

# DIGITAL HIGHER EDUCATION MODEL - THEORETICAL AND PRACTICAL ISSUES IN PRIVATE UNIVERSITIES IN VIETNAM AT THE PRESENT PERIOD

Ngo Quang Son

Trung Vuong University

Email: ngoquangson2018@gmail.com

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**Abstract:** *Building a digital higher education model is an inevitable development trend of private universities in Vietnam. Developing a digital higher education model is also a step forward for private universities in Vietnam to approach higher education in the world. Building a digital university model will help private universities in Vietnam shift from imparting knowledge to developing learners' capacity, increasing self-study ability, creating learning opportunities anytime, anywhere, personalizing learning, contributing to creating a learning society and lifelong learning. In this article, the author have summarized and systematized theoretical and practical issues on the digital higher education model in private universities in Vietnam in the period of national digital transformation and building a digital university model today. The author also focused on in-depth analysis of the basic elements of the digital higher education model, the need to build a digital higher education model at private universities in Vietnam, to solve the challenges of the digital human resources era. The digital higher education model is always "three no's and one yes". The three no's will be: there will be no lecture halls, no hard copy learning materials, no permanent lecturers and the one yes will be: the highest quality will be achieved in the least amount of time.*

**Keywords:** *Private universities; Digital Higher Education; Model; Theoretical and practical issues; Vietnam.*

## 1. Introduction

A private university that not only provides classroom education but also provides learning conditions on demand through digital means will be called a digital private university. Digital private universities are based on core professional knowledge in the field, common methodologies and are configured to meet all the needs of the university. In addition to the advantages of digital transformation, aiming to build a digital private university education model, it is impossible not to mention the limitations, mainly in the risk of losing network information security. Hackers can attack and destroy data, disrupt online classes, take over administration rights, modify electronic grade books and change digital learning materials. However, it must be affirmed that digital transformation of higher education and building a digital private university education model is an inevitable trend that needs to be urgently implemented to fundamentally innovate higher education and integrate internationally. Digital

private university is a new concept and model, but it is no longer a distant topic, but it is really an inevitable trend that exists in reality with the strong and daily impact of the 4.0 industrial revolution. The remaining problem is that universities will have to have a comprehensive innovation strategy or partial innovation to transform and adapt in the current period. Building and developing a digital private university model in the context of today's rapidly developing technology along with the strong integration trend is really creating great opportunities but also bringing significant challenges to private universities in Vietnam.

## 2. Overview of research problem

Author To Hong Nam with the article: "Digital transformation of higher education and building a digital higher education model in Vietnam" in the Journal of Information and Communication No. 5, May 2022 emphasized: "Digital higher education is a topic of special interest in recent times. Up to now, although there is no unified definition of

digital higher education, but understanding digital higher education in any way, digital transformation, building a digital higher education model is still an irreversible trend, inevitably taking place in the near future in our country. The digital higher education model must be considered from a holistic perspective, in the mutual relationship between training institutions in a country, aiming at the international level through the digital environment - this will be a fundamental difference compared to the application of information technology, computerization in higher education in the previous period (Nam, 2022).

Author Pham Do Nhat Tien wrote an article: "Will digital universities replace traditional universities?" (2022) emphasizing: Higher education has a direct impact on the quality of human resources, especially in the current context, people are always the core issue for developing science and technology, improving productivity, improving income, thereby affecting the economic restructuring of the country. The article focuses on clarifying the viewpoints and policies of our Party and State, at the same time, there are proposals on solutions to ensure the development of education and training in the era of the 4.0 industrial revolution (Tien, 2022).

Author Nguyen Thuy Hoa with the article: "Will digital universities replace traditional universities?" (2023) stated: The emergence of new technologies has changed the production and service platforms, posing new requirements for human resources capacity, thereby requiring universities to innovate accordingly. Education 4.0 is considered an inevitable model of future education to meet the requirements of the 4.0 industrial revolution. The 4.0 industrial revolution affects all areas of society, including education. Accordingly, training and scientific research activities from universities will face new requirements for reform and competition. Because the "dizzying" changes of the 4.0 industrial revolution require education to provide learners with basic skills and knowledge as well as creative thinking, the ability to adapt to challenges and requirements of ever-changing jobs to avoid the risk of being eliminated (Hoa, 2023).

