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DEVELOPMENT OF AN INTERNATIONAL CURRICULUM MODEL IN EDUCATION MANAGEMENT FOR VIETNAM HIGHER EDUCATION INSTITUTIONS

Mrs. Thi My Ngoc Nguyen

จุฬาลงกรณ์มหาวิทยาลัย
CHULALONGKORN UNIVERSITY

A Dissertation Submitted in Partial Fulfillment of the Requirements

for the Degree of Doctor of Philosophy in Higher Education

Department of Educational Policy,Management, and Leadership

Faculty of Education

Chulalongkorn University

Academic Year 2018

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การพัฒนารูปแบบหลักสูตรนานาชาติในสาขาการจัดการศึกษาสำหรับสถาบันอุดมศึกษาประเทศเวียดนาม

นางชี มาย ง็อก เหงียน

จุฬาลงกรณ์มหาวิทยาลัย
CHULALONGKORN UNIVERSITY

วิทยานิพนธ์นี้เป็นส่วนหนึ่งของการศึกษาตามหลักสูตรปริญญาครุศาสตรดุษฎีบัณฑิต
สาขาวิชาอุดมศึกษา ภาควิชานโยบาย การจัดการและความเป็นผู้นำทางการศึกษา
คณะครุศาสตร์ จุฬาลงกรณ์มหาวิทยาลัย
ปีการศึกษา 2561
ลิขสิทธิ์ของจุฬาลงกรณ์มหาวิทยาลัย

Thesis Title	DEVELOPMENT OF AN INTERNATIONAL CURRICULUM MODEL IN EDUCATION MANAGEMENT FOR VIETNAM HIGHER EDUCATION INSTITUTIONS
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Field of Study	Higher Education
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ชี มาย งิ้อก เหงียน : การพัฒนารูปแบบหลักสูตรนานาชาติในสาขาการจัดการศึกษาสำหรับสถาบันอุดมศึกษาประเทศเวียดนาม. (DEVELOPMENT OF AN INTERNATIONAL CURRICULUM MODEL IN EDUCATION MANAGEMENT FOR VIETNAM HIGHER EDUCATION INSTITUTIONS) อ.ที่ปรึกษาหลัก : ผศ. ดร.อภิภา ปรัชญพฤทธิ์, อ.ที่ปรึกษาร่วม : รศ. ดร.วราภรณ์ บวรศิริ,ศ. ดร.เจอราดด์ ดับเบิ้ลยู ฟราย

การวิจัยครั้งนี้มีวัตถุประสงค์เพื่อ (1) สำรวจสภาพปัจจุบันและความต้องการสร้างความเป็นนานาชาติของหลักสูตรระดับปริญญาโท สาขาการจัดการศึกษา ในสถาบันอุดมศึกษาประเทศเวียดนาม (2) วิเคราะห์วิธีปฏิบัติที่ดีของหลักสูตนานาชาติระดับปริญญาโท สาขาการจัดการศึกษา ในมหาวิทยาลัยต่างประเทศ และ (3) พัฒนารูปแบบการจัดหลักสูตรนานาชาติในสาขาการจัดการศึกษาสำหรับสถาบันอุดมศึกษาประเทศเวียดนาม กลุ่มตัวอย่าง ประกอบด้วย (1) ผู้กำหนดนโยบายระดับชาติและระดับสถาบัน จำนวน 7 คน (2) ผู้บริหารระดับคณะ จำนวน 5 คน (3) อาจารย์ จำนวน 67 คน และ (4) นักศึกษาจากสถาบันอุดมศึกษาในประเทศเวียดนาม 5 แห่งที่เปิดสอนหลักสูตรปริญญาโทสาขาการจัดการศึกษา จำนวน 217 คน เครื่องมือที่ใช้ในการวิจัยประกอบด้วย แบบวิเคราะห์เอกสาร แบบสัมภาษณ์ แบบสอบถาม และแบบตรวจสอบ (ร่าง) รูปแบบการจัดการหลักสูตรนานาชาติ วิธีการวิเคราะห์ข้อมูล ได้แก่ การวิเคราะห์เนื้อหา ค่าความถี่ ร้อยละ ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน และดัชนีความต้องการจำเป็น ผลการวิจัยสรุปได้ดังนี้

1. ผลการวิเคราะห์เอกสารและการสัมภาษณ์ผู้กำหนดนโยบายและผู้บริหารระดับคณะ พบว่า หลักสูตรนานาชาติเป็นสิ่งสำคัญมหาวิทยาลัยและคณะควรมุ่งเน้นการจัดหลักสูตรแบบบูรณาการข้ามสาขาวิชาและฐานหลักสูตรสมรรถนะ ซึ่งให้ความสำคัญกับการความรู้ ทักษะ และทัศนคติของนักศึกษา นอกจากนี้หลักสูตรนานาชาติจำเป็นต้องเป็นไปตามมาตรฐานระดับภูมิภาคและนานาชาติ มีความเหมาะสมกับวัฒนธรรมและสภาพการณ์ของประเทศ อย่างไรก็ตามสภาพปัจจุบันยังพบข้อจำกัด คือ คุณสมบัติของผู้สอนโดยเฉพาะอย่างยิ่งทักษะการใช้ภาษาต่างประเทศ สิ่งอำนวยความสะดวกที่มีจำกัด และโครงสร้างพื้นฐาน ผลการสำรวจความคิดเห็นอาจารย์พบว่า ปัจจุบันสภาพโดยรวมอยู่ในระดับปานกลางแต่ความต้องการอยู่ในระดับมาก โดยอาจารย์มีความต้องการจำเป็นในด้านการพัฒนากลยุทธ์ การประเมินหลักสูตร และการลงทุนในบริการนักศึกษาและทรัพยากรการเรียนรู้ตามลำดับ ในขณะที่ผลสำรวจจากนักศึกษาพบว่า นักศึกษามีความต้องการอยู่ในระดับมาก โดยเฉพาะอย่างยิ่งด้านวิสัยทัศน์ พันธกิจ เป้าหมาย ทัศนคติ ความรู้ และทักษะที่ได้รับจากหลักสูตรนานาชาติ

2. หลักสูตรปริญญาโทในสาขาการจัดการศึกษาของสถาบันอุดมศึกษาที่เป็นที่ในต่างประเทศให้ความสำคัญอย่างมากกับการพัฒนาสมรรถนะของนักศึกษาในด้านความเป็นนานาชาติและสมรรถนะทางวัฒนธรรม ทักษะความเป็นผู้นำองค์กรและความรู้เชิงปฏิบัติการที่ควบคู่การมีมุมมองระดับนานาชาติ ผู้สำเร็จการศึกษาจากหลักสูตรได้รับความคาดหวังให้เป็นนักปฏิรูปการศึกษา ผู้นำ และผู้ประกอบการทางการศึกษา

3. รูปแบบการจัดการหลักสูตรนานาชาติระดับปริญญาโทสาขาการจัดการศึกษา ประกอบด้วยหลักการ วัตถุประสงค์ของรูปแบบ เป้าหมายและวัตถุประสงค์ของรูปแบบ กลยุทธ์ และ มุมมอง 5 มิติ ต่อไปนี้ (1) ความเป็นผู้นำในหลักสูตรนานาชาติ (2) การพัฒนาหลักสูตรนานาชาติ (3) การบริหารทั่วไปและบริการสนับสนุน (4) การบริการและการจัดการด้านบริหาร และ (5) การจัดการคุณภาพ ซึ่งมีโดยรวม 22 ประเด็น

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สาขาวิชา อุดมศึกษา
ปีการศึกษา 2561

ลายมือชื่อนิสิต .....
ลายมือชื่อ อ.ที่ปรึกษาหลัก .....
ลายมือชื่อ อ.ที่ปรึกษาร่วม .....
ลายมือชื่อ อ.ที่ปรึกษาร่วม .....

5884208227 : MAJOR HIGHER EDUCATION

KEYWORD: INTERNATIONAL CURRICULUM, CURRICULUM MODEL

Thi My Ngoc Nguyen : DEVELOPMENT OF AN INTERNATIONAL CURRICULUM MODEL IN EDUCATION MANAGEMENT FOR VIETNAM HIGHER EDUCATION INSTITUTIONS. Advisor: Asst. Prof. Apipa Prachyapruit, Ph.D. Co-advisor: Assoc. Prof. Varaporn Bovornsiri, Ph.D.,Prof. Gerald W. Fry

The purposes of this research are (1) to investigate the current state and the need for internationalization of curriculum of Master Degree in Education Management for Vietnam higher education institutions (2) to analyze good practices for the internationalization of curriculum of Master Degree in Education Management in international universities, (3) to develop an international curriculum management model for Vietnam higher education institutions. The samples include (1) seven policy makers at national and institutional level (2) five administrators at faculty level (3) 67 faculty members, and (4) 217 students from five Vietnamese higher education institutions offering Master Degree in Education Management. The research instruments include the content analysis forms, interview forms, questionnaires and form for validation of the draft international curriculum model. The content analysis, frequency, percentage, mean, standard deviation, and priority need index are used in the data analysis. The research results can be summarized as follows:

1. The results from the document analysis, and the interviews of policy makers, and administrators show that the importance of internationalization of the curriculum is clearly recognized. To develop the new international curriculum, the university and faculty should strive for a distinctive, interdisciplinary and competency – based curriculum, which focuses on students' knowledge, skills, and attitudes. In addition, the international curriculum needs to meet regional and international standards, and be appropriate to the local culture and national conditions. However, the limitations of the current state show a lack of qualified instructors, especially with international language, skills, limited facilities, and infrastructure. From the instructors' survey, the current state is found to be at a moderate level, but the need is at a high level. The instructors prioritize the need to focus on developing strategy, program evaluation, investment in student services and learning resources respectively. Meanwhile, the student's opinions show that students' need is at a high level, especially on vision, mission, goals, attitudes, knowledge, and skills provided by an international curriculum.

2. The Master Degree in Education Management of international universities highly focuses on developing student's international and intercultural competencies, organizational leadership skills, and practical knowledge with a global perspective. The graduates are expected to become educational reformers, leaders, and entrepreneurs in education.

3. The developed international curriculum management model in Education Management comprises the rationale and objectives of the model; program goal, objectives, and strategies; and five dimensions as follows (1) leadership in internationalization of the curriculum, (2) developing international curriculum for Master Degree in Education Management, (3) general management and support services, (4) administrative services and management, (5) and quality management. They are altogether 22 elements.

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Field of Study:	Higher Education	Student's Signature .....
Academic Year:	2018	Advisor's Signature .....
		Co-advisor's Signature .....
		Co-advisor's Signature .....

ACKNOWLEDGEMENTS

There are many people that I wish to express my gratitude and heartfelt thanks to them for contributing to the successful completion of my Ph.D. study.

Firstly, I express my sincere gratitude to my major advisor Assistant Professor Dr. Apipa Prachyapruit, my dedicated co-advisors Associate Professor Dr. Varaporn Bovornsiri, Professor Dr. Gerald. W. Fry, and Emeritus Professor Dr. John N. Hawkins for their continuous inspiration, advice and guidance, as well as their patience and care throughout my Ph.D. study. Without their great encouragement and attention to every detail of the dissertation, I would not have completed my study, enrich my knowledge and widen my perspectives in higher education.

Besides my advisors, I thank the Committee members for their valuable guidance and recommendations. I thank Associate Professor Dr. Pansak Polsaram, Professor Dr. Pateep Methakunavudhi, Associate Professor Dr. Nantana Gajaseni, and Assistant Professor Dr. Sirichan Sathirakul Tachaphahapong for their encouragement and taking their precious time off their busy schedule to read and give valuable insights related to the study.

I sincerely thank the Department of Educational Policy, Leadership and Management, Faculty of Education, Chulalongkorn University for the excellent administration and services to support my Ph.D. study. I thank my institution, Vietnam National University Ho Chi Minh City and University of Social Sciences and Humanities to give me the great chance to study abroad. I can't forget to thank the 911 Vietnam National Scholarship and Chulalongkorn 90 Years University Scholarship for funding my Ph.D. study.

Many thanks to the international and Vietnamese experts, administrators, instructors, alumni and students who have made time to contribute their valuable inputs and feedback leading to the development of the research and recommendations.

My sincere gratitude goes to my friends and colleagues who have been generous and kind in assisting and encouraging me throughout my Ph.D. study. In particular, I am grateful to Mr. Johnson Ong Chee Bin for assisting in vetting my dissertation and my previous colleague, Mr. Cong Nguyen for assisting to analyze the research data and formatting the dissertation.

Last but not least, I am grateful to my beloved husband, son, sister and family members for their unwavering support despite my absence from home. A very special gratitude and love goes to my grandma, who unfortunately has passed away before my graduation, for inspiring me to pursue my Ph.D. study during my childhood and my life in general.

Thi My Ngoc Nguyen

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CHAPTER I
INTRODUCTION

Rationale

During the past two decades, internationalization and its reform has become a high policy priority in most Southeast Asian nations. Most of governments and universities emphasize internationalization in response to the requirements for a modern, more global labor force, and to promote mutual understanding, share lessons of experience and best practices for the development of their higher education systems (UNESCO, 2006). There are various reasons for internationalization in education including the interest for national security, maintenance of economic competitiveness, fostering of human understanding across nations or because of environmental interdependence, and the influence of international trade on businesses. Under intense competition in the global economic market and self-development in the changing world, students need a deeper awareness of international and intercultural issues. Internationalization is also closely linked with the rise of academic entrepreneurialism. According to Marmolejo, (2012, cited from Fabrice Hénard, Leslie Diamond Deborah Roseveare, 2012, p.7), the top five reasons for internationalizing an institution are improving student preparedness, internationalizing the curriculum, enhancing the international profile of the institution, strengthening research and knowledge production, and diversifying its faculty and staff.

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Furthermore, the three main factors that significantly influence internationalization are (1) political - concern country position and role as a nation in the world, (2) economic - contribute to the human resources for international competitiveness, and (3) academic - achievement of international academic standards for research and teaching (Knight and De wit, 1995).

In addition, Knight (1997) added one more rationale for

internationalization which is cultural/social development, that concentrates on the role and place of the country's own culture and language and on the importance of understanding international languages and culture.

> *The preservation and promotion of national culture is a strong motivation for those countries, which consider internationalization as a way to respect cultural diversity and counter balance the perceived homogenizing effect of globalization. The acknowledgement of cultural and ethnic diversity within and between countries is considered as a strong rationale for the internationalization of a nation's education system.*
>
> *(Knight, 1997, p. 11)*

Internationalization has become global conversation over the years because it is widely accepted by academics and professional, fulfills social requirements, and it has a significant impact on institutional income and of national economic interest. Besides, "institutions see internationalization as a means of rising in the rankings and enhancing institutional prestige and visibility" (Green, 2012). The American Council on Education, an education advocacy group, reports in Mapping Internationalization of U.S Campuses:

> *Every institution needs to pay attention to internationalization if it is to prepare students for the multicultural and global society of today and tomorrow. In order for that to happen, colleges and universities need to build student interests and demographics, focus on the curriculum, invest in faculty opportunities, create a strategic framework for action, and ensure active leadership in making internationalization an institutional priority.*
>
> *(American Council on Education, 2008)*

Jones (2013) identified internationalization of curriculum in higher education will be the challenge issue in the next 25 years and this is an incapable tendency because graduates have to face with increasingly international and intercultural problems in the future whether or not they work in local or global context. So, to prepare graduates for global context, the institutions must pay attention to global disciplinary perspectives into their curricula and assist students to develop their intercultural competences. In fact, this has become one of the considerable important issues in international organizations and ASEAN region in the 21st century. In September 2015, United Nation Member States endorsed the 17 Sustainable Development Goals (SDGs), aiming to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. To achieve these ambitious goals, UNESCO endorsed the Education 2030 Framework for Action that recognizes the importance of developing appropriate indicators and effective monitoring mechanisms based on national and regional priorities. In order to measure the quality of higher education, ASEAN and UNESCO developed a framework for collaborating and sharing values and long-term aspirations in 2013. In line with this framework, relevant indicators such as building a more inclusive and equitable approach to international higher education throughout ASEAN and beyond are discussed. Besides, international cooperation in higher education has been mentioned in the Education 2030 agenda and ASEAN-UNESCO Framework Agreement and work plan for 2014-2018. However, according to UNESCO Bangkok (2016), education policies, governance, academic research, and curriculum development, internationalization in ASEAN region is not well understood or monitored. To promote this policy, a regional stakeholders meeting on indicators for internationalization of higher education was held in Bangkok, Thailand from 3-4 November 2016 by ASEAN+6 region (i.e. the 10 Member States of the Association of Southeast

Asian Nations, plus Australia, China, India, Japan, New Zealand and Republic of Korea).

Though many challenges are faced in the process of internationalization of higher education, there are successful lessons from other countries in internationalization of curriculum. Huang (2006) identified the majorities of international curricular in both China and Japan for the first time in the process of internationalization are international languages and linguistics; but in recent years, there are lots of new programs with international subjects or contents introduced in both countries. For example, in China there were 486 international programs in 2002, compared to 213 programs in 1990, in which more programs focused on interdisciplinary programs on regional and area studies, instead of only teaching international languages as at the beginning. More interestingly, China's internationalization strategy now emphasizes on exporting Chinese knowledge (ACE, 2012), especially fostering the process of cultural integration between China and the West (Rui, 2014).

In Southeast Asia, the Singapore government identified the strategy of internationalization aiming to reduce the number of local outbound students by strengthening and supporting for domestic study options. Many programs implemented to empower specific local student values and attributes, including intercultural awareness and engagement, an international competitive edge, and global citizenship – all focusing on internationalized curriculum (Daquila, 2013). Similarly, in Thailand, policy makers have developed strategies toward an ASEAN regional hub through the joint initiative on student exchanges with Ministry of Indonesian and Malaysian higher education institutions, called "M-I-T Mobility" (Buchanan, 2013).

