



*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: F122

Title:

Faculty/Department: Electrical Engineering

University: Hanoi University of Technology

Phone:

E-mail:

Educational background:

- Bachelor's in [subject]: EE

From:

- Master's in Electrical Engineering

From:

- Doctorate 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: _____

1. CURRENT TEACHING SITUATION

- a. How many students are in a typical class?
 - 50 to 100
- b. What types of teaching methods do you use (i.e., lecture, group work, research project)?
 - Lecture and a few research projects
- c. Do you get any help with your responsibilities (i.e., teaching assistants, research assistants)?
 - I get the help from a laboratory instructor to deal with the practical exercises
- d. Describe your typical day as a faculty member.
 - I am at the university from 8 to 11.30 and 14.00 to 17.30 lecturing or doing my research in the lab.
- e. At what other universities do you teach in addition to your full-time job?
 - I do not work for other universities at all.

2. CURRICULUM AND SYLLABI

- a. How is the curriculum developed and approved? How much can faculty members/ departments make changes to the curriculum?
 - Originally, the curriculum at my department was developed by copying the universities of the former Soviet Union. In order to adapt to the development of technology and industry requirements, our department has try to change the curriculum. I think changing the curriculum is decisive to raise the quality of high education in Vietnam. There are two main conditions for this changing: (1) the whole high education system and (2) the faculty staff.
- b. Do you use curriculum mapping in planning course sequences and content? If so, how?
 - We do use curriculum in an appropriate sequence.
- 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.
 - Our department – the Electric Power System dept. has a plan of core courses for the undergraduate and graduate students.
- 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.
 - Syllabi of two subjects: Power System Protection and the Automation of Power Systems (PS Control)
- e. What is the standard format for a syllabus? Please provide samples.
 -
- f. How often are the syllabi revised?
 - I constantly upgrade my syllabi
- g. What is the proportion of theory and practice in the curriculum? In the syllabi? Is this adequate?
 - The theory occupies too large proportion in the curriculum. We do need to provide much more practice for students.
- h. Please provide some sample materials (i.e., grading standards, homework assignments, exams) on a few undergraduate courses of your choice.
 -
- i. How many hours per week do courses meet? How much time is expected for homework outside of the meeting time for each course?
 - 30 to 35 academic hours per week for the class meeting. We expect students to spend at least 15 hours for their homework.
- j. How much are foreign books and materials (i.e., curricula, syllabi, etc.) used?
 - Most of my books and materials are foreign.
- k. Do students receive copies of the curriculum and syllabi? If so, in what format and when?
 - There are text books in Vietnamese but many good students try to read books and reference materials in English.
- l. In your opinion, what part of the curriculum (overall program) is most useful to students? What are the students most proud of?
 - Mathematics. Our students are generally good at mathematics.

- m. Do faculty share and exchange syllabi with other faculty members in the same department? How about with departments in other universities?
 - We often discuss about the syllabi. Departments in other universities are using our materials.

3. ASSESSMENT OF STUDENT LEARNING

- a. What grading standards do you use? How are students informed of grading standards?
 - 10 marks.
- b. What types of assessment (i.e., in-class tests, homework, group projects, and presentations) are used to evaluate students? Please provide samples.
 - Homework or a subject project.
- c. How often is student learning assessed (i.e., weekly tests, mid-term exams, semester or year-end final exams)?
 - Semester final exams.
- d. What types of tests are used (i.e., multiple choice, short answer, essay, and/or oral exam)?
 - Short answer and a calculation of a case study.
- e. What type of feedback do you give to students on their homework assignments? Please provide samples of students' work with your feedback.
 -
- f. What percentage of the syllabi is assessed in tests?
 - I try to ask questions that students have to summarize the syllabi.
- 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?
 - With the goals set in both the course syllabus and overall curriculum.
- h. If you could make one change to further develop student learning, what would that be?
 - I expect students to be active in their studying. More tests should be used instead of only the final semester one.

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.
 - Actually my teaching is not assessed officially at all. Students do know about the quality of the lecturers teaching.
- b. How are assessment results used for further development/improvement of your teaching?
 - I try to get feed-back from students for further improvement of my teaching.
- c. If you could make one change to further develop teaching effectiveness, what would that be?
 - The traditional teaching method should be reformed.