### 3. Research Methods

- Group of theoretical research methods.

Research documents on world and Vietnamese experiences on digital transformation Journal of science and technology. Research domestic and foreign books, newspapers and scientific conference proceedings on digital transformation for the Journal of Science and Technology.

- Group of practical research methods (Actual observation method; Questionnaire survey method; In-depth interview method; Expert method, Digital transformation product research method for scientific and technology).

- Group of statistical methods, data processing using mathematical formulas (Excel). Use statistical methods to synthesize and analyze data and information obtained from the survey.

### 4. Research results

#### 4.1. Overview of digital private higher education

Depending on different perceptions, concepts and perspectives, there are many different ways to define the term "Digital Higher Education" in relation to terms such as University 4.0, smart university, or virtual university. There is a view that describes digital higher education as being associated with digitalization, applying digital technology at different levels (divided into 7 levels), the simplest digital university model is digitalization, using software to automate school management, the highest digital university model is personalized learning. Also discussed, to transform to a complete digital higher education model, it is necessary to go through 5 levels, while continuously providing feedback to the main subjects of the school such as students, teachers, staff, candidates, researchers and partners. In which, at level 1, there must be the participation of the above-mentioned "creators" of the school and level 5 is the application of digital technology at a high level to the entire university environment, for example, drone technology.

Or there is an opinion describing digital higher education as being built on a digital platform, without intermediation, without centralization and without materialization, meaning no lecture halls, no laboratories, no permanent lecturers, no hard copy learning materials, no paper textbooks. It can be seen that digital higher education is a broad concept, with many different concepts, definitions

and models. The viewpoint of this article is that the digital higher education model needs to be considered comprehensively from both the perspective of a higher education institution and from the perspective of the entire industry. From a national perspective, digital resources and learning materials of higher education institutions must be interconnected, shared, and seamlessly connected with each other and with the industry-wide database, forming shared open learning material repositories, jointly built and jointly exploited (OER), forming platforms to provide massive open online courses (VMOOC), credits of online courses between educational institutions are mutually recognized; the industry-wide higher education database is interconnected with the management platforms of each higher education institution (ERP), each school, each teacher, each learner is identified and electronic records are stored to serve the administration and state management of education and training. From the perspective of a higher education institution, forming a school management platform that integrates a digital workspace, connects with an online teaching platform, connects data with the industry-wide database, with the OER open learning material repositories and with the VMOOC platform, forming the school's digital transformation ecosystem. Regardless of how digital university is defined, digital transformation and building a digital higher education model are still inevitable trends, many contents must be calculated in the development strategy and digital transformation roadmap of each higher education institution.

The concept of the "digital university" model and the characteristics of the digital university model on a technology platform. Digital university is a new concept and a new model of the 4.0 technology era. This model has no precedent and has just been formed, so there is no model. However, it can be understood in the most general way: "Digital university is a new university model in which all teaching content and management activities of the university are brought to the digital environment through digital platforms and digital means". Thus, it can be seen that the core element of digital university is still the technology element, the development and perfection of digital

university depends on the development and updating of technology elements. However, the difference of the University is not simply the application of information technology to teaching and learning, putting lectures online, but the University must be able to personalize students' learning, leaving electronic "footprints" on learning platforms and digital learning materials. From there, the school and teachers can find the most suitable way to impart knowledge and skills to each student. In other words, the University takes IT as a foundation but applies it to change the entire environment and method of teaching, exchanging and managing school activities.

#### ***4.2. The need to build digital private university education model***

The central subject of university education is the learner, the quality of training is linked to the existence of the university. In fact, young people are using digital technology every day not only for entertainment and study but also for most activities in life, ready to become digital citizens in a digital transformation environment (including digital government, digital economy, digital society). Therefore, training institutions need to quickly transform digitally, build a digital private university education model aimed at "target customers", adapt and "speak the same language" with them to be able to attract students to study.