In Vietnam, since the adoption of the "Doi moi", an open-door policy and market-oriented reforms in 1986, and the admission to the World Trade Organization (WTO) in 2007, which necessitated the increase in internationalization (OECD, 2002) "has pushed" the higher education system to

adapt with society demands. In that context, many important national policies were established to enhance Vietnam's competitiveness in the process of international economic integration and to increase the appropriateness of training to the employment need of the society (The Strategy for Education Development 2001-2010). As part of this transition, there was considerable number of colleges and universities establishing, specifically from 101 public colleges and universities in 1987 to 419 higher education institutions in 2012. Also, the number of students enrollment increased dramatically with 2.2 million students in 2012, compared to more than 100,000 students in 1987. Besides, the Vietnamese curricula were revised rigorously, focusing on the needs of the society (Nguyen et al, 2016). In addition, the Vietnam Ministry of Education and Training (MOET) has encouraged and assisted Vietnamese higher education institutions to build up and expand relationships with international organizations and institutions. Via such cooperation, Vietnamese institutions took advantage of and utilized financial, technical and equipment support with the aim of improving the quality of education and training at home. According to Nguyen et al (2016) research, most of the Vietnamese higher education leaders recognized that their institutions need to focus on integration in regard to curriculum internationalization. Besides, the idea to attract overseas students and staff to spread their reputation on a worldwide basis, as well as curriculum changes are considered important issues as part of the internationalization process of higher education in Vietnam in the future.

In the light of the above context, internationalization of higher education is considered as a way to enhance educational quality and enrich regional and international cooperation. Vietnam has undergone rapid growth and development in transnational or cross-border higher education since the 1990s with more than 200 joint programs conducted by international partners and Vietnamese higher education institutions, with 90 percent in Master Degree on Business Administration and Management. However, the demand is still very

high and the number of students went abroad rises significantly over the years; reaching more than 100,000 students in 2012 (Vietnam International Education Development – MOET). Vietnam was ranked as the second highest international students in the Southeast Asian region (UNESCO, 2013), eighth highest in the USA (Institute of International Education, 2013).

The Master Degree of Education Management has been considered as one of the key programs of Vietnam higher education system since it emphasizes on training future competent educational managers and leaders, who will work and serve for the whole national educational development purpose. In order to have future highly, qualified graduates in the educational management area, many Vietnamese institutions seek for the internationalization experiences and good practices from other international universities to modify and improve their operational curriculum to make it more competitive and advanced in the local and global context.

Though there are more than 400 public and private higher education institutions, Vietnam has limited universities and institutions offering Master Degree in Education Management (Statistic, 2012). The curriculum has structured into two parts including (1) general education, foundation knowledge and specialized knowledge, and (2) skills that focus mainly on theories and practices of Vietnam educational system and management. Besides offering local Master degree program, Vietnam higher education institutions put much efforts in cooperating with international universities through their joint programs in Education Management such as University of Education Ho Chi Minh city with University of Caen Basse Normandie (French), University of Education Ho Chi Minh city with Houston University (USA); Institute of Education Management with University of Southern West (China), MOET (2015).

Despite of some opportunities in the effort of internationalization of institutions, such as providing more options for the growing demand through joint degree programs, however, with the high number of overseas students, the risks for most developing countries are usually the unequal relationship between the buyers and sellers, and the 'brain drain' or 'capital drain' in the long term, especially when the flow of students, academic staff and funding is running largely from Vietnam to developed countries (Tran, 2014). In addition, institutions also faced the complexity, ill-defined concepts and poorly understood and developed practices of internationalization in higher education (Qiang 2003; Edwards and colleges, 2010; Leask, 2015). Different stakeholders have attached their own definitions to internationalization. The barriers are the confusion regarding the meaning and importance of internationalization; and the varied meanings of internationalization from particular disciplines within the university.

Three further possible and interrelated risks to developing countries that see internationalization as a solution to their developing need are the imposition of international and inadequate models to solve domestic problem, the potential loss of human and intellectual capital, and the weakening of the domestic university system (Murphy, 2007). Moreover, global competitiveness could lead developing higher education institution to easily lose sights of its traditional academic values such as social criticism, preparation for civic life and the pursuit of curiosity – driven learning and the gap that can form between university policy and those responsible for implementing internationalization initiatives (Green, 2010).

Despite an increased interest in internationalization of curriculum in universities and countries around the world, very few studies have actually been conducted on the topic in Vietnam, especially from the perspective of curriculum development. Research on internationalizing the curriculum in Vietnamese educational setting is particularly rare. Very few research has

focused on the process of internationalization of curriculum such as how to develop and manage a good international curriculum, and on reflecting appropriate knowledge, skills and attitudes for Vietnamese students in the global context (Nguyen et al, 2016).

Research Questions

In the view of the above reflection on internationalization of curriculum, the following research questions are proposed:

1. What are the current state and need for internationalization of the curriculum through Master Degree in Education Management for Vietnam higher education institutions?

2. How is the Master Degree in Education Management curriculum in Vietnam higher education institutions developed and managed in theory and practices?

3. What are some examples of good practices related to the international curriculum of Master Degree in Education Management in USA, Europe, and ASEAN universities?

4. What is an appropriate international curriculum management model of Master Degree in Education Management for Vietnam higher education institutions?

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Objectives of the Study

1. To investigate the current state and the need of internationalization of curriculum of Master degree in Education Management for Vietnam higher education institutions.

2. To analyze good practices for the internationalization of curriculum of Master Degree in Education Management in international universities.

3. To develop an international curriculum management model of Master Degree in Education Management for Vietnam higher education institutions.

Scope of the Study

To study the current state and the need as well as to develop the international curriculum management model for Education Management (EM), the research focuses on developing an international curriculum management model for Master Degree in Education Management. The samples of research are policy makers, administrators, instructors, students and alumni in 5 Vietnam higher education institutions (HEIs) including: (1) National Academy of Education Management (NAEM); (2) Ho Chi Minh City University of Education; (3) University of Social and Humanities, Vietnam National University Ho Chi Minh City (USSH – HCM); (4) University of Education, Vietnam National University Hanoi; (5) Hue University. These are the major public HEIs, which specialize in Education in Vietnam. The selected universities are research-oriented, among the nation's leading universities, which also receive significant government priorities such as autonomy, the capacity to offer for students to study abroad, capacity to invite and receive lecturers and international students to teach and study in Vietnam, and the capacity to cooperate and engage in joint projects in research and training. In addition, these universities represent different regions in Vietnam.

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The research also aims to analyze relevant documents from among the top 100 world universities according to the QS World University Ranking of the subject of Education in 2017 including (1) Harvard University (USA), (2) King's College London (UK); (3) Melbourne University (Australia); and from the top 100 ASEAN universities (according to QS Asia ranking in 2016) including (4) National Institute of Education, Nanyang Technological University (Singapore), and (5) Mahidol University (Thailand).

Related to the theories and concepts for developing an international curriculum management model, the researcher aims to apply two general approaches proposed by Qiang (2003); including (1) competency approach, which emphasizes the development of skills, knowledge, attitudes and values in students, faculty, and staff and (2) the process approach, which stresses integration or infusion of an international/intercultural dimension into teaching, research and service through a combination of a wide range of activities, policies and procedures. These approaches are used to define and develop goals, objectives, learning outcomes and international curriculum management model of Education Management in Vietnam higher education institutions.

The Backward Design Model developed by Wiggins and Mc Tighe (2005) and the theories about curriculum development, strategic planning and good practices are used to further analyze and develop a new model of international curriculum management of Education Management for Vietnam.

Definitions of Terms

Internationalization in Higher Education The process of integration of international and intercultural aspects in all functions of universities, including teaching, research and service, which clearly reflect national identity and culture.

Internationalization of Curriculum The incorporation of international and intercultural dimensions into the learning outcomes, student assessment, teaching methods and learning environments of a program in local and global context.

Curriculum The plan, in which the teacher or lecturer selects and designs the expected learning outcomes, students' achievement, teaching and learning activities to attain educational and individual goals.

Curriculum Development The process of developing a curriculum, including the learning outcomes, entry requirements, curriculum structure, duration of study, teaching and learning methods, instructors, learning resources, student assessment, job opportunities, and course description.

International Curriculum Model A model that demonstrates how an international curriculum is developed and managed. In this study, this term is used interchangeably with international curriculum management model.

International Curriculum Management Model is consisted of rationale, objectives, program goals, objectives, strategies and five dimensions including (1) leadership in internationalization of the curriculum, (2) developing international curriculum for Master Degree in Education Management, (3) general management and support services, (4) administrative services and management, (5) quality management.

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Backward Design Model	Three stages of curriculum development include identifying the expected learning outcomes, determining acceptable evidence for assessment, and designing learning experiences and instructions.
Learning outcomes	The statements that describe what a student must be able to acquire by the end of a particular assignment, class, course, or program.
Competency	The desired knowledge, skills, and attitudes (KSA) a student needs to successfully perform specific tasks.
Good practices	The wide range of activities, policies, curricular and procedures to achieve positive results that benefit students, programs or institutions.
Dimension	The important factors influence on the development and management process and effectiveness.

Conceptual Framework

The following diagram shows the significant relationships between relevant theories, concepts and principles of developing a new international curriculum management model for Education Management in Vietnam higher education institutions.

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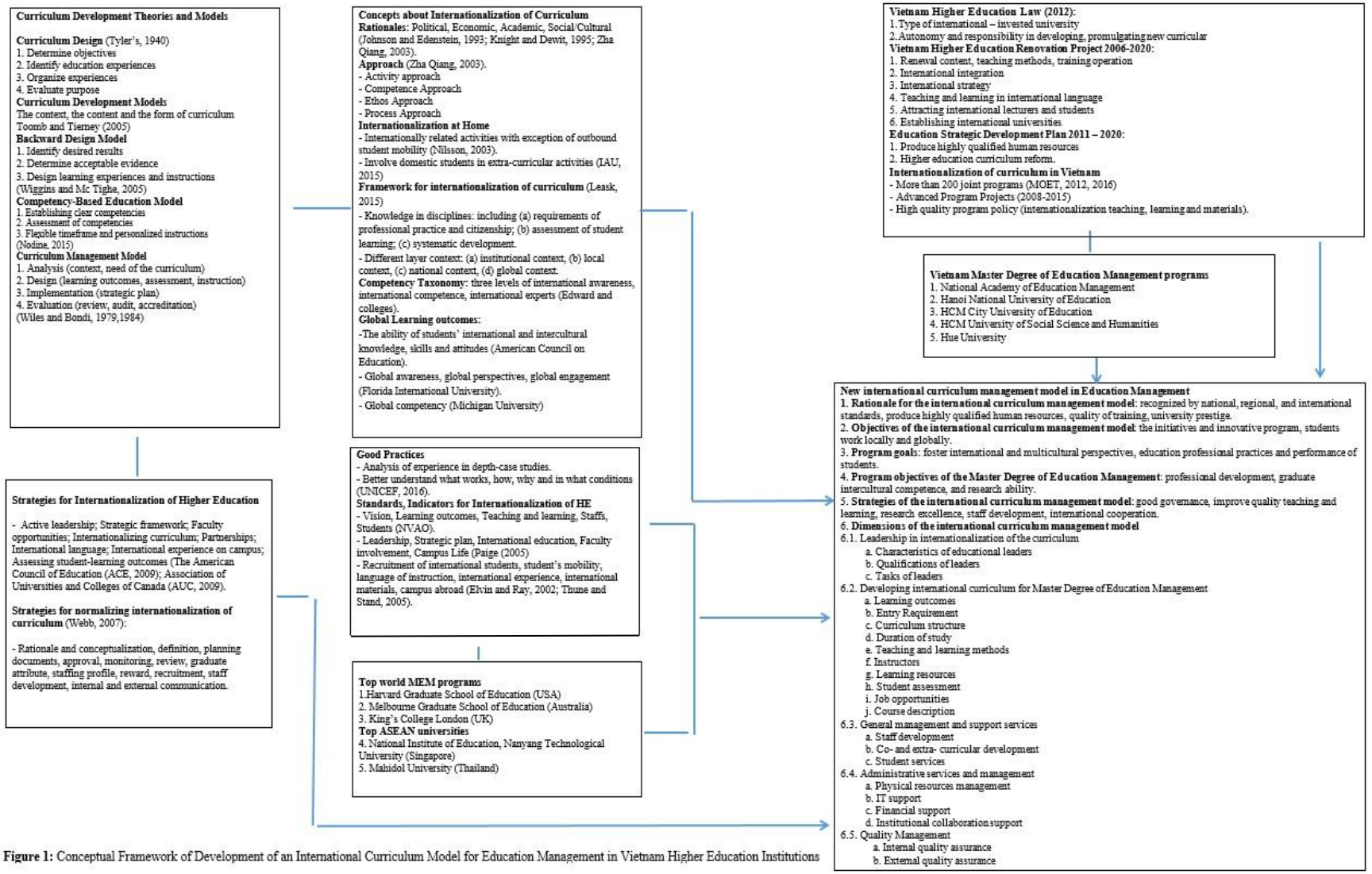

Figure 1: Conceptual Framework of Development of an International Curriculum Model for Education Management in Vietnam Higher Education Institutions

The above figure illustrates the conceptual framework of internationalization of curriculum. The primary concepts utilized for the purpose of developing a new international curriculum management model for Master Degree of Education Management in Vietnam are (1) curriculum development theories and models, (2) concepts about internationalization of curriculum, (3) strategies for internationalization of curriculum, (4) good practices and indicators in internationalization of curriculum, (5) the current context and the need of internationalization of curriculum in Vietnam.

There are many theories and perspectives to curriculum development. In 1940, Tyler's suggested four important steps, which are determining objectives, identifying educational experiences, organizing experiences, and evaluating purpose. Tomb and Tierney (2005) suggested a curriculum model with three parts including the context, the content and the form. The backward design model was developed by Wiggins and Mc Tighe (2005), which emphasized desired results or intended learning outcomes, acceptable evidences and learning experiences and instructions. More recently, to adapt with the global workforce and personalized learning of students, competency – based approach was developed, which focuses on the mastery of skills, knowledge and attitudes. Nodine (2015) proposed three important components to develop competency-based curriculum including (1) establishing clear competencies in intended learning outcomes of each subject, (2) assessing students' competencies through various actions and performance, and (3) focusing on flexible timeframe and personalized instructions. Wiles and Bondi (1979, 1984) mentioned to manage a curriculum effectively, there are four important stages that need to be focused including analysis, design, implementation or management and evaluation.

Similarly, to the theories of curriculum development, the concepts of internationalization of the curriculum are complicated and varied in different contexts or nations. They incorporate international, intercultural and global dimensions into learning outcomes, content, assessment, teaching methods, and support services (Knight, 2007; Leask 2009). The rationales for internationalization in higher education in most of the universities are political, economic, academic and social/cultural issues (Knight and De Wit, 1995; Qiang, 2005). To implement internationalization, Zha Qiang (2005) proposed approaches such as activity approach, competency approach, ethos approach, and process approach. In this research, the researcher applies (a) competency approach, which aims to develop skills, knowledge and attitudes of students and (b) process approach emphasizing on how to integrate international and intercultural dimensions into teaching, research and service. Nilsson (2003) refers internationalization at home relating to all international activities with the exception of outbound mobility. According to the International Association Universities (2015), the method to implement internationalization at home involves domestic students in extra-curricular activities. Leask (2015) presented a framework for internationalization of curriculum, which concentrates on knowledge disciplines in developing an international curriculum. It comprises the requirements of professional practice and citizenship, assessment of student learning, and systematic development of curriculum. In additional, the institutional context, local context, national context, and global context are considered as the elements which influence on an international curriculum. Relating to the taxonomy of the competence and intended learning outcomes, Edwards and Colleges (2013) identified three levels of internationalization of curriculum including international awareness, international competence and international expertise, whereas the American Council on Education suggested international and intercultural knowledge, skills and attitudes as student's global learning outcomes. Other international

universities like Florida International University developed global awareness, global perspectives and global engagement whereas Michigan University proposed global competency in its learning outcomes.

Strategic planning is an organizational management activity that is used to set priority, and strategies for internationalization of curriculum of higher education institutions. The American Council of Education and Association of Universities and Colleges of Canada (2009) recommended strategies for higher education internationalization including active leadership, strategic framework, faculty opportunities, internationalization curriculum, partnership, international language integrating into courses, international experience of students on campus, and assessing student-learning outcomes. Besides, Webb (2007) identified strategies for normalizing internationalization of curriculum as follows: rationale and conceptualization; definition, planning documents, approvals, monitoring, review; graduate attribute; staffing profile; student profile and distribution; performance management, reward, recruitment, induction, probation and promotion; organizational and staff development; and internal and external communication.

To achieve positive changes in reforming or developing the educational activities, programs, policies, and good practices analysis is often used as a tool in research today. By analyzing experience in depth using case studies, and good practices, helps the researchers or managers to better understand what, how, why and in what conditions the research issues work or don’t work (UNICEF, 2016).

In designing the new model, it is necessary to focus on analyzing the cases from international universities for seeking out the good. The good practices samples are from the top world universities, ranking by The QS World in Education in 2017 including Harvard Graduate School of Education (USA), Melbourne Graduate School of Education (Australia), King's College London (United Kingdom), and top ASEAN university, ranking by QS Asia in 2016 such as the National Institute of Education (Singapore) and Mahidol University (Thailand), which have been delivering master degree in Education Management.

According to the Netherlands Flemish Accreditation Association (NVAO, 2011), the standards for internationalization in higher education encompasses five criteria namely; vision, learning outcomes, teaching and learning, staffs, and students. Paige (2005) also mentioned indicators and performance assessment in internationalization including leadership, strategic plan, international curriculum, faculty involvement, campus life, and process monitoring. Elvin and Ray (2002), and Thune and Stand (2005) suggested indicators for international curriculum covering recruitment of international students, student mobility, language of instruction, international experience of staffs, international materials, and campus abroad.