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)?
 - I have bought foreign textbooks, subscribed for the IEEE journals (based in the US). We have materials to prepare our lectures.

- 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?
 - All faculty members have their own computer with medium-speed Internet access now.
- 2) Do you have your own copies of the textbooks? Do students have their own copies?
 - I have the textbooks of my own and eagerly to share with students.
- 3) If copies of textbooks are in the library, how do students have access to them?
 - There are very few books of my subject available in the library. I have donated copies of the books bought abroad so that students can access to them.
- 4) If no text books are available, do you develop course notes? Are the course notes available on the Web?
 - Instead of having textbooks, I have developed course notes for my lecture.
- 5) How do you and your students access the latest professional journals?
 - I have access the latest professional journals since 2002.
- b. What student services are available (i.e., bookstore, canteen for meals, counseling, job placement assistance, health facilities, library)?
 - Students have services of everything with the limited quality.
- 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?
 - Students need a big enough library equipped with good facilities, reading rooms, a large number of reference books, journals.

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

- a. Your students
- b. Other faculty members
- c. Administrators
- d. Alumni
- e. Industries, companies?

We have a close relationship with all above bodies.

7. RESEARCH

- a. How are faculty members encouraged to conduct research?
 - At my department, all members are very much encouraged to conduct research.
- b. What research projects are underway now among faculty in [subject]?
 - I am preparing laboratory experiments on our newly purchased Power System Simulator.
- c. Who is the principal investigator (PI) of the various projects?
 - Our senior staff members.
- d. What research are you involved in now?
 - Substation automation for Vietnam power systems.
- e. How is information about, and results of, the research made known to the public?

- The research is needed for the power system industry in Vietnam.
- f. How much research is incorporated into your courses?
 - The research stuff is a part of my courses.
- g. How are students involved in doing the research?
 - A few outstanding students are involved in doing simple research projects.
- h. How is joint research with other faculty and/or students encouraged?
 - Very much encouraged.
- i. Are paid positions available to students to do research toward their degree?
 - No, there is no fund for students to do research.

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;
 - 2) curriculum development;
 - 3) assessment of student learning; and
 - 4) program/curriculum assessment.
 -
- b. How are faculty members encouraged to participate in committees and other services to the university? Describe these committees and services.
 - Experienced staff members are involved in different university committees. I think more room should be created for young professionals.

9. STUDENT LEARNING

- a. Please describe the credit system, if applicable, in your department.
 - The credit system for the usual undergraduate students is not used at the moment. There will be a trial courses for some departments next year.
- b. How many courses/credits are students required to take in one semester/term? In one year (over 12 months)?
 - 10 to 15 courses (50 to 60 credits) are required for students to take a year.
- 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)?
 - My course (Power system protection) takes 4 academic hours per week.
- d. How many hours per week are students expected to study outside class (i.e., homework assignments, etc.)?
 - At least 15 hours per week.
- e. How often do students meet with faculty members outside of the class for help and mentoring?
 - I do often meet students outside of the class to help them with their research projects.
- 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?
 - Unfortunately, not many students are fluent in English and this is key problem for their studies.
- 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?

- Many students are lazy, about 15% of students drop after their first year at the university. That percentage decreases in the later years.

10. FINANCIAL ISSUES

- How much tuition and fees do students pay for one semester? for one year?
-
- 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)?
 - Many students get funded from their families, some work as pupil tutors to partly support themselves. A few outstanding students get scholarship from the government, companies or other organizations.

11. JOB PREPARATION

- How does the university help students find jobs upon graduation?
 - Hanoi University of Technology has a good reputation among the country's companies and institutions. Generally, our students can easily find jobs upon graduation.
- Are students well-prepared for the job market?
 - Students need more practical knowledge to adapt to the job market.
- Where are your graduates employed and in what positions?
 - Everywhere and normally in position as engineers.
- What percentage of your graduates get jobs within one month of graduation? Six months? One year?
 - I can not tell the right numbers. There are very few unemployed among the students after one year of their graduation.
- What is the satisfaction level of employers with the preparation of the graduates?
 - Good in general.

12. OTHER COMMENTS

THANK YOU FOR YOUR COOPERATION!

**If you have any questions, please contact Dr. Nguyễn Thị Thanh Phương
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