Competition between universities is increasingly high, digital transformation, building a digital private university education model is a plus to increase the competitiveness of each university, improve the school's ranking in prestigious university rankings both domestically and internationally. The benefits and effectiveness show the reasons and motivations for accelerating digital transformation, building a digital private university education model, meeting practical requirements, and keeping up with the general trend of the world. Thanks to digital technology, information is fast and convenient anytime, anywhere, significantly reducing time, effort, and costs compared to direct forms (online meetings, emails are specific examples). Digital technology has solved the problem of storing, searching, statistics, and reporting with paper documents, which was very difficult for the previous generation; big data technology, analytics, and

artificial intelligence (AI) also help collect complete data, analyze, and forecast the future. Deploying a digital workspace, no lecture halls, no paperwork, the entire processing process such as assigning work, making notes, and signing digitally can be done remotely through a digital platform, regardless of geographic location, anywhere. In the digital private university education model, teaching - learning, testing, evaluation, scientific research in the direction of using simulation laboratories, vivid and intuitive digital learning materials increase the effectiveness of knowledge transfer, learning anytime, anywhere. With the support of digital technology, personalization of learning is carried out at a very high level, each student learns according to a learning material, a method, a schedule designed specifically, most suitable for their own conditions, abilities and unlike anyone else. Students can choose to study with the best professors, study 24/7 with the support of virtual assistants thanks to AI technology. Through digital technology, comments and assessments are expanded, teachers no longer evaluate students in one way as before, but students comment on students, students comment on teachers online (computerized adaptive testing), assessments to support learners and assessments as a teaching-learning activity, improving the effectiveness of learning guidance (shifting from assessing knowledge and skills acquisition to assessing cognitive and thinking abilities). It can be said that digital private university education helps learners access more information, narrows the space, saves time, and effectively supports learners to develop faster in cognition, knowledge and creative thinking. Digital technology supports reducing lectures to developing learners' abilities; learning anywhere, anytime conveniently creates a learning society. The transmission of knowledge will gradually be taken over by technology, virtual assistants, teachers focus on helping learners with methods, organizing learning in connection with practice, promoting talent development. Resources for building schools, paying regular salaries to permanent lecturers and service staff are focused on training programs, attracting good teachers, thereby improving training quality. The digital private

university education model needs to be built first, as a basis for building sets of indicators and criteria to assess the level of digital transformation of higher education and building a digital private university education platform with specific functional and technical requirements. The world is becoming increasingly "flat", the pressure of international integration is increasing, digital transformation, building a digital higher education model to integrate with the global trend. The digital private higher education model is associated with sharing digital learning materials between domestic higher education institutions and internationally, helping to quickly update new knowledge of humanity, forming a shared open learning resource (OER); opening up opportunities to participate in online learning through globally shared massive open online courses (MOOCs) (such as Coursera or eDx) - a revolution in higher education that fundamentally changes the traditional training method. The digital higher education model opens up opportunities for online training cooperation, recognition of training credits between universities, participation in online international scientific conferences, integration into the global digital higher education world.

*Why is it necessary to switch to a digital private university?*

*On Learning:* It promotes efficient and rapid learning through a flexible, scalable and easy-to-use Learning Management System;

*On Assessment:* It combines computer or paper-based exam management with digital assessment for faster results processing;

*On Engagement:* It improves student engagement through student notification, alert and feedback systems;

*On Monitoring and Management:* It manages leads, candidates, scheduling, advising, as well as programs and courses; The vast value proposition of Digital Private University includes a basket of solutions that create a comprehensive student management system using web, mobile and other advanced devices,... It enables end-to-end digitization of the education value chain for seamless application management, registration, delivery and assessment of learning content;

*On the results:* It improves learning delivery,

enhances user experience, and improves student outcomes. The digital private university will make the future of education more personalized. To stay relevant, higher education institutions must develop digital frameworks that place a premium on student engagement and speed to market. Private higher education has been forever changed by shorter technological innovation cycles, digitally-obsessed students, and democratized online courses, including free YouTube lectures. As a result, students are questioning the validity of traditional learning methods, marked by September start dates, travel to a physical location and increasingly exorbitant tuition and fees. Students increasingly expect on-demand, continuous and affordable learning opportunities. Given the sheer number of choices in the digital environment - and the speed at which they are emerging - students will increasingly need to seek the most efficient, affordable and easy-to-use ways to engage with their education providers. To keep up, private higher education institutions must deliver faster, more personalized and less expensive student experiences. Doing so will involve technological change through the SMAC Stack (aka social, mobile, analytics and cloud) and a new way of thinking about how to do business. To date, traditional higher education has been slow to embrace this changed environment. In fact, according to international expert calculations, 79% of IT budgets are spent on "business as usual" operations, with another 15% spent on incremental upgrades, by recent standards. Only 6% is spent on innovation. In our view, this is completely inappropriate and does not serve the best interests of students or traditional universities.