Internationalization in higher education in Vietnam has been strongly mentioned in Vietnam higher education law (2012) in which the country allows the existence of international-invested university model and provides autonomy for some Vietnam higher education institutions to develop, and promulgate new advanced curricula. Moreover, many reforms, projects and activities relating to international integration, international strategy, international partnerships, international language instructions, curriculum change and revision are studied and implemented through Vietnam Higher Education Renovation Project 2006-2020 and Education Strategic Development Plan for 2011-2020 period. In internationalizing curriculum, the Ministry of Education

and Training (MOET) supported universities in cooperation with nearly 100 international higher education institutions to deliver more than 200 joint programs in Vietnam (MOET statistic 2012, 2016). With the cooperation and faculty exchange programs, the local institutions have more opportunities to improve their traditional curriculum as well as their instructions. With the Advanced Programs Project (2008 – 2015), the policy to search and develop high quality programs and the need for internationalizing curriculum of Vietnam Higher Education institutions are strongly emphasized during the decades. Among Vietnamese higher education institutions offering Master Degree of Education Management, the five following institutions including National Academy of Education Management, University of Education (in Hanoi), Hue University, Ho Chi Minh City University of Education, University of Social Sciences and Humanities (in Ho Chi Minh City) are the ancient leading universities with specialization in education training.

With respect to implement and sustain a new international curriculum management model, the researcher applies the above theories and tools to shape the international curriculum management model and its strategies so that it becomes more international in comparison with other international universities.

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The proposed new international curriculum management model expects to focus on how an international curriculum is developed and managed. The model consists of rationale, objectives, program goals, program objectives, strategies and its five dimensions including (1) leadership in internationalization of the curriculum, (2) developing international curriculum for Master Degree of Education Management, (3) general management and support services, (4) administrative services and management, (5) quality management.

Significance of the Study

1. Information from data collection and analysis of internationalization of curriculum in Vietnam and international countries from this study can serve as input for the educators at policy level and institutional level to internationalize and manage their curriculum.

2. The common learning outcomes that cover the knowledge, skills, and attitudes of the international Master Degree in Education Management enable Vietnam higher education institutions collaborate with international students and scholars to Vietnam to share ideas and to contribute to Vietnam's national developmental needs.

3. The Vietnam universities can apply the knowledge about education management and curriculum development in accordance with their own context.

4. Beside, other relevant disciplines such as Business Management in Vietnam universities can apply the international curriculum management model for their benefits.

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CHAPTER II
RELATED LITERUATURE REVIEW

This chapter describes and analyzes the theories and practices related to the study. They include curriculum development theories and model, concepts on internationalizationin higher education and internationalization of the curriculum, strategic planning and strategies for internationalization of curriculum, good practices in internationalization of curriculum, profiles of top world and top ASEAN master degree in Education Management, internationalization of Vietnam higher education, concepts of research methods.

Curriculum Development Theories and Model

1. Concept of the curriculum

The task of defining the concept of curriculum is considered the most challenging since the use of the term is significant difference in many circumstances.

According to Dewey (1902), curriculum is a continuous reconstruction, moving from the child's present experience out. Similarly, Bobbitt (1918) stated that curriculum is the entire range of experiences, directed and undirected, concerned in unfolding the abilities of the individua. Tyler (1957) mentioned that curriculum is all the learning experiences planned and directed by the school to attain its educational goals. Popham and Baker (1970) claimed that curriculum is all planned learning outcomes for which the school is responsible or it refers to the desired consequences of instruction.

Curriculum is also defined as the expected *means* and *ends* of education. For example, when mentioning curriculum as the means, there will be more focus on instructional plans or pedagogies. By contrast, a curriculum as the expected ends of education refers to intended learning outcomes and how these

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outcomes are evaluated. Regardless of the differences in concepts, whether for means or for ends, what students or children learn actually and what appropriate teaching methods or pedagogies are used, they are all important (Posner, 2004).

2. Theory in curriculum design

Curriculum design can be understood by the implication of deliberate decision about desired relationships among setting, students, purposes and process. According to Toomb and Tierney (2005), three essential parts relating to curriculum design need to be considered, (a) the context in which the design is developed, (b) the content that is to be taught, and (c) the form that is made about the design. Besides, the backward design procedure mentions three important steps including (1) identify desired results, (2) determine acceptable evidence, and (3) learning experiences and instruction.

The context that influences an academic plan or a curriculum process consists of external and internal influences. External influences are external factors such as market force, nation's economy, policy of the state, and standards from accreditation agencies. Over the decades, the aspects of external influences outside the universities often focus on educational purpose (mission, general and specialization education), content (demand of increasing choices, curricula coherence), learners (access ability in 21st century), instructional process (students engagement and freedom, student-centered teaching, active learning, technology support), and evaluation (quality control, accountability, student preparation). Internal influences, by the contrast, include institutional mission, type and control, resources, governance (Board's roles), faculty's roles, disciplines and student's characteristics. In general, the figure below can be used to analyze and synthesize the relationship and basic content of each element of the curriculum.

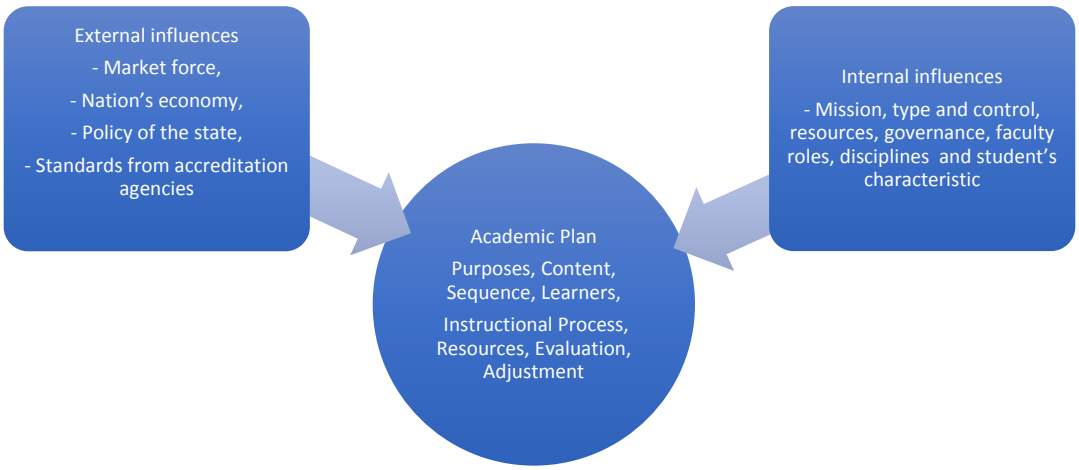

Figure 2: External and Internal Influences on an Academic Plan/ Curriculum Process (Lattuca and Stark, 2009).

In the academic plan, choices of instructional process of instructors are essential. Teachers need to have the ability in knowing their learners, to capitalize on students' goals, to use interactive instructional processes (discussion, case studies, role play, collaborative and cooperative learning, linking learning and life, classroom based experiential learning, addressing students' diversity), to enhance critical thinking, to solve teaching problems and to use project based approach to help students to apply their knowledge in real situations.

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3. Curriculum development model

Tyler's Model (1940) consists of four steps (1) determine the school's purposes (objectives); (2) identify educational experiences related to purpose; (3) organize the experiences; and (4) evaluate the purposes.

Taba Model (1962) identified eight steps to develop a curriculum, including identify the need of students, develop objectives, choose content that matches the objectives, organize contents basing on learner background and experience, select instructional methods that promote students engagement,

organize learning experiences by sequencing contents, evaluate and check for the balance and sequence.

Wiggins and Tighe (2005) suggested the backward approach to curricular design, which focuses on the sequence for curriculum. There are three stages in the backward design process including (1) identify desired results; (2) determine acceptable evidence and (3) plan experiences and instruction. In the first stage, the national and institutional goals to develop the content standards and curricular priorities to shape the choices of important knowledge, and skills of intended learning outcomes are considered. In stage two, the authors encouraged teachers and curriculum designers to think like an assessor before designing specific lessons. Besides, teachers should consider a range of assessment methods to evaluate the progress of students' learning continuum such as informal test for understanding, observation, quiz, performance tasks or projects. Finally, after identifying clearly the desired results and appropriate assessment methods, teachers need to plan the instructional activities. Several key questions, according to the authors, such as "what activities will equip students with the needed knowledge and skills or what materials and resources are best to help achieving the targets?" need to be addressed.

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4. Curriculum management model

A model can be the graphical, mathematical (symbolic), physical, or verbal representation or simplified version of a concept, phenomenon, relationship, structure, system, or an aspect of the real world. A model of a system or process that is a theoretical description can help us to better understand how the system or process works or how it might work (Collins dictionary). In short, it shows how something works.

The objectives of a model include facilitating understanding by eliminating unnecessary components, explaining, controlling, and predicting events on the basis of past observations. Since most objects and phenomenon

are very complicated (have numerous parts) and much too complex (parts have dense interconnections) to be comprehended in their entirety, a model contains only primary features that are importance to the model maker's purpose (Business Dictionary). A model is a set of inter-related components arranged in a sequence, which provides guidance to realize specific goals. In general, a model has an information input, process, and output of expected results. Key principles of model are simple, analytical, and applicable and can be predictive (UNESCO, 2013).

Features of a scientific model are proposed by Valk, Driel and Vos (2007) including (1) a model is always related to a target and is designed for a specific purpose. The target may be an object, a phenomenon, a process, a system or an idea; (2) A model serves as a research tool that is used to obtain information about the target, which itself can't be easily observed or measured directly. The purpose of a model in scientific research is mostly to predict or to explain; (3) A model bears some analogies to the target; (4) A model differs in certain aspects from the target, the differences make the model more accessible for research than the target; (5) A model will always be the results of a compromise between the demands, so the choice of model will reflect the nature of research, problem, conditions such as time, cost, and the researcher as well; (6) There is always an element of creativity involved in its design and purpose; (7) Several consensus models may co-exist in respect to the same target; (8) As a part of research activities, a model can involve through an iterative process (Van-Hoeve-Brouwer, 1996). Aspects of the target that are not represented adequately in the initial model or working model. Such aspects are the growing point for further elaboration or exploration (Rothbart, 2004).

Management consists of creating policy, directing, planning, organizing, and controlling an organization's resources in order to achieve the objectives of that policy (Thomas, 1535). A Management Model is the set of choices of executives about "*how the work of management*" in defining objectives,

motivating effort, coordinating activities, and allocating resources (Birkinsaw, 2010).

Balderston (1995) referred university as “the oldest, the most visible, and the most complicated in organization and function”. Therefore, to define and analyze university management, it is necessary to study on “many clues to the management of educational institutions”. He also identified elements of university management including the funding (financial balances), resource inputs (personnel, materials, supplies, service of the capital goods), processes or activities (using resources to produce outputs) and goals (indicators of institution achievement). The relationships between elements are strong and they influenced each other, so they are important to the decision maker.

Curriculum management is the process through which educators and administrators collaborate on the creation, development, design, review, approval, assessment, and refinement of curriculum to achieve desired learning outcomes. Curriculum management is also considered as a subsystem of educational management and as an interconnected activity in managerial and curricular dimensions. The dominant functions of curriculum management are conceptualization, planning, implementation, monitoring and evaluation (Tirado, Barriga, 2016).

Wiles and Bondi (1979, 1984) stated that the curriculum management model basically includes four stages: analysis stage; design stage; implementation or management stage; and evaluation stage. The detailed tasks of each stage are explained in a comprehensive plan as in the diagram below

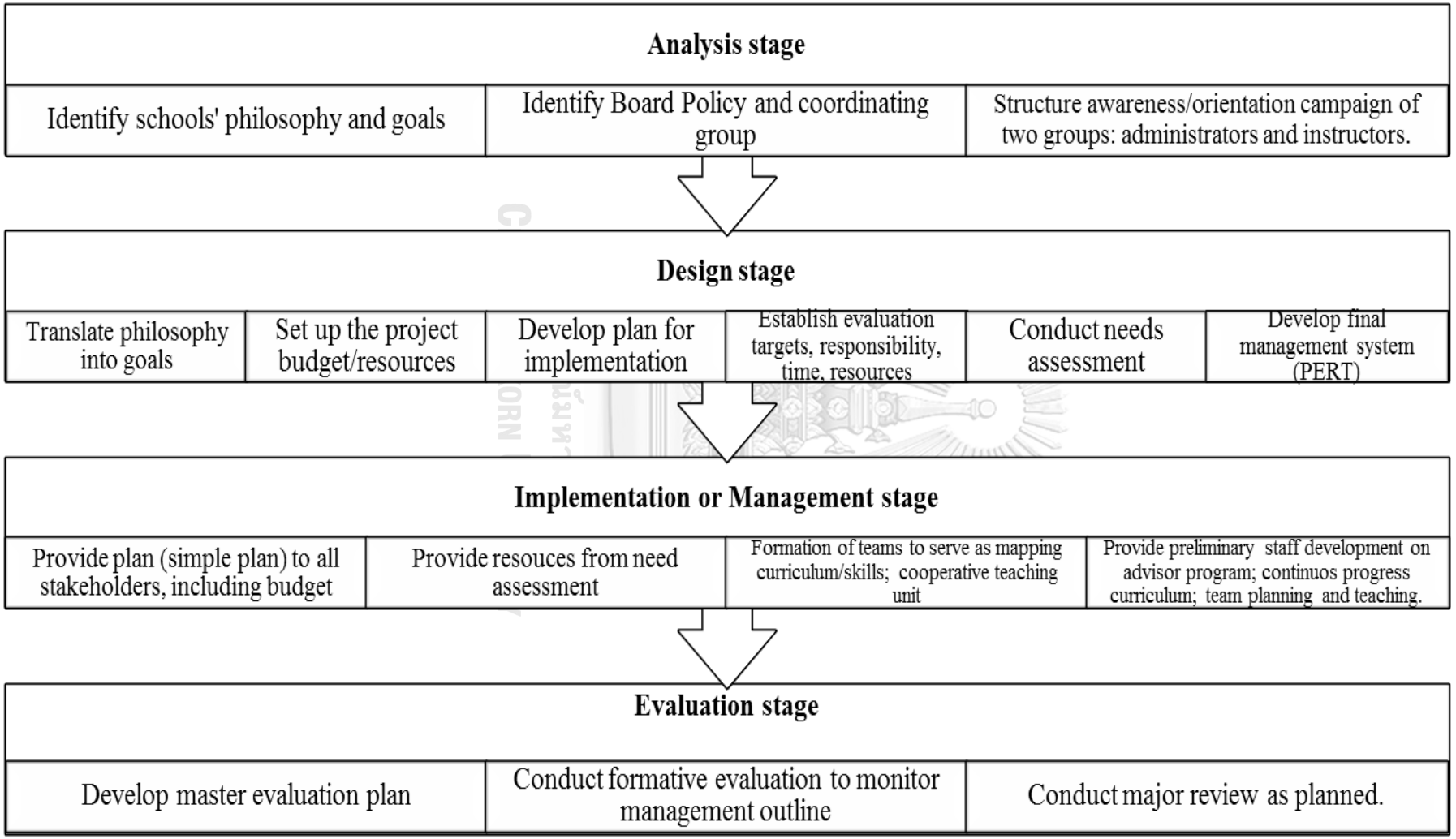

Figure 3: Curriculum Management in Developing Curriculum (Wiles and Bondi, Colorado, 1980, p.129)

To implement the internationalization of curriculum, Toyne (1993) argues that it is not simple to develop new learning outcomes or graduate attributes because it requires institutional change. It needs the agreements and supports from many stakeholders for big issues such as curriculum development, academic autonomy, budget, resources allocation etc. (Crosling, Edwards and Schroder, 2008).

One of the models for understanding organizational change was developed by Lewin (1940) but still used until today. The model is known as Unfreeze – Change – Refreeze, which refers to the three-stage process of change as follows:

1. To begin change process, first of all, we must understand the reason why the change must take place so that we can “unfreeze” or break down the existing status. As Lewin (1940) stated: "Motivation for change must be generated before change can occur”.

2. The next stage is “Change”, which focuses on the specific issue of transition in a changing environment.

3. Lastly, when the changes are taking shape and people have embraced the new ways of working, the organization is ready for change which is called “Refreeze”.

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Carnall (1997) identifies three conditions for effective change. They are respectively (a) awareness of the organization (understand the need for change), (b) capability (feel that can deal with new circumstances), and (c) inclusion (“ownership” feeling, commitment from the leaders, understand the accountability and reward of the system).

Burnes (1996) mentions there are two types of change management, including planned and emergent. The planned change takes place basing on action research, data collection, and having feedback to organization for better decision making while emergent change takes a less structured way to change management, it just tries to fulfill or adapt with the changing environment.

Trowler (1998) also states that it is important to understand the attitudes of the existing staffs, the academic value and autonomy to overcome the resistance or objection of change.

In summary, the management concepts and models in an organization or institution can be illustrated in the following table. The theories and concepts support the researcher to develop the goals, objectives, and learning outcomes of an international curriculum, as well as to allocate the strategies, resources and to evaluate the ability and refinement of the curriculum

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Table 1: Management Concepts and Models in Organization

Management concepts and model	Thomas More (1535)	Birkinsaw, (2010)	Balderston (1995)	Tirado, Barriga (2016)	Wiles and Bondi (1979, 1984)	Crosling, Edwards and Schroder, (2008)	Lerwin (1940)	Carnall (1997)
Creating policy, directing, planning, organizing, and controlling an organization's resources to achieve the objectives.	✓		✓		✓			
Defining objectives, motivating effort, coordinating activities, and allocating resources.		✓			✓			
Funding; Resource inputs; Processes/Activities; Goals.			✓			✓		
Creation, development, design, review, approval, assessment, and refinement of curriculum.				✓	✓			
Four Stage: Analysis; Design; Implementation; Evaluation	✓	✓	✓	✓	✓	✓		✓
Curriculum change: Curriculum development, academic autonomy, budget, and resources allocation.			✓		✓	✓		
Change Management Model: Unfreeze – Change - Refreeze.							✓	
Conditions of change: awareness, capability, and inclusion.								✓

5. Competency - based education model (CBE)

Competency-based education has spread broadly in higher education curriculum development over the past decades. It is an approach to teaching and learning that awards credit on the basic of mastery of clearly defined competencies or skills (EDUCASE, 2014). Competency-based curricula are usually designed around a set of key competences/competencies that can be cross curricular and activities (International bureau of education, ibe. unesco.org. 2019).

