with your feedback. ***I summarize all common mistakes and explain these mistakes to students. I give the students the opportunity to have a look at their scoring and discuss with me if they question about the marks.***
- f. What percentage of the syllabi is assessed in tests? ***I try to cover in tests all the materials of the course.***
- g. At the end of a course, how do you assess student learning outcomes with the goals set in the course syllabus and overall curriculum? ***By giving them the exam questions that are not directly discussed in the class. To answer these questions, students should understand the lectures and self-deduct the answers.***
- h. If you could make one change to further develop student learning, what would that be? ***I would give less of teaching hours but more homeworks.***

4. EVALUATION OF YOUR TEACHING

- a. What types of assessment are used to evaluate your teaching, who does the evaluation (i.e., self, students, peers, supervisors), and how often? Please provide sample forms. ***Students can give their feedback on my teaching to the Head of Department at any time. The supervisor of the subject (a member of the Institute) can attend the***

teaching hours of any lecturer of the subject whenever required (normally every 2 years).

- b. How are assessment results used for further development/improvement of your teaching? ***I take into account the suggestion.. I may change the format of assessment, or change the way I teach.***
- c. If you could make one change to further develop teaching effectiveness, what would that be? ***The lecturer should be given a mark at the end of the semester by the students (anonymously). These marks are known to the supervisor of the subject and the Heads of faculty/department.***

5. TEACHING AND LEARNING RESOURCES

- a. Please describe the availability of educational aids, materials, textbooks, and resources (i.e., computers, Internet access, reference materials, journals)?
 - 1) How many computers are available (to faculty, to students)? How many computers with high-speed Internet access? Are they free for faculty, for students? ***In my faculty, there are enough computers for lecturers/researchers but Internet access is still slow and there are not enough working space for faculty members. Students have limited access to the Internet due to the same situation of working spaces.***
 - 2) Do you have your own copies of the textbooks? Do students have their own copies? ***I do, but students have only a photocopy of textbooks.***
 - 3) If copies of textbooks are in the library, how do students have access to them? ***There are several copies of textbooks in the library but not enough for all students, so the students often share the textbooks or make themselves a copy.***
 - 4) If no text books are available, do you develop course notes? Are the course notes available on the Web? ***Yes, I do, but the course notes are not placed on the Web due to the lack of infrastructure of our network.***
 - 5) How do you and your students access the latest professional journals? ***At the library of the University or other channels (their own personal channels)***
- b. What student services are available (i.e., bookstore, canteen for meals, counseling, job placement assistance, health facilities, library)? ***All of above mentioned services are available but not in a professional form.***
- c. What support structures are available for students who need additional help? (i.e., remedial courses, learning centers, writing center, etc.). If available, how are they funded and staffed? ***There are learning/writing centers for students and they are funded and staffed by the University.***

6. HOW MUCH, AND WHAT KIND OF, INTERACTION EXISTS BETWEEN YOU AND

- a. Your students: ***I encourage my students to initiate questions and try to answer their questions. The questions can be sent to me in any form (direct, by phone, by email or off-line messages)***
- b. Other faculty members: ***The same as above. Additionally we have faculty member meeting everyweek on Monday.***
- c. Administrators: ***I try to be as direct as possible. I raise the questions when needed.***
- d. Alumni: ***Mostly through emails. We meet when there is an occasion.***

- e. Industries, companies? *Companies provide seminars about their products and needs. I exchange information with companies to find the ideas for research.*

7. RESEARCH

- a. How are faculty members encouraged to conduct research? *All members want to provide research but not all can afford due to lack of time and resources*
- b. What research projects are underway now among faculty in [subject]? *We are providing projects in: Signal Processing (Voice/Image/etc..), Smart Sensors, Power System Devices,etc.*
- c. Who is the principal investigator (PI) of the various projects? *The Government or Foreign Universities/Companies/Agencies (if in joint projects)*
- d. What research are you involved in now? *I'm working on a project of "Online ECG signal registration and classification" and on a project of "New generation of gas sensors"*.
- e. How is information about, and results of, the research made known to the public? *Through the bulletin of the University, presentation at conferences, alumni contacts.*
- f. How much research is incorporated into your courses? *As seminar or team project for final year students.*
- g. How are students involved in doing the research? *I generate a list of topics related to my research and students can choose the appropriate ones for them.*
- h. How is joint research with other faculty and/or students encouraged? *I encourage students to participate in any kind of research to improve their knowledge and skills. Tthe cooperation with other faculties is also welcomed at any time.*
- i. Are paid positions available to students to do research toward their degree? *There are very limited official positions for students but the project manager can individually provide different types of payment to help students.*