*Make education personal and relevant:*

Possibilities for educational innovation span the entire learner journey, including evaluating college options, applying and enrolling, engaging in learning experiences, planning careers and engaging with alumni. Today, schools can better leverage social media and insights gleaned from available data to target the most likely applicants and successful students. Consider the many online activities students engage in when choosing a college: spending time on student forums, seeking out peer feedback on Facebook and Twitter,

watching relevant YouTube videos, browsing through ads and exploring college-specific websites and apps. In response, many schools simply send out information in the hope that their message reaches the right audience. However, with minimal investment, they can take a more active role. For example, using big data analytics, they can develop highly personalized promotions - even scholarships and grants - that target candidates who may have previously evaded notice, laying the groundwork for a relationship.

*Digital private university model on the digital technology platform:*

Digital private university is a new concept, a new model of the digital age, unprecedented, without a model, being formed and not yet clearly defined. The content of the digital private university depends on the development of digital technology.

*At present, there are technologies:*

- IOT (Internet of Things). IOT allows each object, each person to be provided with its own identifier and all have the ability to transmit and exchange data information over the network without the need for direct interaction between people or people with computers.

- iPod smart phone. Using smart iPod, learners can easily find answers faster than any professor and at this time basic knowledge is not facts that need to be memorized. At that time, learners do not need to go to class but only need a phone connected to the Internet to be able to follow the lecture.

- Cloud Computing. These are large "server farms" managed by Amazon, Google and other companies, where a huge amount of data is stored so that users can retrieve it anywhere in the world. This is the combination of real world technology, virtual world and biological world that allows information, knowledge and wisdom of humanity to be regularly put on the "cloud" for anyone to look up.

- Artificial Intelligence (AI) is the fundamental foundation that creates the 4.0 industrial revolution. AI Chatbot is an educational innovation platform and can collect information about learners' interests, habits and learning methods. Chatbot can be understood as an AI-based computer program that simulates human

conversations... IOT, Smartphones, Cloud Computing, Artificial Intelligence... are the "bricks" that create the basic foundation for forming a Digital University.

Therefore, it can be defined in the most general way, a Digital Private University is a new university model in which all teaching content and management activities of the University are brought to the digital environment through digital platforms and digital means. Building a digital environment around students in a Digital Private University. To form a Digital Private University, the first thing is to bring all lectures of lecturers and all activities of the University to the digital environment.

AI, cloud computing, smartphones, IOT... are not only tools but also become agents and digital environments. Just like fish can survive thanks to the water environment, private digital universities exist thanks to the digital environment. Building a digital environment is to create a digital ecosystem revolving around students. Each student, lecturer, service department, tangible objects (lecture halls, classrooms, laboratories...), intangible objects (timetables, digital libraries, digital learning materials, test schedules, exam schedules...)... are provided with their own digital identifier.

Thanks to IOT (Internet of Things), all of these digital identifiers are capable of transmitting and exchanging data information with each other. Once a digital environment with a digital ecosystem is formed, all learning, teaching and educational management activities are carried out in the digital environment. Since each student has a digital identity, all student activities in school can be carried out via a smartphone or smart iPod. Students sitting at home can connect and interact with the entire training process (timetable, learning progress, library, digital learning materials, internships, tests) and services at the School (dormitories, canteens, parking lots, sports areas; utility services, part-time jobs, etc.). Smart interactive boards, digital learning materials, digital learning management for online learning (E-learning), etc. can be used to increase learning efficiency.

Students use digital identification codes to check which class they are in today, which room, which subject, who the lecturer is, register for

courses, register for re-exams, etc. Sitting at home, using identification codes, connecting to the smart iPod app, students perform procedures and services for online teaching and learning, etc. They can borrow books, or check if they have paid their tuition, what dishes are available at lunch, how much they cost, what the cafeteria serves in the evening before the evening class, can pre-order and pay online, etc.