According to Nodine (2015), three important components in developing a competency-based model in education are (1) establishing clearly what are competencies in each subject, (2) identifying how students can demonstrate such competencies through actions and performance in assessment of learning outcomes and (3) focusing on flexible timeframe and personalized instructions, based on individual need. CBE model includes an emphasis on outcomes, a strong pedagogy, use of interdisciplinary resources and assessment of competencies across the curriculum (Albanese, Mejicano, Anderson, Gruppen, (2008), cited from Gervais (2016)). The key component in a CBE model is how the teacher structures the learning experience which requires the teacher to put much efforts in preparing lessons prior to entering classroom (Elbow, 1979). A student in CBE model must demonstrate mastery of both the horizontal and vertical aspects of competency in each course. In addition, the use of technology is an important tool in supporting student learning. So, a teacher has to possess the ability to use different modes of technologies to aid student learning to achieve the targeted competencies (Clark, 1976).

Besides, successful models demonstrate that CBE can fit into existing institutions if they follow these principles: the degree reflects robust and valid competencies; students are able to learn in variable pace and be supported in their learning; effective learning resources are available any time and reusable; assessment is secure and reliable (Gunnel, Fowler, Colaizzi, 2015).

OECD identified key competencies in a CBE framework including (1) using tools interactively, (2) interacting in Heterogeneous group, and (3) acting autonomously. ASEAN Qualifications Reference Framework (AQRF) has identified competence as an ability that extends beyond the possession of knowledge and skills which include cognitive competence involving the use of theory and concept; functional competence relating to skills or know-how; personal competence involving how to conduct oneself in a specific situation; and ethical competence involving the possession of personal and professional values (ASEAN Principles, 2016).

Concepts on Internationalization in Higher Education and Internationalization of the Curriculum

1. Internationalization in higher education

The Organisation for Economic Co-operation and Development (OECD, 1995; Knight, 2003; Qiang 2003; Kreber, 2009) defines the internationalization of higher education as the process of integration of an international/intercultural dimension into all of the activities of a university, including the teaching, research and service functions. It can also be understood as features of all university, "*encompassing organizational change, curriculum innovation, staff development, and student mobility, for the purpose of excellence of teaching and research which embrace the entire functions of the university*" (Qiang, 2003; Rudzki, 1995, p. 421).

Internationalization fosters intercultural understanding, international cooperation (Kreber, 2009), develops a more globalized sense of responsibility and citizenship and graduates competences and skills for effective living and working in a diverse environment (Kahane and Barnett, 2000; Mestenhauser, 1998; Kreber, 2009; Rizvi and Lingard, 2010). Internationalization must be entrenched in the culture, policy, and planning and organizational process of the institution because one of the key elements of the term is "*the notion of*

between or among nations and cultural identities" (Qiang, 2003). In fact, with the private diversity and unique history, culture, resources, priorities etc. each university or nation will have its own response to internationalization and the relationship with other universities or nations. So, national identity and culture is the key to internationalization of higher education (Qiang, 2003).

It is the fact that to respond with the globalization, internationalization is chosen as the adaptation of a modern society and the requirement of labor market. Under this pressure, university needs to improve its academic and professional ability in order to provide appropriate human resources. This also considers the methods to help universities or nations maintain their economic competitiveness, prestige and national security. Reasons for internationalization can be demonstrated through four main factors (political, economic, academic, social and cultural) as the table below.

Table 2: Rationale for Internationalization in Higher Education and Curriculum

1. Political rationale	Promote national security and peaceful relationship (Scott, 1992; Agner et all, 1992; Johnson & Eldenstein, 1993, Knight, 1997); institutional ranking and prestige (Zha Qiang, 2003).
2. Economic rationale	Maintain of economic competitiveness (Agner et all, 1992; Warner, 1992; Zha Qiang, 2003); increase institutional income (Zha Qiang, 2003).
3. Academic rationale	Improve students' preparedness, knowledge, skills and attitudes (Zha Qiang, 2003, Marmolejo, 2012), internationalized the curriculum, academic entrepreneurialism (Davis, 1992, Marmolejo, 2012); strengthen research and knowledge production, professional development (Knight and De Wit, 1995, Zha Qiang, 2003).
4. Cultural and social rationale	Respond to the society requirement, global labor force of human resource (De Wit, 2010), improve human understanding (Agner et all, 1992; Warner, 1992).

While many scholars in the early modern era focus on national development as a rationale, the present initiatives such as the Fulbright Scholars Program in the United States and the *Erasmus Mundus* Program in

Europe have aimed to promote mutual understanding and encourage collaboration among higher education institutions (Fabrice, Deborah Roseveare, 2012) and the issues like student mobility, faculty and student exchanges, and international research collaboration have received greater attention than ever in institutional strategies or goals.

2. Internationalization of the curriculum

Iinternationalization of the curriculum (IoC) refers to the process of developing a curriculum, which is internationally oriented, aimed at preparing students for performing (professionally and socially) in an international and multicultural context, and designed for domestic students as well as international students (IDP, 1995; Leask, 2009). This is not only the process of integration of an international, intercultural and global dimensions imbedded in all programs, projects and services as students' competencies (Garbove, 2012; Leask, 2009); but also the incorporation into the content of the curriculum, learning outcomes, assessment tasks, teaching methods and support services of a program or study. Internationalization of curriculum has the function in developing a multicultural attitude, sensitive, appreciative of cultural diversity; involving "educating for world-mindedness"; preparing students with intercultural knowledge and competence and promoting cross cultural understanding (Thompson, 1995; Leask, 2009). The value of an internationalized curriculum is linked to student learning outcomes. In fact, to help students living and working in a globalized world, graduates need to develop their lifelong learning skills and attitudes with international perspectives. They need to have the ability to open their views and to interpret local problems within a wider and more international framework (Webb, 2005). An increasing number of institutions identify what students need to learn and know to be prepared to live in a more internationalized, often culturally diverse working and social environment as professionals and as citizens. Knight wrote in 1994 that curriculum as "the backbone of the internationalization process".

Internationalization of the Curriculum can be seen from two perspectives: (1) as a responsibility of higher education institutions to prepare graduates to live in a global society; and (2) and as a way for educational organizations to attract students via international offerings in study programs. However, developing the international curriculum would firstly relate to developing teaching and learning to change, to finding innovative methods of changing and adapting and to contextualizing local engagement within a wider and more global context (Webb, 2005).

An internationalized curriculum requires pedagogies that promote cross – cultural understanding and facilitate the development of knowledge, skills and values that will enable students to successfully engage with others in an interconnected and interdependent world (Qiang, 2003; Leask, 2009).

The international curriculum should address the need of local as well as provide a learning environment that values diversity and internationalisation as integral to all programs by ensuring that international perspectives are embedded in curriculum design, learning and teaching. An internationalised curriculum will need to include traditional/original subject areas in which there must be integration between the national and international cases through ethical issues in globalisation such as social justice, equity, human rights and related social, economic and environmental issues.

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To define the internationalization of curriculum, there are many aspects that need to be considered in this phenomenon. It could be understood as in the following definition:

> Internationalization includes teachers and students learning from each other, meeting the need of overseas, offshore and local students, creating interdependence between students, viewing professional practices from different perspectives, using culturally inclusive teaching practices, accessing teaching and learning resources which reflect diversity, and

> offering high quality courses which are internationally relevant. Internationalization is not merely a matter of recruiting international students, though the presence of international students is an enormous resource for the university. The aim of internationalization is to produce graduates capable for solving problems in a variety of locations with cultural and environmental sensitivity,
>
> (Aulakh et al., 1997).

According to Leask (2012), a framework of internationalisation of the curriculum consists of two components that are curriculum design and context. In curriculum design, it is necessary to relate requirement of professional practice and citizenship, assessment of student learning, and systematic development across the program. The context that influences the curriculum includes institutional, local, national, regional and global contexts.

The framework includes three important parts: The first part is knowledge in and across disciplines which is considered the heart of the internationalization of curriculum process. The second part is the top half of the framework which is concerned with curriculum design including systematic development across the program, requirements of professional practice and citizenship, and assessment of student learning. The third part is the bottom half of the framework which is concerned with layers of context that influences the curriculum such as institutional context, local context, national and regional context, and global context.

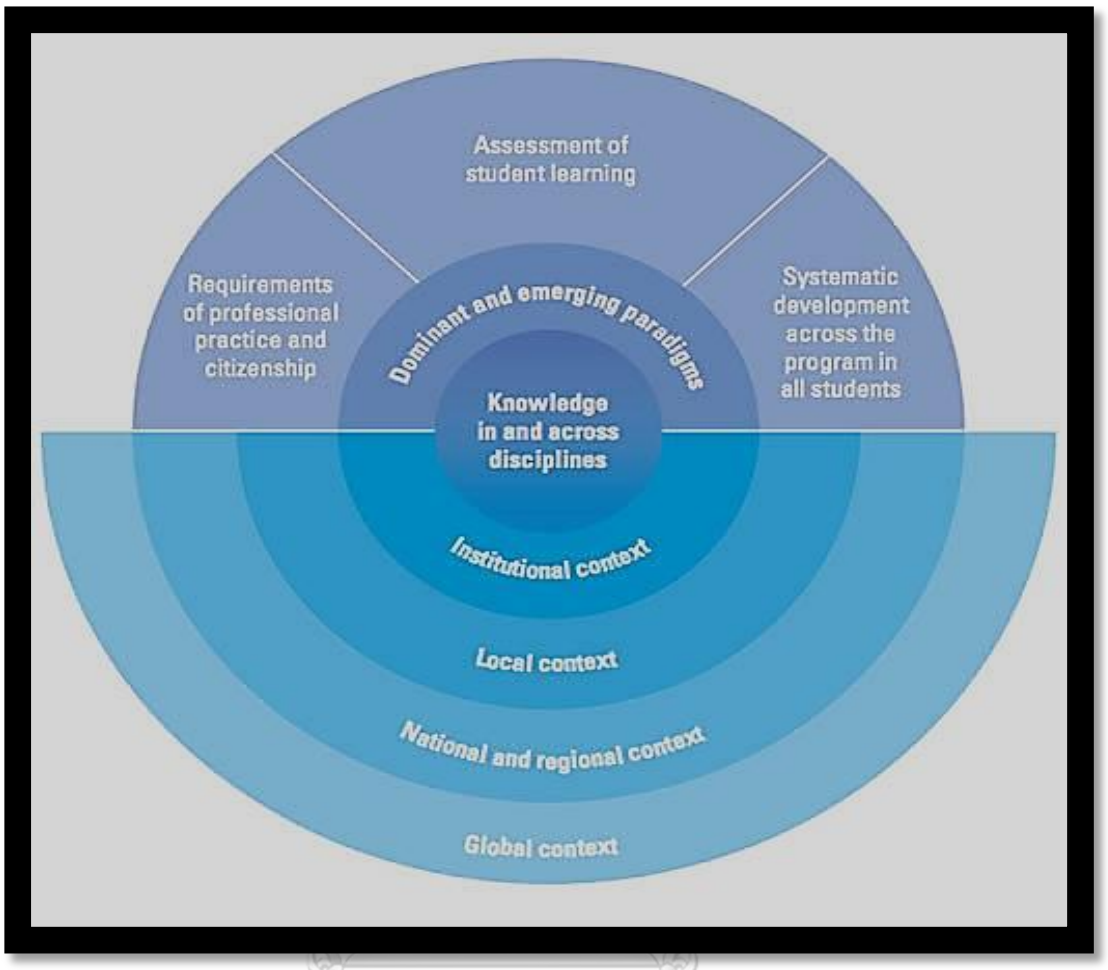

Figure 4: A Conceptual Framework for Internationalization of the Curriculum Leask (2009)

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Other idea from Rammell (2007) states that in an increasingly globalised world there is wide spread acceptance of the importance of internationalising higher education and giving students the skills to enable them to operate effectively across boundaries. Besides, according to Green and others (2010), we must pay attention to the gap that can form between university policy and those responsible for implementing internationalisation initiatives, which we aim to explore in our research. Furthermore, we should be aware of curriculum internationalization as a continual, ongoing process and curriculum may differ from countries because of their private contexts and strategies and

internationalization also varies across disciplines (Leask, 2012) and "Internationalisation at Home" (Teekens, 2006), which includes the perspective of the locals (Caglar, 2006).

3. Internationalization at home

Internationalization at home relates to everything – "from the academic curriculum, to the interactions between local students and international students and faculty, to the cultivation of internationally-focused research topics, to innovative uses for digital technology. Most importantly, it focuses on all students reaping the benefits of international higher education, not just those who are mobile", (EAIE, 2017). Nilsson (2003) refers to Internationalization at Home as "any internationally related activities with exception of outbound student mobility". In fact, the concept of Internationalization at Home (IaH) seems to be a good alternative for students who will not get a chance to take part in mobility activities during their studies (Kowalska, 2016).

Knight (2008) describes that Internationalization at Home has been developed is *"…to give greater prominence to campus-based elements such as the intercultural and international dimension in the teaching learning process, research, extra-curricular activities, relationships with local cultural and ethnic community groups, as well as the integration of international students and scholars into campus life"*.

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Universities can undertake many actions under the umbrella of Internationalization at Home strategy. These include:

- International curricula and programs
- Teaching/learning process
- Staff development and faculty training
- Extra-curricular activities
- Liaison with local cultural/ethnic groups

Much Internationalization at Home initiatives in other universities directly involve domestic students in extra-curricular activities such as buddy programs, tutoring, and cultural activities (IAU- International Association Universities, 2015).

4. Approach of internationalization

OECD (2012) has identified in the project result, namely Managing Internationalization, that the approach of internationalization of Government and Higher Education institutions can explore critically through national policy and institutional strategies about internationalization of dual and joint degrees, off-shore campuses, international networks, ethics, values, ICT assistance and lastly, organizations.

Qiang (2003) mentioned the approach of the internationalization as "*the stances adopted by persons in leadership positions towards the promotion and implementation of programs aimed at internationalization"*. Based on a systematic literature review from several major authors like Aigner et al, 1992; Arum & Van de Water, 1992; De Wit, 1995; Knight, 1994, 1996, 1997); and Zha Qiang referred to the following four main approaches:

(1) The activity approach, which promotes activities such as curriculum, student/faculty exchange, technical assistance, and international students;

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(2) The competency approach, which emphasizes the development of skills, knowledge, attitudes and values in students, faculty and staff;

(3) The ethos approach, which emphasizes creating a culture or climate that values and supports international/intercultural perspectives and initiatives; and

(4) The process approach, which stresses integration or infusion of an international/intercultural dimension into teaching, research and service through a combination of a wide range of activities, policies and procedures.

In general, though the four approaches including activity, competency, ethos and process have their own distinctive characteristics, they all focus on aims and means of internationalization, which can be displayed in the following figure:

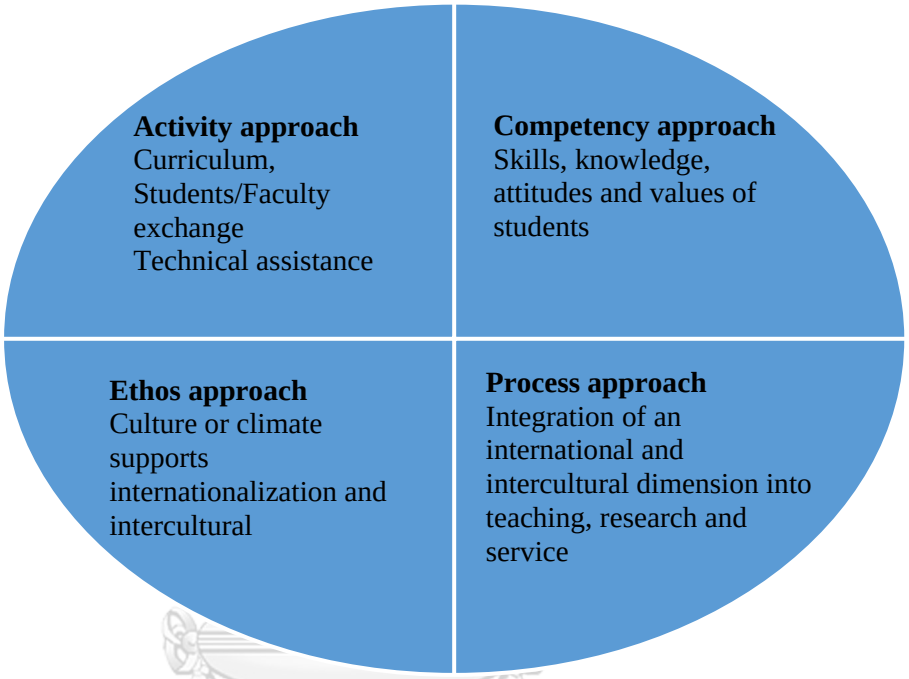

Figure 5: Approaches to Internationalization in Higher Education (Qiang, 2003)

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5. Typology of international curriculum

One comprehensive attempt to develop a programmatic approach to internationalization in the business curriculum offered by Edwards and colleagues (2003) is its typology, which identified three goals of IoC: “international awareness” (level 1) “international competence” (level 2), and “international expertise” (level 3) in the sense of an authentic professional identity developed through study abroad programs and/or cross cultural work experience embedded in the curriculum.

Table 3*:* Typology of Internationalization of Curriculum

Level 1	International awareness	Encouraging reflective approach, infusing curriculum with international examples, cases and perspectives
Level 2	International competence	Building cross-cultural interaction into the formal and informal experience
Level 3	International expertise	Through international language study and exchanged programs immersing students in global setting.