8. OTHER ACTIVITIES

- a. Describe the support provided by the university for faculty professional development, including the funding and staffing, to assist faculty in:
 - 1) pedagogy; *The university tries to fulfill the teaching equipment requirements of lecturers (but the fund is quite limited). New class rooms were built but we still need much more than we have.*
 - 2) curriculum development; *The university gives departments/faculties quite free hands in making proposals.*
 - 3) assessment of student learning; and *The university helps us to check the students roll-call*
 - 4) program/curriculum assessment. *Limited to material issues.*
- b. How are faculty members encouraged to participate in committees and other services to the university? Describe these committees and services. *Faculty members are usually willing to participate in the committees of the university. In the department, we have a committee of education/research, labor union, committee of youth,...*

9. STUDENT LEARNING

- a. Please describe the credit system, if applicable, in your department. *It will start in this year. The students will have a fixed part of program and a flexible part (about*

25 hours). The flexible part is selected from a common pool of about 50 hours of different subjects.

- b. How many courses/credits are students required to take in one semester/term? In one year (over 12 months)? *In one semester – about 6-7 courses, 1 year – 12-14 courses.*
- c. How many hours per week do students meet with the teacher for a course (i.e., contact hours in class per week for each course)? *1 course has from 2 to 5 lecture hours per week, unscheduled contacts depend on students needs and lecturers' availability.*
- d. How many hours per week are students expected to study outside class (i.e., homework assignments, etc.)? *It depends on the subjects. It's expected that the student should spend about the same amount of time studying outside class as in the class .*
- e. How often do students meet with faculty members outside of the class for help and mentoring? *Not as often as I expected*
- f. How much is English as a foreign language required in your department? Are the students required to take the TOEFL or IELTS? If so, what is the average score? *The average level of foreign language skill is still quite low for students. Not all the students are required to take the language tests (only the students from joint programs are). It's a problem for students if they have to work with english documents.*
- g. What are the completion rates of entering undergraduates? Specifically, what percentage of students drop out after 1 year, 2 years, 3 years? What are the primary reasons for one to drop out? *I'm not sure about these numbers, but generally the drop out percentage is lower for students of higher years. The primary reason of drop out is failure of passing some subjects.*

10. FINANCIAL ISSUES

- a. How much tuition and fees do students pay for one semester? for one year? *From 180.000 to 250.000VND/month*
- b. How do students fund their studies (i.e., by working besides going to school, by getting a scholarship and/ or financial aid from the university or from the government)? *The students choose the most convenience options among the available options to earn money for their study and living.*

11. JOB PREPARATION

- a. How does the university help students find jobs upon graduation? *Through the university's connections with companies and other government or local institutes. The university also helps students with its own high reputation.*
- b. Are students well-prepared for the job market? *The students are more well-prepared and sought-after than those of other universities. However, I think they still need improvements to fulfill new requirements from market.*
- c. Where are your graduates employed and in what positions? *As engineers in industrial companies (e.g. Cement plants), officers (e.g. Vietnam Measurement Institute), researchers (Red Star Industrial College) etc.*
- d. What percentage of your graduates get jobs within one month of graduation? Six months? One year? *Most of them get jobs within one month (they start to look for the job before ending the study), the rest finds within 6 months.*

Feb 26, 2006

- e. What is the satisfaction level of employers with the preparation of the graduates?
They find the students as expected level of skills

12. OTHER COMMENTS

THANK YOU FOR YOUR COOPERATION!
If you have any questions, please contact Dr. Nguyễn Thị Thanh Phương
on her cell phone: 0909-388-227 or by email: phuongnguyen@vef.gov