When all activities have been brought to the digital environment, students become the center of the training service process. Students will no longer be bothered, no longer be made difficult when doing admission procedures, graduation procedures, etc. In particular, it will minimize negative phenomena of service staff towards students throughout the entire course. Thanks to that, students have the opportunity to focus more time and energy on their studies etc.

Digital private universities put an end to traditional teaching methods. Lecturers become virtual lecturers and inspire students. Digital private universities are a step forward for Vietnamese private universities to participate in global super universities.

### ***4.3. Opportunities and challenges in building digital private universities today***

Digital transformation is becoming an inevitable trend worldwide, contributing to promoting rapid and sustainable development in all areas of social life. This trend is directly affecting the education sector, especially higher education. That context has posed great opportunities and challenges for private universities in Vietnam in the process of transforming to a digital private university model to improve the effectiveness of training high-quality human resources and competitiveness in the integration environment.

#### *Regarding opportunities:*

First, international cooperation and exchange of experiences in building and developing universities are becoming more convenient and easier for Vietnam. Based on the fundamental achievements of the 4.0 industrial revolution, the smart university model is being built and developed based on a shared governance model to form an ecosystem with three core characteristics: digitalization, research and innovation. These

achievements and technologies are opening up opportunities for many universities in the world as well as in Vietnam to develop to a new level without necessarily going through the existing development process or following traditional practices. In other words, Vietnamese universities can shorten the gap and take shortcuts in building and developing universities.

Second, the State always prioritizes education development and digital transformation in education, in which higher education is a special priority. Higher education - as an environment that directly trains high-quality human resources for society - is also considered one of the focuses for transformation. These are important legal bases for digital transformation in education in general and the development of universities in Vietnam in particular.

Third, the awareness, psychology and skills of using technology in education of lecturers and students of universities have changed dramatically. Thanks to the implementation of management activities and organization of online training, online training as well as other forms related to the management of training cooperation with foreign countries in recent years, managers, lecturers and students have changed dramatically in awareness and have been equipped with many learning skills in a technology-based environment.

Fourth, the technology infrastructure for universities has had initial investment.

Talking about universities does not only refer to the transformation of teaching methods, but also importantly, it is necessary to build a system of digital learning materials and basic databases to serve educational management in the digital environment. Realizing this, from 2018 to now, the Ministry of Education and Training has put into use a national database on education in general, in which for universities and colleges alone, it has digitized information of nearly 400 schools with 2.5 million students and more than 120,000 lecturers. The Ministry has also connected with educational platforms and national reporting systems, announced the opening of the identification code system, when the data of the Digital Vietnamese Knowledge System has also been developed with a very large database.

*Some challenges:*

First, the technological environment for university operations is not yet complete. The university model requires promoting the comprehensive application of IT in management, teaching and research, becoming the goal and means in the management and operation of universities. Meanwhile, the technological platform to meet these needs at universities in Vietnam is still relatively weak and lacking, except for a very few schools that are receiving large investments in technology to serve as models in university development such as: Hanoi National University, University of Posts and Telecommunications Technology...Most universities in Vietnam mainly stop at applying IT with separate, separate programs and software. Meanwhile, in the university environment, all these separate technologies and learning materials must be compatible, connected to each other and integrated on the same platform.

Second, the old thinking and skills in the traditional teaching and learning methods of lecturers and students. In the university environment, all learning materials are uploaded to the digital ecosystem, so that students can choose to study anywhere, anytime. This will gradually change the old concept of the role of teachers and learners in the traditional way. This is posing huge challenges for each lecturer to adapt and master digital technology in order to be able to:

(1) Proficiently use interactive boards, design and regularly apply e-learning lectures in teaching;

(2) Exploit and contribute to the open teaching data warehouse;

(3) Know how to use simulation software, practice software, and virtual experiments in teaching;

(4) Apply new teaching methods, especially integrated teaching methods;

(5) Participate in online teaching and learning; organize final exams, end-of-course exams, periodic tests on computers or personal handheld devices that learners do not need to go to class to do...