(Edwards and colleagues, 2003).

Van der Wende (1996) identified typology of internationalization for the OECD with nine characteristics relating to international curricula as follows:

- Curricula with international content;
- Curricula with added comparative dimension to traditional content;
- Career – oriented curricular;
- Curricula addressing cross- cultural skills;
- Interdisciplinary area study programs;
- Curricula leading to internationally recognized professions;
- Curricula leading to joint or double degrees;
- Curricula whose parts are offered at off-shore institutions by local faculty; and
- Special curricula designed exclusively for international students.

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6. Global learning outcomes

Another point illustrates for indicators of internationalization of curriculum is that a series of global student learning outcomes (LO) are developed around the world. However, to make sure that these learning outcomes can be achieved as expected, they must be clear and measurable for the assessment process. According to Green (2012), developing global learning outcomes and procedures for assessing often take longer time. In some cases, institutions spend most of one year to develop global learning outcomes. In Florida International University (FIU), global learning outcomes are

emphasized on three aspects including global awareness, global perspectives, and global engagement. More specifically, Michigan State University (MSU) has aligned its global learning goals and specified outcomes for liberal learning outcomes. The detail information of global outcomes are presented in the table 4 and table 5 as follows:

Table 4: Florida International University (FIU) Learning Outcomes

Global awareness	Knowledge of the interrelatedness of local, global, international, and intercultural issues, trends and systems.
Global perspectives	The ability to conduct a multi - perspectives analysis of local, global, international, and intercultural problems.
Global engagement	A willingness to engage in local, global, international and intercultural problem solving.

(Green, 2012, p.17)

Table 5: Global Competence at Michigan State University

Liberal Learning goal	Liberal Learning outcome	Global competency
The MSU graduate comprehends global and cultural diversity within historical, artistic, and social context	Reflects on experiences with diversity to demonstrate knowledge and sensitivity. Demonstrates awareness of how diversity emerges within and across cultures.	Understand the influence of history, geography, religion, gender, race, ethnicity, and other factors on their identities and identities of others. Recognizes the commonalities and differences that exist among people and cultures, and how these factors influence their relationships with others. Questions explicit and implicit forms of power, privilege, inequality and inequity. Engages with and is open to people, ideas, and activities from other cultures as a means of personal and professional development.

(Green, 2012).

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A draft of global learning outcomes drawn from various sources by different groups forms the general globally competent students of the American Council on Education as detailed in the table below (see the American Council on Education: Assessing International Learning outcomes for a sample ranking instrument: https://www.acenet.edu/news-room/Pages/ACEFIPSE-Project-on-Assessing-International-Learning.aspx). Basically, these global learning outcomes focus on the ability of students' international and intercultural knowledge, skills, and attitudes.

Table 6: American Council on Education – Global Learning Outcomes

Knowledge	Skills	Attitudes
Demonstrate knowledge of his culture in a global and comparative context.	Uses knowledge, diverse culture frames of reference and alternate perspectives to think critically and solve problems	Demonstrate knowledge of the language, art, religion, philosophy and culture of different cultures.
Demonstrate knowledge of global issues, processes, trends and systems.	Communicates and connects with people in other language communities.	Demonstrate an understanding of cultural differences and tolerance of cultural ambiguity.
Demonstrate knowledge of other cultures (belief, values, perspectives, practices, and products).	Use international language skills or knowledge of other cultures to access information, experience and understanding.	Demonstrate an ongoing willingness to seek out international or intercultural opportunities.

(American Council on Education)

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In summary, to clarify and measure the internationalization of the curriculum, we can use the taxonomy of input, process and output, together with the typology as table followed:

Table 7: Taxonomy on Internationalization of Curriculum

Level	Input	Process	Output
Level 1: international awareness	Vision on internationalization Staffs composition (in quality and quantity) International experience and intercultural competence and language skills. Services provided to staffs (training, facilities, exchange). Students group composition (diversity of national and cultural background) Services provided to students (information provision, counseling, guidance, accommodation, diploma supplement) (NVAO, 2011)	Intended learning outcome reflect the vision on internationalization. Methods used for assessment suitable for measuring the achievement of the intended international and intercultural learning outcomes (NVAO, 2011) Reflective approach (international examples, cases, perspective) (Edwards and colleagues, 2003).	International experience (gained by students in line with the vision and learning outcomes). Graduate achievement and global competence. (NVAO, 2011, MSU) Knowledge of the interrelatedness of local, global, international, and intercultural issues, trends and systems. (FIU)
Level 2: international competence		Cross cultural interaction into the formal and informal experience (Edwards and colleagues, 2003).	The ability to conduct a multi - perspectives analysis of local, global, international, and intercultural problems. (FIU)
Level 3: international expertise		International language study and exchange programs (Edwards and colleagues, 2003).	A willingness to engage in local, global, international and intercultural problem solving. (FIU). Use international language skills or knowledge of other cultures (ACE)

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7. Global citizen and intercultural competence

Developing graduates who are globally aware and intercultural competent relies on systematic and supported approaches to design and delivery of internationalized curricula. Griffith's integrated framework for internationalization of the curriculum outlines graduate attributes for students focusing on global awareness and intercultural competence, capacity building for staff in embedding international perspectives into their curricula and pedagogical practices and a commitment to engagement with local, national and international communities.

According to Dé Bryant (2006), a Global citizen is "a person with the ability to work, play and live somewhere other than the land of their birth...this person exhibits agency (is proactive and engaged in civic life) and primacy (has the capacity to make change happen). At the emotional and philosophical level, the global citizens consider themselves to be transnational: committed to the human issues no matter in what nation state they occur."

Global citizenship is not an additional subject, it is an ethos. It is best implemented through "a whole-school approach", involving everyone from learners themselves to the wider community. It can also be promoted in class through teaching the existing curriculum in a way that highlights aspects such as social justice, the appreciation of diversity and the importance of sustainable development.

Students who are intercultural competent demonstrate the knowledge, skills and attitudes needed to thrive in a world characterized by global mobility and social, cultural, economic, political and environmental interconnectivity. Global citizenship reflects an awareness and appreciation of diverse people, cultures and environments throughout the world (global awareness) and the ability to manage this interconnectedness harmoniously and productively (intercultural competence).

Global citizenship is achieved through an interactive process whereby students and staff from culturally and linguistically diverse backgrounds exchange knowledge, skills, attitudes, values and experiences so as to enhance their understanding and appreciation of, and capacity to operate successfully within, a range of local, national and international communities.

In 2009 Griffith University introduced ‘Competence in Culturally Diverse and International Environments’ as a key Graduate Attribute. Graduates of Griffith University will possess:

- Competence in Culturally Diverse and International Environments
  - Awareness of and respect for the values and knowledge’s of Australian Aboriginal and Torres Strait Islander First Peoples[1]• Respect, awareness, knowledge and skills to interact effectively in culturally or linguistically diverse contexts.
  - A global and international perspective on their discipline.
- Effective Communicators and Team Members
  - Effective team work is also a key graduate attribute, and in particular students are expected to develop.
  - Capacity to interact and collaborate with others effectively, including in teams, in the workplace, and in culturally or linguistically diverse contexts.
- Learning and Teaching Principles
  - Griffith University’s Learning and Teaching Principles also focus on the need to for intercultural competent, socially and ethical responsible graduates;
  - Provide learning experiences that develop intercultural capabilities, and ethically responsible global citizens;
  - Value and recognize individual and cultural diversity through the provision of an inclusive context.

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Table 8: Griffith University's Conceptualization of the Key Characteristics of Intercultural Competence Multilevel Strategies

Key characteristics of Intercultural Competence: What makes a Global Citizen?		
Knowledge and Understanding	Skills and Abilities	Attitudes and Values
Knowledge of equity, social justice, human rights and related social, economic and political issues Knowledge of globalization and interdependence, and the short- and long-term implications for sustainable development.	Ability to think "globally" to consider issues from a variety of different perspectives (e.g., social, cultural, economic, political, religious, etc.)	Appreciation of, and value and respect for, global multicultural, multilingual diversity
Understanding of how the world operates (socially, culturally, economically, technologically, politically and environmentally)	Critical analysis of (and the ability to challenge) conventional thinking, injustice and inequality	Commitment to engage in informed debate about issues of equity, social justice, human rights, and related social, economic and political issues
Recognition of the impact of local, national and international actions and decisions for local, national and international communities and environments.	Ability to interact and empathize with people from different social, cultural, religious, and linguistic backgrounds, both locally and globally	Committed to justice, equity, environmental sustainability and civic obligations
Understands how knowledge may be constructed differently across cultures in different disciplines	Effective leadership, cooperation and teamwork skills	Commitment to participate in, and contribute toward, creating an equitable and sustainable community at a range of levels (from the local to the global)
Recognition of intercultural and transnational issues relevant to professional practice	Ability to engage in problem-solving, shared perspective-taking and negotiation to resolve conflicts	Appreciation of the complex, interacting factors that contribute to diversity of language, culture and multicultural relationships.
Awareness of own culture and its perspectives, and other cultures and their perspectives		Sensitivity to, and awareness of, complex human-environment interactions; and a willingness to act in a manner consistent with the changing need and demands facing society.
Recognition of one's membership of, and responsibilities within, both a local and global society		Sense of identity, self-esteem and belief that people can make a difference to the world

(Internationalizing the curriculum, GIHE, p.10)

8. Students assessment

A checklist of some key characteristics of assessment of internationalization of curriculum (Leask, 2015) include:

- Assessment has to be aligned with program and learning outcomes.
- Assessment reflects progressive development of intercultural and international skills and knowledge through the program.
- It has to include assessment tasks and rubric that make it clear to students what levels of achievement are expected in relating to learning outcomes.
- Focusing on students' abilities to communicate, negotiate, problem solving in a range of international and intercultural situation.
- Test student's ability to gather and apply knowledge in and across disciplines in a global context.
- Using reflective written tasks asking for student to analyze critically and reflect on their own assumptions, values and beliefs.

Besides, to measure the cultural intelligent of students (CQ), we can apply the CQ test that identifies students' cultural intelligent including internalized cultural knowledge and effective cultural flexibility (Dirk and Franziska, 2015).

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9. Teaching and learning activities

Internationalization of the curriculum is the way that teachers not only enrich the content of discipline but teaching approaches, such as encouraging critical thinking, help students developing skills and knowledge to allow them to contribute and be active members of a global society.

Teaching and learning activities are designed to help students achieve the intended learning outcomes. The role of instructors is to create the learning activities and environment to support for learners. A curriculum or course can be internationalized by focusing more on the followings (Leask, 2005):

- Widening the scope of the subject to include international/intercultural content

- Widening the scope of international/intercultural contact

- Applying teaching and learning methods, which help students, develop their intercultural engagement and cross-cultural communication skills

- Internships/placements in international or intercultural agencies

- Presentation or inputs from visiting lecturers who have international experience to address specific topics.

In fact, students from different cultures or regions are considered as valuable sources of teaching in international university. So, learning in groups is an effective method to develop intercultural competences of students. These are suggested activities to promote students learning:

- Assign students in diverse groups with clear purpose.

- Provide students some training to have skills in working in cross cultural groups.

- There are factors that influence learning that teachers should concern on teaching such as the need to learn, learning by doing, learning through feedback, exploring professional practice in another cultural context, and looking problem from a various cultural view of points.

- Websites, electronic links and networks, such as email chat groups.

The University of Sheffield provides top tips in assessment, teaching and learning for international students. They include:

- Taking into account the background and interests of students, use culturally diverse texts, websites, case studies and other materials offering a global perspective.

- Provide learning materials in different formats (written, online, audio, video podcast etc.) to support key concepts/knowledge. Particularly at the start of a program/module or for key areas, providing online or hard copy notes before classes can aid comprehension and accessibility.

- Ensure that the assessment requirements are explicit, with details being clearly explained to students, bearing in mind students' diverse educational backgrounds and previous experience of assessment methods.

Peters, Farkas - Teekens (1997) mentioned the effective approach to teach international students is team teaching and working in groups. The reason for collaboration in teaching is for professional development for teachers and for better experience of students. Methods to support for collaboration in teaching and learning include creating a network, especially online network, running workshop in teaching international students, producing a university publication on teaching international students, seeding grants for improving for teaching and learning (Dunn & Carroll).

Teaching with technology can deepen student learning by supporting instructional objectives. However, it can be challenging to select the "best" tech tools while not losing sight of the goals for student learning. Therefore, it is necessary to think critically about those tools because they can create challenges if teachers and students don't use them in an appropriate way. "Educators know the significance and the impact of technology on education, but many don't understand how to make good use of technology to further student learning" (November, 2009).

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Table 9: Teaching and Learning Activities

Teaching and Learning activities	Leask (2005, 2015)	University Sheffield	Peters; Farkas-Teekens (1997)	Dunn, Carroll, (2015)
Organize diverse groups with clear purpose.		✓		
Widen scope of international/intercultural subjects and contact.	✓			
Team teaching and working in groups		✓	✓	
Training students how to work in cross - cultural groups.		✓		
Learning by doing	✓			
Learning through feedback	✓			
Exploring professional practice in another cultural context	✓	✓		
Problem solving exercises and/or research assignments with a various cultural view of points	✓		✓	
Internships/placements in international or intercultural agencies	✓			
Presentation or inputs from visiting lecturers who have international experience to address specific topics	✓			✓
Use culturally diverse texts		✓		
Websites, electronic links and networks, such as email chat groups	✓			✓
Case studies and other materials offering a global perspective	✓			
Learning materials in different formats		✓		
Online or hard copy notes before classes		✓		
Think critically about the significant and impact of using IT in teaching and learning (Adam, 2015)				✓

In summary, for teaching and learning methods in internationalization programs, it is necessary to organize team teaching, cooperate learning in diverse group activities to support for cross – cultural learning. Case studies with global perspectives will help students in increasing their awareness and expertise on international issues, knowledge and skills. Other activities such as inviting visiting lecturers who have international experience are considered a good way to enrich students' learning experience. Besides, it is recommended that the university should organize or cooperate with local and international agencies or institutions to implement the internships/placements to support for students achieving the international or intercultural experience and competencies in their professions. Relating to recourses, learning materials should be diversified in format. Finally, using Information Communication Technology (ICT) like websites, online and networks is helpful to support students to learn from everywhere and every time.

To promote the program's teaching and learning excellence, it is important to apply the tetrahedron model, which integrates the cognitive and affective domains in teaching and learning (Fry and Takehito, 2017). In fact, this tetrahedron model helps both teacher and students to focus on four key elements relating to teaching and learning, including passion for the subject matter, knowledge of the subject matter, knowing how to teach effectively, and compassion or the love for students as in figure 6.

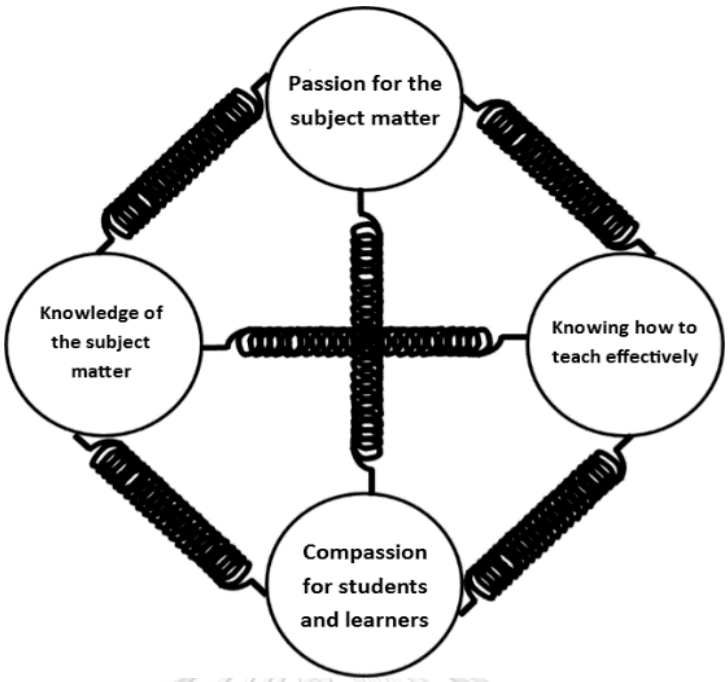

Figure 6: The Tetrahedron Model of Teaching and Learning Excellence, (Fry and Kamatsu, 2017).

10. Students services

Many universities now have service to support international students. They include pre-arrival information packages and web-based information, which provide answers on a range of topics through "frequently asked questions" section. Besides, they offer foundation courses such as English, learning skills. International student's advisers or international student's offices have the functions to support services such as assistance students in opening an account in bank, finding a place to stay, introducing university social and community's activities, giving academic support service and orientation activities (Ryan, 2005).

Comrie (2014) identified factors that influence on international students learning through an exploratory study at University of the West of England (UWE) are language, embedded academic culture, assessment type, understanding expectation and sense of isolation. So, to support for students learning, one of the central recommendation of the study is to develop a holistic

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and coordinated approach to the students' journey through the university from the first moment of contact to when they become alumni. The package support is addressed by pre-arrival instructions and at induction.

At Pre-arrival stage: students should be introduced what they would be studying and on how to prepare for study. This represents an opportunity to set expectations by giving students a clear view about managing the different teaching approaches.

At induction stage: it is necessary to provide academic tutors who can help as well as can instruct students using online study techniques. Besides, students should be coached in terms of timetable, how to eliminate gaps in knowledge/skills in study programs.

Grabove (2009) identified a number of on-campus activities and special events, volunteer's opportunities and students clubs can support for internationalization. A club activity engages faculty and students in discussion, including multicultural and diversity topics. To implement these activities, the author suggested that it is necessary to have funding for departments to foster the international environment in the institutions.

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Strategic Planning and Strategies for Internationalization of Curriculum

1. Strategic planning

Fred (2007, 2009, 2011) identified that there are three stages of strategic management, including strategy formulation, strategy implementation and strategy evaluation. Strategy formulation includes developing a vision and mission, identifying an organization's external opportunities and threats, determining internal strengths and weaknesses, establishing long-term objectives, generating alternative strategies, and choosing particular strategies to pursue. In this research, the researcher applies strategy-formulation or strategy planning stage to analyze the strengths, weaknesses, threats and

opportunities of the program, then figures out the short and long-term strategy such as how to allocate resources, how to expand operations of the model in both local and international context.

Strategic planning is the key to the organization control of the future and the destiny. The overall goal of strategic planning is to produce a workable plan. There are five areas that need to be concerned in Strategic Planning Process:

- Environmental issues and trends assessment: Factors from relevant environment that may impact the organization and the way it conducts business. They include internal factors such as staff, services, skills, resources, and need; and external factors such as threats of outsourcing.

- Survey: Information provides from clients and peer institutions such as needs and expectations are crucial as a basis for setting objectives.

- Developing mission, vision, value: Defining the organization's fundamental reason for existence and establishes the scope of its business.

- Defining General Objectives: Broadly describe the results of what the organization wants to achieve in light of need and relevant issues.

- Developing Strategies: Strategies should be specific, measurable actions and directions designed to reach the established objectives. Strategies are fulfilled through action plans, resources and budget plan.

2. Strategies for internationalizing of the curriculum

The American Council of Education has developed a series of recommendations for internationalization of curriculum. They are active leadership in making internationalization a priority, strategic framework for action, creating and investing in faculty opportunities in teaching and researching with international partners, and lastly focusing on curriculum with “an international or global focus”.

Association of Universities and Colleges of Canada (2009) suggested initiatives for internationalization of curriculum, consisting of a) developing

successful partnerships to support for international learning, b) integrating international language learning into courses and programs, c) supporting and sustaining faculties efforts to internationalize the curriculum, d) harnessing the experience of students to facilitate international and intercultural learning on campus, and e) demonstrating the value of an internationalized curriculum in the context of evaluating and measuring student learning outcomes.

Besides, Webb (2007) identified four phases of internationalization of curriculum, including a) international students studying alongside home students, b) systematic curriculum development for internationalization, c) transnational operations and internationalization of curriculum, and d) normalizing internationalization of curriculum.

With respect to the fourth phase, which is believed as the trend of higher education, is the normalization or integration of internationalization into universities structures, curriculum, and practices. The author suggested strategies for normalizing internationalization of curriculum as follows: 1) Rationale and conceptualization; 2) Definition; 3) Planning documents; 4) Approval; 5) Monitoring; 6) Review; 7) Graduate attribute; 8) Staffing profile; 9) student profile and distribution; 9) Performance management; 10) Reward; 11) Recruitment, induction, probation and promotion; 12) Organizational and staff development; and 13) Internal and external communication**.**

The alignment between strategies and strategies of university internationalization in Griffith University is shown in figure 6**.**

It covers the following elements:

(1) Griffith University Mission Statement (Vision, Mission & Values) “the University will respond creatively to local, national and global change by embracing diversity and nurturing innovation”.

(2) Griffith University Strategic Plan 2009 – 2013 “prepare students for the world of work and as global citizens”.

(3) Equity and Diversity Plan 2007 – 2010 “Equity and diversity are

core values at Griffith".

(4) Learning for Success (Academic Plan 3) 2008–2010 "To support students to prepare for global careers, building on existing international partnerships, and through program and curriculum planning".

(5) Learning and Teaching Principles "Provide learning experiences that develop inter-culturally capable graduates who can make a difference as socially and ethically responsible global citizens; Value and recognize individual and cultural diversity through the provision of an inclusive context of support and respect for all students".

(6) Griffith Graduate Statement of Graduate Skills (Revised 2009): "Competent in Culturally Diverse and International Environments"

(7) Internationalization Strategy: "To promote intercultural understanding by giving students an international orientation through the development of curricula that are international in perspective and through programs of student exchange".

(8) Griffith University's Strategic Plan 2009- 2013 makes a commitment to "prepare students for the world of work and as global citizens, develop their capacities in inter-cultural competence."

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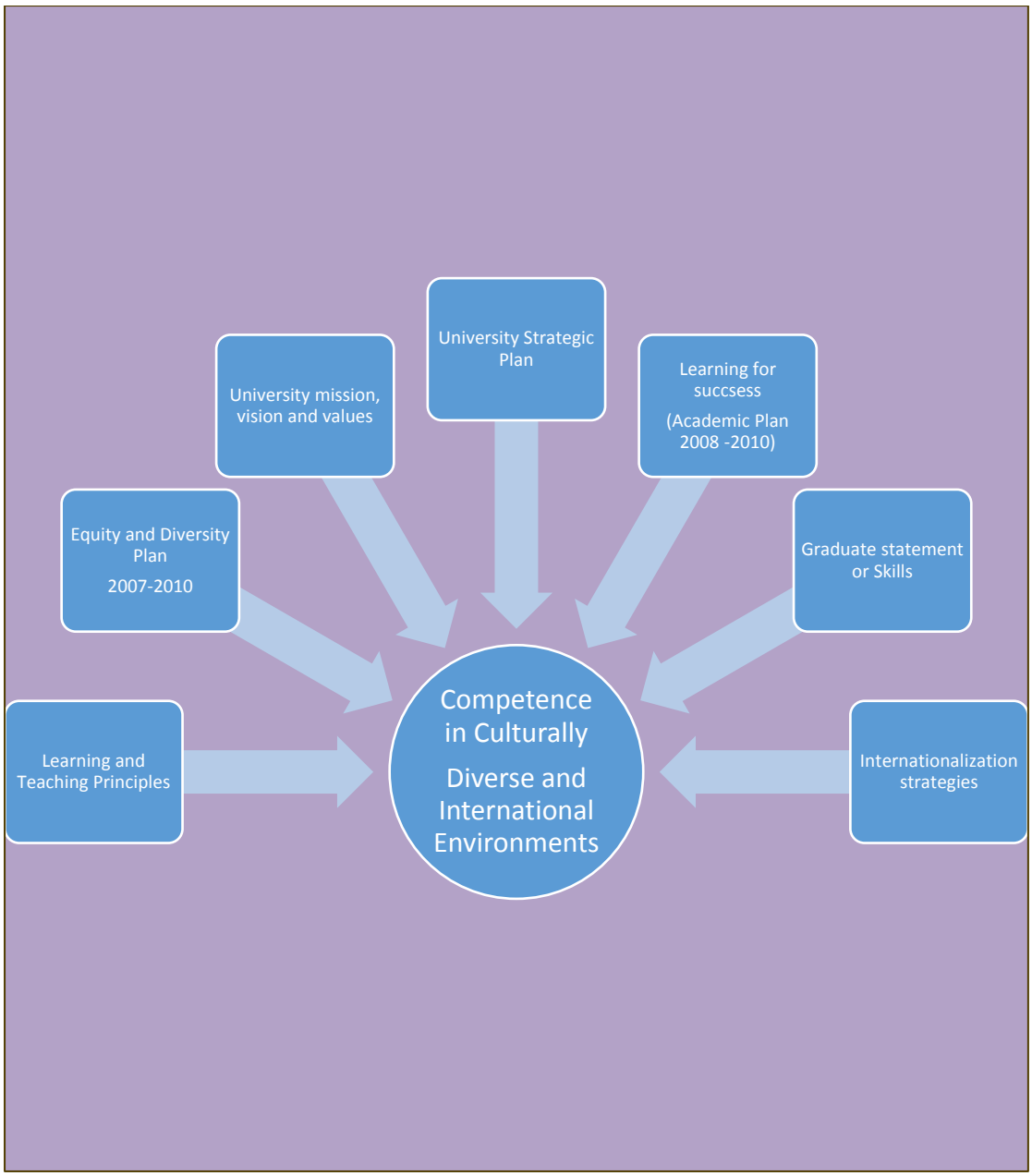

Figure 7: Alignment of Internationalization with Griffith University Policies and Strategy (GIHE | Griffith Institute for Higher Education, 2009).

Indicators for Internationalization of Higher Education and Curriculum

1. Indicators for internationalization of higher education

Paige (2005) Performance Assessment and Indicators in Internationalization of Higher Education include:

(1) University leadership for Internationalization

(2) Internationalization Strategic Plan

(3) Institutionalization of International Education

(4) Infrastructure

(5) Internationalized Curriculum

(6) International Student and scholars

(7) Study abroad

(8) Faculty involvement in international activities

(9) Campus life- co curriculum programs

(10)Monitoring the process

The accreditation standards on internationalization in higher education (The Netherlands Flemish Accreditation Association - NVAO) mentioned that the certification of "distinguished feature for internationalization" of an institution contains standards such as vision, learning outcomes, teaching and learning, staffs, and students with ratings in each category covering unsatisfactory, satisfactory, good or excellent (NVAO, 2011).

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Table 10: Standards from the Netherlands Flemish Accreditation Association (NVAO)

Standard 1: Vision on Internationalization	
Criteria 1a:	Shared vision (the program has a vision on internationalization and supported by stakeholders)
Criteria 1b:	Verifiable objectives (the vision on internationalization includes verifiable objectives)
Criteria 1c:	Improvement oriented evaluation (vision is evaluated periodically)
Standard 2: Learning outcomes	
Criteria 2a:	Intended learning outcomes (the intended international and intercultural learning outcomes defined by the programs and reflected the vision on internationalization)
Criteria 2b:	Students assessment (methods used for assessment suitable for measuring the achievement of the intended international and intercultural learning outcomes) Graduate achievement (the programs can demonstrate the intended outcomes achieved by graduates.
Standard 3: Teaching and learning	
Criteria 3a:	Curriculum (the content and structure of the curriculum enable the achievement of the learning outcomes)
Criteria 3b:	Teaching methods (enable to achieve the learning outcomes)
Criteria 3c:	Learning environment (suitable for achieving the learning outcomes)
Standard 4: Staff	
Criteria 4a:	Staff composition (in quality and quantity)
Criteria 4b:	International experience and competence (have sufficient international experience, intercultural competences and language skills.
Criteria 4c	Services provided to staff (training, facilities, staff exchange)
Standard 5: Students	
Criteria 5a:	Students group composition (diversity of national and cultural background)
Criteria 5b:	International experience (gained by students in line with the vision and learning outcomes)
Criteria 5c:	Services provided to students (information provision, counseling, guidance, accommodation, diploma supplement)

(The Netherlands Flemish Accreditation Association, NVAO, 2017)

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2. Indicators for internationalization of curriculum

Elvin and Ray (2002), Thune and Stand (2005) suggested the following indicators for internationalization of the curriculum (a) the recruitment of international students, (b) student mobility, language of instruction, (c) international experience of staff members, international materials, and (d) campuses abroad. Also, Hudzik and Stohl, (2009), cited from Green (2012) mentioned that we can use taxonomy of inputs, outputs, and outcomes to define and measure internationalization as follows: (1) inputs resources (like money, people, policies, etc.) available to support for the internationalization efforts; (2) process such as the various types of work or activity available to support for the internationalization efforts and (3) outputs which are the impacts or results basing on measuring the achievements of internationalization.

One of the first international initiatives to assist institutions in evaluating and improving the quality of their internationalization activities was the *International Quality Review Program* (IQRP) developed by the Institutional Management in Higher Education (IMHE) program of the OECD together with the Academic Cooperation Association (ACA) and other countries like Germany, the Netherlands, Sweden, Norway and Belgium, Japan and Taiwan. A first step of the project is to identify the right indicators with an agreement on what will actually be measured. Hudzik and Stohl (2009) give three categories of features that can be measured: inputs, outputs and outcomes. Each of these categories can be measured and all have their own type of indicators:

(1) Inputs are resources available to support internationalization efforts. These can usually be categorized under financial resources (e.g. scholarships), staff hours (e.g. for internationalizing the curriculum) or specific policies (e.g. specific hiring or admission policies), which enable institutions to undertake internationalization activities. These inputs or activities lead to certain outputs or results, for instance the number of students, the number of joint programs, the amount of international research funding etc. Other measures in percentage

may include international staff as an output of an input such as international staff recruiting measures. To complicate things further, some output indicators (e.g. the number of international students) can directly be turned into input indicators (e.g. an international classroom).

(2) Outputs are direct consequences from inputs, whereas outcomes are related to overall achievements. The main distinction is that outputs can be related with a clear causality to an action or an activity, whereas outcomes usually cannot as they are linked to many actions and it is not always clear which one causes it.

(3) Outcomes links to the strategic internationalization goals of the institution, school or program. Outcomes could refer to the competencies of graduates, the quality of education programs and research, financial benefits, benefits to the wider community or increased reputation.

Based on a review of existing indicators, Paige identified ten categories of indicators. Krause et al. analyzed web pages of Australian institutions and categorized the indicators into five groups. Another major study was conducted at Osaka University in Japan, which identified eight main categories. German CHE (Brandenburg & Federkeil, 2007) identified three broad categories (overall, research, teaching & studies) and a distinction between input and output indicators. Nuffic in cooperation with Dutch higher education institutions developed the assessment and benchmarking tool MINT. The German DAAD Profile Data Project uses ten dimensions to categories their indicators including mobility, funding, staff and involvement. Joseph Meng-Chun Chin and Gregory S. Ching (2009) proposed a set of indicators in Taiwan. All categories of indicators of internationalization in higher education are grouped in the study that can be seen in the following table.

Table 11: Categories of Indicators

Number	IMHE/ACA, IQRP (1999)	Paige (2005)	Krause et. al (2005)	Osaka University (2006)	CHE (2007)	NUFFIC (2009)	DAAD (2009)	Chin & Ching (2009)
1	Policies & strategies	University leadership for internationalization	The strategic dimension	The strategic dimension	Overall aspects (input)	Goals Activities Support	International students Mobility of staff and students in the ERASMUS framework	Institutional commitments
2	Organizational and support structures	Internationalization Strategic Plan	The teaching and curriculum dimension	Mission, goals and plans of the university	Academic research (input)	Quality Assurance	Mobility of German students outside the ERASMUS framework	Strategic planning
3	Academic programs and students.	Institutionalization of international education.	The student dimension	Structures and Staff	Academic research (output)	Education in English or other international language	Involvement of institutions in DAAD programs International programs	Funding Institutional policy & guidelines
4	Research and scholarly collaboration	Infrastructure (professional units and staff)	The faculty dimension	Budgeting and Implementation	Teaching & studies (input)	Credit mobility	International collaborations.	Organizational infrastructure & resources.
5	Human resource management	Internationalized Curriculum	The research dimension	International dimensions of research activities	Teaching & studies (output)	Recruitment of international students	Academic staff with international nationality.	Curriculum & academic offerings.
6	Contracts and services	International students and scholars		Support system, information provision and infrastructure		Internationalization of the curriculum	Third stream research funding from abroad	Internet presence.
7		Study abroad		Multifaceted promotion of international affiliation		Internationalization of staff	Measures for the promotion of internationality	Faculty & staff development
8		Faculty involvement in international activities		Internationalization of the University		International knowledge sharing	International students	International students & scholars
9		Campus life		Curriculum Joint programs of external organizations		International research activities		Study abroad program Campus life Performance evaluation and Accountability

Good Practices in Internationalization of Curriculum

1. Good practices

Good practices refer to innovative and validated approaches in programming, advocacy or management. Identifying good practices is part of ongoing monitoring and evaluative processes. The methodology to identify good practices can range from careful analysis of experiences to more in-depth case studies and consultations. All good practices are an attempt to better understand what works (and what does not work!), how, why and in what conditions (UNICEF, 2016).

In the view of a QAA (Quality Assurance Association) review team, good practice is defined as a process or way of working in order to make a particularly positive contribution to "academic standards and quality and is worthy of being emulated and disseminated more widely", (QAA, 2016).

2. Good practices of internationalizing the curriculum

Griffith Institute for Higher Education (2011) identified good practices to internationalize of curriculum as follows: 1) Course content, 2) learning and teaching activities, 3) materials, 4) tools and resources, 5) classroom practices, 6) assessment, 7) international exchange, 8) evaluation and review, and 9) international accreditation.

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Leask (2015) identifies four course-planning elements in internationalization of curriculum:

(1) Content: case studies and examples from different countries; intercultural issues in professional practice, comparative contemporary content;

(2) Teaching and learning activities: international contact and networks, internships, problem solving assignments with international or intercultural components, guest lecturers with international experience

(3) Materials: recently published, international textbooks, international sources like journals and conference proceedings; and

(4) Assessment: criteria assessment that specifies and evaluates cross-cultural communication skills, linking to international standards.

Leask (2015) studied the process of internationalization of curriculum in different disciplines such as Accounting, Journalism, and Public Relations. She applied the framework of five stages including (1) Review and Reflect; (2) Imagine; (3) Revise and Plan; (4) Act; and (5) Evaluate. The figure below shows the process of internationalization of the curriculum.