Thirdly, the training programs and regulations of schools have not changed strongly. Talking about universities is not just about technological

factors, but the core of higher education must still be providing knowledge and skills effectively and keeping up with the trend of world knowledge. Therefore, the training program, regulations and operating rules for universities must also be improved and developed in a smart direction.

Fourth, the digital learning resources of universities have not been invested in commensurately. For universities, the information system - library plays a very important role in supporting the research and learning of lecturers and students. This is also considered one of the important elements that form the foundation of a smart university. The digital library system of the smart university model is not only a place to provide rich, diverse and convenient digital learning resources, but also must truly be a center to support, stimulate and inspire creativity in research, study, knowledge discovery as well as foster the lifelong learning consciousness of lecturers and students.

#### ***4.4. The current status of digital transformation and the construction of a digital private university education model in our country***

According to a recent quick survey of universities nationwide, the information technology and communication infrastructure in private universities is basically quite good. Of which, 100% of schools have computer rooms, LAN, WiFi and electronic information portals; 90% of schools have established portal editorial boards and issued regulations on information security; over 90% of schools use training management software, document management software, over 60% use human resource management software and asset and equipment management software. In teaching, learning and scientific research, over 50% of private universities have learning management systems; about 50% of private universities implement online formal training at different levels; about 60% of schools implement digital learning materials and multiple-choice testing systems; Over 70% of private higher education institutions have deployed electronic library systems and applied blended learning methods in training; a system of massive open online courses (VMOOC) has been formed. The preliminary survey results above show that there has been a positive change

in awareness, the number of schools interested in and promoting digital transformation is increasing, the implementation methods are becoming more systematic and methodical, and thus achieving better results.

According to Gartner, the digital transformation process consists of 06 stages:

- (1) No idea;
- (2) Desire;
- (3) Design digital transformation;
- (4) Implement digital transformation;
- (5) Expand the scope of digital transformation;
- (6) Reap the results of digital transformation.

In our country, although there has not been a complete survey, based on data on the application of information and communication technology in private higher education, it is estimated that about 45% of private higher education institutions are in the middle of stage 3-4; the remaining 5% are in stage 1-2 or stage 3. Although there have been certain results in the past, digital transformation and the construction of a digital private higher education model still face some difficulties and limitations as follows:

(1) Leaders of some private higher education institutions have not really paid attention to and properly assessed the role, significance and inevitable trend of digital transformation; have not implemented forms of propaganda and raised awareness about digital transformation and the construction of a digital private higher education model to all staff, employees, teachers and students; students have not linked the goal of transforming awareness with the development tasks of each affiliated unit and the entire school, despite the current strong digital transformation context.

(2) Lack of mechanisms and policies at both the national and training institution levels, namely: Lack of a common digital private higher education model, ensuring standardization, data sharing and shared use of management data between private higher education institutions and with state management agencies on education and training (including electronic authentication, open data and data interconnection); ensuring standardization of digital learning materials, joining hands to build, evaluate, and jointly exploit and use a shared digital learning material



repository, a platform for massive open online courses for private higher education (MOOC) (including testing, evaluation, and credit recognition between private higher education institutions); lack of a mechanism to allow piloting of the digital private higher education model and a mechanism to mobilize socialized resources (human and financial resources) for implementation.

(3) Lack of an overall architecture for the digital private higher education model helps private higher education institutions have a plan for synchronous resource investment, with a roadmap, avoiding duplication; avoiding spontaneous investment, lack of connection, data sharing, having to enter data multiple times, wasting resources.

Difficulties and limitations related to resources:

+ The source of funding for digital transformation investment, construction and implementation of a large private digital university education model, not to mention the cost of maintaining and operating the system regularly;

+ The specialized human resources team implementing the digital private university education model needs to be built and consolidated synchronously in both quantity and quality, ensuring that it meets new requirements in the context of rapidly changing digital technology, short life cycle and increasingly modern;

+ The digital capacity and digital skills of staff, lecturers and students are still limited and uneven between individuals and between units.