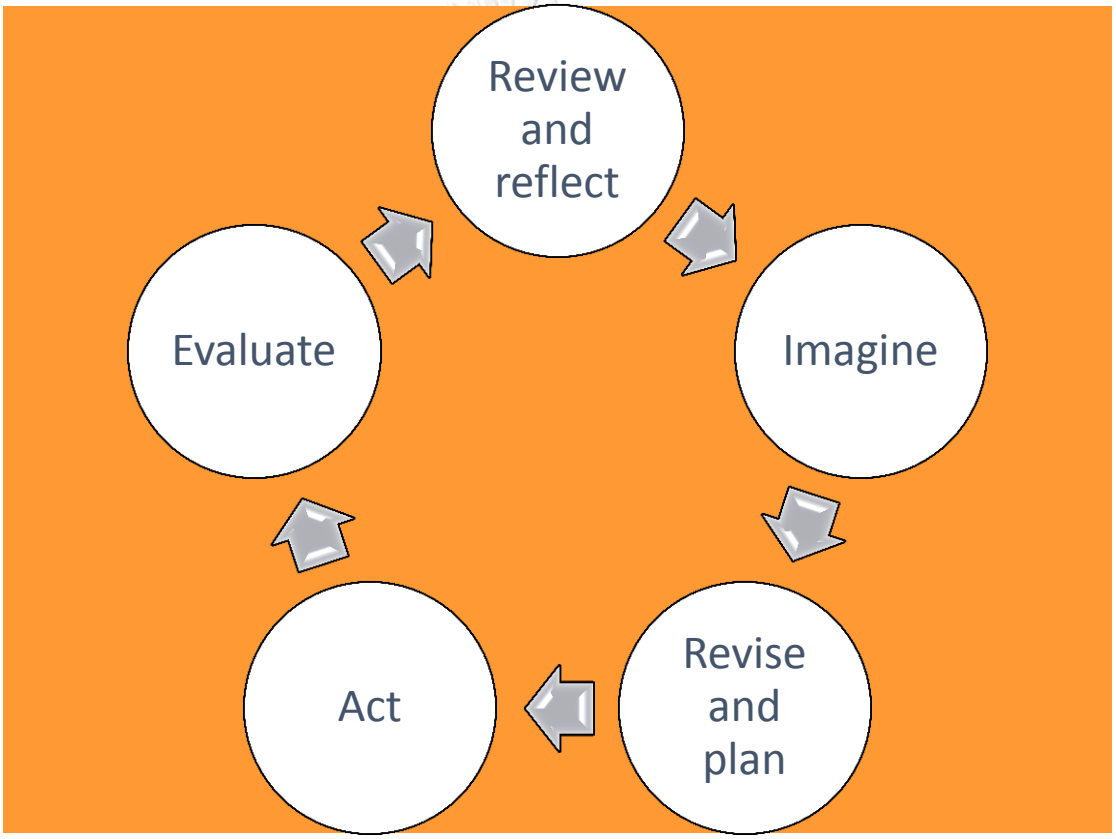

Figure 8: The Process of Internationalization of the Curriculum (Source: Leask, 2015).

Table 12: The Process of Internationalization of the Curriculum

Stage 1: Review	- Clarify the goals, purpose, scope of project - Define what internationalization of curriculum is. - Question "To what extent is our curriculum internationalization?" is used to stimulate reflection and discussion among groups of teaching staffs. - Questionnaires of Internationalization of Curriculum (QIC) for this stage consist of 15 questions relating to various aspects of curriculum such as rationale, learning objectives, learning activities, assessment tasks.
Stage 2: Imagine	- Aim of this stage is to discuss of existing paradigms within the discipline to imagine the new possibilities. - Benefits include building and uniting the team, making connection, identifying new directions and opportunities for internationalization of curriculum. - Focus question of this stage is "What other ways of thinking and doing are possible?" - The activities include discussing the cultural foundations of dominant paradigms in the discipline, examining the origin and nature of the paradigm, identifying the emergent paradigms in the discipline, imagining different ways of possibilities to deepen and extend the internationalization of the program.
Stage 3: Revise and Plan	- Question: "Given the possibilities for internationalization the curriculum, what changes do we want to make to the program?" - University planning, approval processes and timelines must be considered. - The activities include: establishing program specific goals and objectives, detailing end of program international and intercultural intended learning outcomes, mapping the development and assessment, identifying blockers and enables, identifying sources and resources to assist staffs and students, setting priorities and developing action plan focused on who will do what, by when, and what resources and support will be required.
Stage 4: Act	- Question: How will we know if we have achieve our internationalization of the curriculum goals?" - Focus on cultural foundations of knowledge in the discipline. - Professional development for teaching staff in teaching and assessing intercultural skills. - Activities include: negotiating and implementing new teaching arrangements and support services for staff and students, introducing new assessment tasks, introducing new courses/unit into the core curriculum, introducing a new elective, developing assessment rubrics for use in different courses across the program, collective evidence required for evaluation of changes made on the development of international and intercultural knowledge, skills and attitude sin students (qualitative and quantitative).
Stage 5: Evaluate	- Question: "To what extent have we achieved our internationalization goals?" - Evaluate how effective changes have been in achieving the design goals. - Activities include: analyzing evidence collected from stakeholders, reflecting on impact of action taken, considering any gaps in evidence, summarizing achievements, negotiating ongoing roles and responsibilities for internationalization of the curriculum within the program team.

(Leask, 2015)

Profiles of Top World and Top ASEAN Master Degree of Education Management

1. Harvard Graduate School of Education, U.S.A

Founded in 1920, with over 100 faculty members guide nearly 900 students in doctoral and master's programs each year, the Harvard Graduate School of Education provide training through professional development and executive outreach programs to thousands of teachers, administrators, and education leaders from across the nation.

The mission of the Education Policy and Management (EPM) Program is to produce graduates who not only understand the strengths and challenges of current public education policy, but are also prepared to lead the organizations and initiatives that will create 21st-century systems of education that work for all students.

EPM is a course work; one-year, full-time master's program that prepares educators to reform and advocate influencing education policy and practicing on a broad scale.

Here are some of the greatest strengths of the EPM program:

(1) Focus on social justice – The program will give students the organizational leadership skills and policy background to build education systems that provide the greatest good for the greatest number of students.

(2) Flexible and balanced curriculum – By taking one or more courses in each area — plus electives across HGSE and all Harvard schools — students will receive a comprehensive immersion in education leadership and policy reform.

(3) Diverse and supportive cohort – The EPM program attracts experienced and accomplished individuals from wildly diverse professional backgrounds who are bound by a dedication to and passion for learning. Classroom teachers swap insights with business executives, strengthening and supporting each other's development as system-level change agents.

(4) Cambridge and Boston internships – HGSE is plugged into a thriving network of progressive schools, education reforms, nonprofits and government agencies in the Boston area that shape education policy both locally and nationally. Through the Field Internship Program, students can earn four credits under the supervision of a faculty mentor.

1.1 Harvard resources

There are tremendous benefits in studying education policy and management at Harvard, home to some of the sharpest minds and most influential voices in organizational management, public policy, and education reform.

1.2 Curriculum

Focus on 4 big areas: Policy, Management and Leadership, Research and Evaluation, Diversity, Culture and Identity.

1.3 Requirements

(1) Students must complete eight courses (32 credits).

(2) The following two policy courses are recommended:

- Politics and Education Policy in the United States
- The Federal Government in the Schools

2. Melbourne Graduate School of Education, Australia

Being ranked number one in Australia and among the world's finest for Education (QS World University Rankings by Subject), school mission is "relevant, high quality, high impact research, outstanding quality postgraduate studies for professionals". The Master of Education Management is designed to develop leadership skills and equip for students for the 21st century.

The course integrates practical knowledge, conceptual frameworks and state-of-the-art research, with a global perspective. It is structured to meet the need of educators working in early childhood settings, primary and secondary schools in the government and non-government sectors, as well as VET and tertiary sectors and workplace training contexts.

2.1. Outcomes

(1) A better understanding of current issues and challenges in education leadership and management, including curriculum reform

(2) A national and global perspective on education leadership and management

(3) Cognitive, technical and creative skills to generate and evaluate complex ideas, concepts and models related to leadership and management issues in education settings.

(4) Subject flexibility that tailors individual study program

(5) The chance to connect with local and global networks of like-minded educators

(6) Opportunities to participate in seminars with leading scholars and practitioners.

2.2. Course structure:

- Course work: 1 year full-time or 2 years part-time;
- Research: 18 months full-time or 3 years part-time plus a 20,000-word thesis and a research methodology component.

3. King's College London, (U.K).

King's College London was founded in 1829. The University has grown and developed through mergers with several institutions each with their own distinguished histories. These include (1) United Medical and Dental Schools of Guy's and St Thomas' Hospitals, (2) Chelsea College, (3) Queen Elizabeth College, and (4) Institute of Psychiatry.

King's College London sets up five strategies priorities for 2029 as follows:

(1) Educate to inspire and improve

(2) Research to inform and innovate

(3) Serve to shape and transform

(4) A civic university of the heart of London

(5) An international community that serves the world.

To implement the strategy on internationalization, the university applies five steps to extend King's International reach and influence, including (1) attract the best international mind, (2) provide an internationalized curriculum and student experience that recognizes diversity and geographic mobility, (3) build and invest in strategic partnerships with world-class institutions to enrich students' experiences, increase the global impact of research and reach new international communities. (4) Raise King's profile as a thought-leader in the major issues: global health, sustainable cities, defense and security, and culture and identity, and (5) Govern all of King's international activities in an ethical and enabling environment.

The Master of Education Management is relevant to anyone who works in educational settings. This is an interdisciplinary program drawing on policy, sociology, political science, economics, history and contemporary policy-making, which acknowledges the 'problem solving' appeal of educational management but also aims to critically examine its claims and premises. The program includes the study of educational reform, leadership, education change, appraisal and teacher development, education markets, managerialism, school effectiveness, school improvement, education evaluation, the relationship between policy and practice, issues of power and authority, class, gender, race and ethnicity and the micro politics of educational organizations.

3.1. Aims

The program aims are to:

(1) Offer an opportunity to reflect on current management practice in schools, colleges and universities

(2) Contextualize current education management issues in relation to historical, economic and political factors

(3) Provide a critical guide to the extensive education management literature.

3.2 Course Description

This program forms part of the School's successful modular master program, which has been running for over a decade. It draws on various disciplines, such as sociology, political science, economics, history and contemporary policy making to provide a critical perspective on contemporary education management. However, the program also has a strong problem-solving perspective, which places education management in schools, colleges and universities within the current political, social and educational context. Students are developed in evaluation and decision-making skills within real-life educational situations.

3.3. Course purpose

For all those who teach, lecture or organize educational provision at any level. The program enables professionals concerned with education to reflect on their practice and to inform such reflection by extending their knowledge. Students will be made aware of significant current developments in contemporary pedagogical policy and practice.

3.4. Course format and assessment

For each 30-credit module, students will have 20 hours of lectures and seminars, 280 hours of independent study. For dissertation, there will be 10.5 hours of skills workshops, nine hours of one-to-one supervision and 22 hours of research lectures and 569 hours of independent study.

Assessment methods will depend on the modules selected. The 30-credit taught modules are normally assessed with a 6,000-word assignment. The 60-credit dissertation is assessed with an extended piece of writing of 16,000 words. There are no examinations.

3.5. Structure of modules

Number of Courses	Modules	Credits
I.	**Required Modules**	**90**
1	Dissertation in Education Management	60
2	Recent Development in Education Management	30
II	**Optional Modules** (Select 3 subjects among below courses)	**90**
1	Educational Leadership	30
2	Education, Policy and the City	30
3	International and Comparative Education	30
4	Psychology and Learning	30
5	The social context of schooling	30
6	Advanced curriculum studies in Mathematics Education	30
7	Business Management in Education	30
8	Computer Management Education: Theory and Practice	30
9	Foundation of Teaching and Learning Science	30
10	Improving Learning and Attainment in classroom	30
11	Issues in Teaching and Learning MFL	30
12	Language and Power	30
13	Notions of English	30
14	Recent Development in Mathematics Education	30
15	Recent Developments in Digital Technology Education	30
16	Recent Developments in MFL Education	30
17	Recent Developments in Science Education	30
18	School Effectiveness and Improvement	30
19	Social Justice and Education Policy	30
20	Teacher Development	30

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4. National Institute of Education, Nanyang Technological University, Singapore

4.1. Program name: Master of Art (Education Management).

4.2. Curriculum:

(1) For the course work track: the curriculum comprises on 2-core research methodology, 7 elective courses and one capstone course on Critical Inquiry.

(2) For the research course: the course includes 2-core research methodology, 6 elective courses and one dissertation.

This program pursues three broad aims: (1) to enable aspiring leaders in education to become more informed about critical issues in education management, and thus to apply intellectual approaches to their work (2) to help them cope positively and effectively with the management challenges that are currently impacting on education and (3) to enable them to acquire a recognized and valued postgraduate award. The content includes topics about organizational learning and development, quantitative and qualitative research methods, assessment quality and standards, educational philosophy, supervisory leadership and curriculum design, school principals, and servant leadership

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Track	**Coursework Track**	**Dissertation Track**
Core	MEM831; MEM832; MMM800	MEM831 and MEM832 (Not Allowed: MMM 800)
Electives	Seven courses (refer to the list below)	Six courses (refer to the list below)
Dissertation	No. Only work on MMM 800 Critical Inquiry is required – Between 4,000 to 6,000 words in length.	Yes – Not exceeding 15,000 words in length.

4.3. Courses

Core Courses

No	CODE	COURSES
1	MEM831	Quantitative Research Methods
2	MEM832	Qualitative Research Methods
3	MMM800	Critical Inquiry (Core for Coursework track only)

Elective Courses

No	CODE	COURSES
4	MEM801	Organizational Learning and Development
5	MEM803	Assessment Quality and Standards
6	MEM804	Supervisory Leadership and Curriculum Design
7	MEM807	Principalship and Teacher Performance
8	MEM828	Contemporary Issues in School Marketing
9	MEM829	Mentoring for Professional Development and Leadership Succession
10	MEM835	Globalization, Education Change and Pedagogical Reform
11	MEM837	Comparative Issues in Education
12	MEM838	Ethics and Leadership for Educators
13	MEM841	Philosophy of Education
14	MEM843	Contemporary Issues in Strategic Education Management
15	MEM846	Servant Leadership in the Civil Service Systems
16	MEM848	Theory and Practice of Teachers' Professional Learning
17	MEM850	Interdisciplinary Thinking for Education Leaders
18	MEM851	Key Issues in Education Policy
19	MEM854	Historical and Philosophical Foundations of Contemporary Theories in Educational Policy
20	MEM855	School Leadership for Family and Community Engagement in Singapore

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5. Mahidol University (Thailand)

5.1. Name of program: Master of Education Management

Department of Education, Faculty of Social Sciences and Humanities is responsible for providing academic teaching and research in the field related to population studies in 7 programs which are 4 doctoral degree programs, and 3 master's degree programs (including international program). These programs are specialized in the field of population studies, environmental education, education management, and sports science management.

Vision of the department is "Committed to Integrative Learning for Social Justice". The goals of the departments include:

- Goal 1: Produce graduates who are leaders in integrated learning for social justice.
- Goal 2: Create an integrated knowledge base on research and academic service to society.
- Goal 3: There are academic networks with both local and international organizations.
- Goal 4: Effective management.

To enhance the development of the department of education, there are five strategies, which are developed as follows:

- Strategy 1: Integrated Learning Management
- Strategy 2: Creating integrated knowledge base on research basis.
- Strategy 3: Integrated Academic Services
- Strategy 4: Academic Development to International Level
- Strategy 5: Effective Management.

The program emphasizes on the understanding the ways of life and cultures of other ASEAN countries and global community. The students are encouraged to think critically to solve problems regarding education management and to develop the transformational leadership skills for 21st century leaders.

- Plan A2: 36 credits (required: 18, elective: 6, thesis: 12)
- Plan B: 36 credits (required: 18, elective: 12, thematic paper: 6).

5.2. Course requirements (Plan A)

Required Courses		Credit
1	SHED513 : EDUCATION AND DEVELOPMENT	3
2	SHED520 : EDUCATION RESEARCH METHODS	3
3	SHED538 : SEMINAR ON EDUCATION MANAGEMENT RESEARCH	3
4	SHED539 : MORALITY AND PROFESSIONAL ETHICS FOR EDUCATION LEADERS	3
5	SHED542 : SEMINAR ON EDUCATION MANAGEMENT	3
6	SHED546 : EDUCATION POLICY AND MANAGEMENT PROCESS	3
7	SHED582 : EDUCATION MANAGEMENT	3
Elective Courses		Credit
8	SHED516 : KNOWLEDGE MANAGEMENT	3
9	SHED540 : QUALITY ASSURANCE IN EDUCATION	3
10	SHED543 : QUALITATIVE RESEARCH IN EDUCATION	3
11	SHED548 : MANAGEMENT INFORMATION SYSTEM	3
12	shed549 :	0
13	SHED573 : HUMAN RESOURCE MANAGEMENT	3
14	SHED583 : FINANCIAL MANAGEMENT IN EDUCATION	3
15	SHED585 : ORGANISATION BEHAVIOUR	3
Thesis		Credit
	SHED698 : THESIS	12

5.3. Course requirements (Plan B)

Required Courses		Credit
1	SHED513 : EDUCATION AND DEVELOPMENT	3
2	SHED520 : EDUCATION RESEARCH METHODS	3
3	SHED538 : SEMINAR ON EDUCATION MANAGEMENT RESEARCH	3
4	SHED539 : MORALITY AND PROFESSIONAL ETHICS FOR EDUCATION LEADERS	3
5	SHED542 : SEMINAR ON EDUCATION MANAGEMENT	3
6	SHED546 : EDUCATION POLICY AND MANAGEMENT PROCESS	3
7	SHED582 : EDUCATION MANAGEMENT	3
Elective Courses		Credit
8	SHED516 : KNOWLEDGE MANAGEMENT	3
9	SHED540 : QUALITY ASSURANCE IN EDUCATION	3
10	SHED543 : QUALITATIVE RESEARCH IN EDUCATION	3
11	SHED548 : MANAGEMENT INFORMATION SYSTEM	3
12	SHED573 : HUMAN RESOURCE MANAGEMENT	3
13	SHED583 : FINANCIAL MANAGEMENT IN EDUCATION	3
14	SHED585 : ORGANISATION BEHAVIOUR	3
Thematic Paper		Credit
	SHED697 : THEMATIC PAPER	6

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Table 13: Summary Information of Five International Universities

Name of University	Harvard Graduate School of Education	University of Melbourne	King's College London	Nanyang Technological University (Singapore)	Mahidol University (Thailand)
Name of Faculty		Melbourne Graduate School of Education	School of Education, Communication and Society	National Institute of Education	Faculty of Social Science and Humanities
Name of Degree	Education Policy and Management	Education Management	Education Management	Master of Art (Education Management	Master of Education Management
Year of study	1 year full-time	1-2 year for course work; 18 months to 3 years for research course	2 years	1 year for full-time 2 year for part-time	2 year
Aims/Outcomes	Preparing educators and reforming advocates to influence education policy and practice on a broad scale. The program will give students the organizational leadership skills and policy background to build education systems.	The course aims to provide a blend of practical knowledge, conceptual frameworks and state-of-the-art research, and distinguishes itself from other Australian Education Management courses by emphasizing a global perspective.	Offer an opportunity to reflect on current management practice in schools, colleges and universities Contextualize current education management issues in relation to historical, economic and political factors Provide a critical guide to the extensive education management literature.	This program pursues three broad aims: (i) to enable aspiring leaders in education to become more informed about critical issues in Education management, and thus to apply intellectual approaches to their work (ii) to help them cope positively and effectively with the management challenges that are currently impacting on education (iii) to enable them to acquire a recognized and valued postgraduate award.	The program emphasizes on the understanding the ways of life and cultures of other ASEAN countries and global community. The Students are encouraged to think critically to solve problems regarding Education Management and to develop the transformational leadership skills for 21st century leaders
Credits	32 credits	Credit points: 50	5 modules 60 credits for Dissertation	8-10 courses	36 Credits
Curriculum credit structure	Choose from dozens of curated courses in three key subject areas: policy, management and leadership, and research and evaluation. Cambridge and Boston internships.	Core subjects: 25 points Methodology component: 25	The MA comprises four 30-credit modules and a 60-credit dissertation	Complete 8 courses plus a dissertation (Dissertation option), or Complete 10 courses (Coursework-only option	Plan A2: 36 credits (required: 18, elective: 6, thesis: 12). Plan B: 36 credits (required: 18, elective: 12, thematic paper: 6).