## 5. Discussion

Digital private higher education is a topic of particular interest recently. Up to now, although there is no unified definition of digital private higher education, but understanding digital private higher education in any way, digital transformation, building a digital private higher education model is still an irreversible trend, inevitably taking place in the near future in our country. In the era of the 4.0 industrial revolution, learners can collect information from a variety of different sources, not only from schools, the explosion of information leads to schools being unable to teach; besides, occupations also change rapidly (some jobs will be lost, new jobs will be

created), requiring professional capacity to constantly change accordingly.

The characteristics of the 4.0 Industrial Revolution era require education and training, especially private higher education, to fundamentally and comprehensively change to adapt to the new context. The contents related to digital private higher education will continue to be discussed from many different perspectives, there will be a unified definition of digital private higher education. However, no matter how digital private higher education is understood, digital transformation and the development of the digital private higher education model is still an irreversible trend that will inevitably take place in the near future in our country; many contents must certainly be calculated in detail in the digital transformation roadmap of private higher education institutions.

The digital private higher education model will be considered from a comprehensive perspective, in the mutual relationship between training institutions in a country, aiming at the international level through the digital environment - this will be a very fundamental and developed difference compared to the application of information and communication technology and computerization in private higher education in the previous period. The focus of digital private higher education must be interconnection through digital space, sharing of digital resources, mutual recognition (such as credit recognition) between domestic and international private higher education institutions. This leads to a series of other activities being expanded in the digital environment, including academic exchanges for students, international lecturers, researchers and scientists.

## 6. Conclusion

Developing according to the digital private university model is a popular trend of higher education institutions in the world today to meet the requirements of training high-quality human resources in the context of the 4.0 industrial revolution. The construction of digital universities for Vietnam will also have many favorable opportunities with support, cooperation in transferring models and experiences from leading countries. However, due to being relatively new in

practical conditions in Vietnam, the implementation of building and developing this model also faces many difficulties and challenges that universities in Vietnam need to proactively

take advantage of opportunities to overcome. And, whether they like it or not, digital universities will still be an inevitable trend of a new education - education 4.0.

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## MÔ HÌNH GIÁO DỤC ĐẠI HỌC SỐ - NHỮNG VẤN ĐỀ LÝ LUẬN VÀ THỰC TIỄN Ở CÁC TRƯỜNG ĐẠI HỌC TƯ THỰC CỦA VIỆT NAM, TRONG GIAI ĐOẠN HIỆN NAY

Ngô Quang Sơn

Trường Đại học Trung Vương

Email: [ngoquangson2018@gmail.com](mailto:ngoquangson2018@gmail.com)

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**Tóm tắt:** Xây dựng mô hình giáo dục đại học số là xu thế phát triển tất yếu của các trường đại học tư thực của Việt Nam. Phát triển mô hình giáo dục đại học số cũng là bước chuyển mình để các trường đại học tư thực của Việt Nam tiệm cận với giáo dục đại học trên thế giới. Xây dựng mô hình đại học số sẽ giúp các trường đại học tư thực của Việt Nam chuyển từ truyền thụ kiến thức sang phát triển năng lực người học, tăng khả năng tự học, tạo cơ hội học tập mọi lúc mọi nơi, cá nhân hóa việc học, góp phần tạo ra xã hội học tập và học tập suốt đời. Trong bài báo này, tác giả khái quát và hệ thống những vấn đề lý luận và thực tiễn về mô hình giáo dục đại học số ở các trường đại học tư thực của Việt Nam trong giai đoạn quốc gia chuyển đổi số và xây dựng mô hình đại học số hiện nay. Tác giả cũng đã tập trung phân tích sâu sắc các thành tố cơ bản của mô hình giáo dục đại học số, nhu cầu cần xây dựng mô hình giáo dục đại học số tại các trường đại học tư thực của Việt Nam, nhằm giải quyết những thách thức của thời đại về nhân lực số. Mô hình giáo dục đại học số luôn là "ba không và một có". Ba không sẽ là: sẽ không có giảng đường, sẽ không có học liệu bán cứng, sẽ không có giảng viên cơ hữu; còn một có sẽ là: sẽ đạt chất lượng cao nhất với thời gian ít nhất.

**Từ khóa:** Các trường đại học tư thực; Giáo dục đại học số; Mô hình; Vấn đề lý luận và thực tiễn; Việt Nam.