Internationalization of Vietnam higher education

1. Vietnam higher education policy

In response to socio-economic development and World Trade Organization (WTO) integration, Vietnam has adopted some education development plans and strategies, including:

1.1. Higher Education Renovation Project for 2006 – 2020 period (Resolution 14/2005/NQ-CP, 2005): The overall objectives of the renovation of higher education over the next 15 years are: to make fundamental changes in higher education quality and size; to improve institutional and system competitiveness; and to make higher education institutions responsive to -and operate efficiently within- the socialist-oriented market mechanism. To achieve the above objectives, the universities, colleges and the entire higher education sub-sector need to focus on following resolutions:

a) Reorganizing and completing the system of universities and colleges: their structures and scope.

b) Renewal subject content, teaching methods and training procedures to improve quality of Bachelor, Master and Doctoral degrees.

c) Enhancing training for faculties and education managers.

d) Developing science and technology

e) Increasing the financial supports from many other channels.

f) Modernizing the management system in higher education.

g) Focusing on international integration.

To boost the international integration, the government requires Vietnamese higher education institutions to develop the international strategy; improve the capacity in cooperation and competitiveness of universities with other international partners through different kinds of partnerships and MOUs; implement teaching and learning in international language, especially in English; study and implement advanced programs that attract international lecturers and students; encourage joint training programs; encourage staff and

student exchanges and “study abroad in Vietnam”; create good opportunities to attract international investors and education organizations to open their prestigious universities in Vietnam.

1.2. Higher Education Law 2012 (Decision number 08/2012/QH13, dated on 02nd July, 2012) mentions three types of Higher Education Institutions, including state-owned public and private institutions and international – invested universities. At present, there are 498 higher education institutions out of which 93 are private [https:/vi.wikipedia.org/wiki/danh sach cac truong dai hoc vien va cao dang tai Viet Nam]; four international universities with 100% investment, namely RMIT University, German-Vietnamese University, British – Vietnamese University and Japanese – Vietnamese University. Relating to academic programs, Higher Education Law also regulates the higher education institutions having autonomy and responsibility in developing, promulgating the curriculum at Bachelor, Master and Doctoral level in accordance to the national requirements.

1.3. Education Strategic Development Plan 2011-2020 (Decision number 711/QĐ – TTg dated on 13/06/2012) has analyzed the current state in which the educational challenges partially resulted from poor school facilities, learning and teaching equipment as well as the weak capacity of teachers and school management staff. Therefore, in order to adapt with rapid economic growth and the globalization process, a need for strong concern on higher performing education system has emphasized through two big objectives: (1) to improve the education system, (2) to produce highly qualified human resources equipped with critical thinking, creativity capacity, professional skills, language competences to adapt with the competitive of both local and international markets. The Education Strategic Development Plan will be implemented into two phases:

- Phase 1 (2011 - 2015): improving the educational management, completing the national educational system, developing the national qualified framework, and implementing internal and external quality assurance.

- Phase 2 (2016 – 2020): reforming high school, vocational, higher education curricula, and improving educational quality.

2. Internationalization in Vietnam higher education

In response to the Government's policies on internationalization in higher education, the Ministry of Education and Training and universities have actively expanded and established international relations and cooperation with an increasing number of partners through many forms such as establishing 100% international-funded education institutions or cooperating with international institutions on postgraduate and undergraduate training, vocational training, distance education, short-term training courses etc. Thanks to these cooperation activities, the number of overseas students who have studied and done research in Vietnam (under bilateral cooperation agreements and at their own cost) has significantly increased. According to data from Ministry of Education (2012, 2016), with nearly 200 joint programs are permitted to open (VIED, 2016), coming from various international partners such as University of Hawaii, Washington State University, University of Houston; Troy State University etc. The number of outbound students was very high, rising significantly over the year; reaching more than 100,000 students in 2012 (MOET, 2012), ranking Vietnam as the second highest country in term of international students in the Southeast Asian region (UNESCO, 2013), eighth highest in the USA (Institute of International Education, 2013). For the inbound students, according to the Global Education Digest 2007 (UNESCO, 2007), the number of international students in Vietnam in 2005 was 2,053, of which 2,016 students were from East Asian and the Pacific countries. These numbers are predicted to increase because "Vietnam is an emerging center" of

internationalization in Asia Pacific and ASEAN region (Albatch and Knight, 2011). Furthermore, hundreds of managers, teachers, and students who went abroad from cooperated and exchange programs over decades have helped the institutional and national internationalizing process change faster.

To support for internationalizing the curriculum, in 2008, the government officially approved the project " Training by advanced programs at some Vietnamese universities in period 2008-2015", which focused on technical trades, technology, natural sciences, business management, agriculture, architecture and construction, planning, biomedical engineering, law and social sciences. These advanced programs understood as the designed and established curricula by Vietnamese universities but on the basis of the curricula currently used at prestigious universities in the world, including the content, teaching methods, organization and training management processes and are taught in English (MOET, 2008, p.3). The overall target of this project is to develop a number of specialization, faculties and universities to reach the regional and international education standards; carry and enhance the quality of programs of Vietnam‘s higher education; endeavor to have some Vietnamese universities being ranked in the top 200 of the world universities by 2020‖ (MOET, 2008, p.2). However, although there are many graduates earned their good jobs from international companies, many opinions from the universities shared that they met difficulties in enrollment. Tuition fees were two times higher than the normal tuition rate and the English proficiency of some Vietnamese teachers as well as textbooks were not good enough for teaching and learning. The allocation of time for invited international lecturers was often out of plan because it was difficult to invite them coming for the entire period. In reality, the international teachers just taught batches of students for 2-3 weeks and this wouldn’t guarantee the quality of education (Conference on Advanced Programs, 2016).

Generally, internationalization of higher education and curriculum are not new but the meaning of internationalization "varies from one university to another, especially with respect to curriculum and disciplines" and it will continue to change going forward (Elspeth Jones, 2012, p. xi). As curriculum changes are often occurring under conditions of "ongoing confusion, challenges, and frustrations" (Leask and Beelen, 2009), the topic above need to be studied more in practice.

Profiles of Studied Master Degree in Education Management, Vietnam Higher Education Institutions

1. National Academy of Education Management (NAEM)

National Academy of Education Management (NAEM) was established in 1976, with the mission "to be an excellent leading institution in training, research and innovating for education management development to meet the need of country". It is one of the oldest and biggest institutions, which have operated and trained Master degree of Education Management in Vietnam, located in the north of Vietnam.

NAEM's Development Strategy for International Relation 2010 – 2015 and vision 2020 identifies priorities in external affairs such as development of joint – training programs for undergraduates and post – graduates, cooperation in education management researches, enhancement of cooperation with international organizations and projects.

NAEM bonds comprehensive bilateral collaboration with many universities such as: National Institute of Education Singapore (NIE), National Institute for the Development of Teachers, Faculty and Staff and Education Personnel (NIDTEP) in Thailand, Southwest University (SWU) China, University of Westminster UK (UOW), International Institute of Education Planning Paris (IIEP), and other international universities and organizations in USA, Australia, Germany, Japan, Canada, Denmark, UNESCO and ASEAN

nations. Through international relation programs, NAEM has exchanged many staff, lecturers and researchers, PhD, Master degree and certificate courses, study tours and exchange programs for lecturers and students.

International joint – training programs:

- Training programs for schools under cooperation between Vietnam and Singapore
- Training program for Higher Education Leaders in collaboration with USA, Japan, Australia, Germany, Singapore, Denmark
- Joint – training program for Master of Education Management between NIEM and Southwest University of China
- Joint – training program for undergraduate and graduate courses

The curriculum of Master degree of Education consists of 60 credits:

- Basic foundation: 7 credits
- Foundation knowledge: 15 credits
- Specialized knowledge: 27
- Dissertation: 11 credits.

The program duration is two years.

2. University of Education, Vietnam National University Hanoi

The Vietnamese Prime Minister signed Decision No. 441/QD-TTg and established the University of Education on the basis of the Faculty of Education in 2009, which became the sixth member of Vietnam National University, Hanoi. University of Education strives toward a research-oriented university, to train teachers at all levels; education managers; officials and researchers in Education Science on the basis of connectivity with experts, regional and international standard institutes.

To present, the University has trained 15 undergraduate courses with a total of 4437 students; 13 postgraduate courses in Education Administration with 1265 students; 9 postgraduate courses in Teaching Theory and Method with more than 1080 students; 12 doctoral courses in Education Management with 119 students (of which 50 students successfully defended doctoral dissertation at national level). In 2014, the University have carried out the PhD and Master course on Assessment and Evaluation in Education; trained more than 5,000 teachers from nearly 50 universities and colleges on Pedagogical Competencies in higher education and other short-term courses.

Along with domestic training, the University of Education has also carried out effectively activities for connecting international training and education technology transfer. Up to now, the University has run 8 international joint master programs, with a total of 663 students, of which 650 have completed and obtained their degrees.

The University of Education is a member of Asia-Pacific Teacher Association; Asia- Africa Universities of Education Network; Association des Universities Francophone. It is also the sole representative of the University of Cambridge International Examinations (UK) in Vietnam for training and accrediting certificates for teachers with international standard.

The curriculum of Master degree of Education consists of totally 65 credits (8 credits for general education, 42 credits for professional majors (21 required and 21 elective courses), and 15 credits for thesis). The program duration is two years.

3. Ho Chi Minh City University of Education

Ho Chi Minh City University of Education (HCMUE) is a university specializing in tertiary-level training of teachers and lecturers. The university was founded as the Saigon National Pedagogical University in 1957 and reestablished by prime ministerial decree in 1976. This university is one of the 14 leading universities in Vietnam and also one of the two largest pedagogical

universities in Vietnam, playing leading roles in teacher and lecturer training. The mission of the university becomes a key national training University, postgraduate, research institutions for education and other sciences to serve the training need of teachers at the advanced level, to serve the education and economic development of the southern provinces and the country.

Between 1976 and 2006, the university educated 65,945 graduates, of which 1,000 were postgraduates. The university also offered training for 33,800 teachers and has education cooperation's with over 50 universities worldwide.

The curriculum of Master degree of Education Management includes totally 55 credits (12 credits for general education, 33 credits for professional majors (21 required and 12 elective courses), and 10 credits for thesis). The program duration is two years.

4. University of Social Sciences and Humanities, Vietnam National University – Ho Chi Minh City.

The Ho Chi Minh City University of Social Sciences and Humanities (or the USSH) boasts a 60-year history of establishment and growth. After the 1954 Geneva Accords, the University was founded in Saigon, but its origin went back to the Hanoi University of Letters. The University's predecessor, the French Preparatory College of Letters in Saigon as an affiliate member of the Vietnam National University (later changed into the University of Saigon), was founded in November 1955. As a member of Vietnam National University - Ho Chi Minh City, a key center of Vietnamese education for under- and post-graduate training and for scientific research with high quality and multi-disciplines, the University of Social Sciences and Humanities (USSH) pledges to be one of leading research-oriented institutions of Vietnam in social sciences and humanities, aiming to reach international standards of research institution, comparable to that in the Asia and the world.

Currently, the University of Social Sciences and Humanities has more than 890 faculty members and non-teaching staff. The percentage of the academic staff holding professorial titles or postgraduate degrees is 98.4 %. There are more than 22,000 students enrolled in 28 undergraduate programs, 38 postgraduate programs and over 10 joint programs in collaboration with international partners. The programs offer students access to a very diverse selection of academic options from which to choose, and enhance students' capabilities to embrace the challenge of the country's modernization and industrialization, translating what they learned into professional achievements.

The curriculum of Master Degree of Education Management consists of 60 credits including 15 credits for general education; 35 credits for professional majors and 10 credits for thesis.

5. Hue College of Education

Hue College of Education was established in 1957 as a faculty of Hue University. Prior to 1975, Hue University's School of Pedagogy was the only high school teacher-training center in Central Vietnam and the Central Highlands. According to Decree 30 / CP dated 4/4/1994 of the Prime Minister, the University of Pedagogy became a member school of Hue University.

Mission of the college is a place for training and fostering teachers and education administrators who have completed university and postgraduate courses; the establishment of scientific research and technology transfer to serve the development of education in the process of industrialization and modernization of the country, especially in the Central and Highland provinces.

The University is cooperating with many universities, research institutes and international organizations in the UK, Canada, Germany, USA, Japan, France, Finland, Thailand, China, Korea, Australia, and the Philippines. There are two types of curriculum including applied and research curriculum. The curriculum of Master Degree of Education Management consists of 61 credits

- Basic foundation: 7 credits,
- Foundation knowledge: 15- 17 credits,
- Specialized knowledge: 26- 28 credits,
- Dissertation: 11 credits.

The average time for graduation is from 1.5 to 2 years. The Overview of curriculum of five Vietnamese universities are summarized as follows:

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Table 14: The Overview of Curriculum of Five Vietnamese Universities

1.Name of University	**National Academy of Education Management (NAEM)**	**University of Education, VNUHN**	**Hue College of Education**	**HCMC University of Education**	**University of Humanities and Social Sciences, VNUHCM**
2. Name of Faculty		Faculty of Education Management	Faculty of Educational Psychology	Faculty of Education Science	Faculty of Education
3. Year of establishment	1961	1999	1957	1976	1955
4. Number of teachers	30	40[1]	24[2]	15	20
5. Number of students	150	100	200	200	100
6. Name of Program	The Degree of Master in Education Management	The Degree of Master in Education Management	The Degree of Master in Education Management	The Degree of Master in Education Management	The Degree of Master in Education Management
7. Time of study	2 years	2 years	1,5 - 2 years	2 years	2 years
8. Credits	60	65	61	55	60
9. English proficiency	B2 (English Proficiency Framework)	B2	B2	B2	B2
10.Curriculum	Basic foundation: 7 credits Foundation Knowledge: 15 credits Specialized Knowledge: 27 credits Dissertation: 11 credits	Basic foundation: 8 credits Foundation and Specialized Knowledge: 42 credits Dissertation: 15 credits	Two types of curriculum: applied and research. Basic foundation: 7 credits Foundation: 15 - 17 credits and Specialized Knowledge: 26 - 28 credits, Dissertation: 11 credits.	Basic foundation: 12 credits Foundation and Specialized: 32 credits Dissertation: 10	Two types of curriculum: coursework and coursework with Dissertation.

[1] List of lecturer's name: http://education.vnu.edu.vn/sites/default/files/gioi-thieu/dsgv_tham_gia_dt.pdf
[2] List of lecturer's name: http://www.dhsphue.edu.vn/cd_cmk.aspx?cd=40&id=0

Concepts about Research Methods

1. Need Assessment

Need assessment is the first step or it is an approach that takes place after developing objectives of curriculum. Taba's considered need assessment as an inevitable part of curriculum. A curriculum need assessment model is based on three basic resources: society demand, learner, and specialized subject matter (Kourosh, 1999).

In need assessment, data sources are divided into two parts: The first part is the one that it is studying leads to educational need (society and subject matter), and the second source is the one that leads to psychological need (learner). There are three types of data: 1) Normative data that are originated from values and ideologies; 2) Quantitative data that are presented in static form and are used for comparison and measurement; 3) Qualitative data that make clear the state of an individual or a group and is rather subjective which needs interpretation. Alschuld and Kumar (2010) identified key points of need assessment as follows:

- Current need: a discrepancy between current and desired status with the desired conditions being anchored more in the present time or intermediate near term (3 years or less).

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- Future need: that need from three to more years into the future.
- Current status: the "What is" state. That is the level of achievement for a specific area of need. Indicators from current state can be obtained from record, unobtrusive measure, perceptions determined from survey responses.
- Data Reduction/Source Integration: data are reduced into statistics and indicators to synthesize into meaningful information for making decision.
- The desired status: the "What should be" state. That is, a desired ends state or standard for a specific area of need. Indicators come from norms, research and perceptions. If it obtains from perception, the wording of questions – "*ought to be, is required, should be, is desired"*.

- Discrepancy analysis is the process of determining the difference between current and desired need; usually resulting in numerical index need or need index.

- Double scale Items: a format in need surveys that use two scales- one for current status and one for desired status with most often 5 point Likert scale.

- Feasibility criteria: used in need assessment to determine which need is potentially attended or resolved (Sork, 1998).

Modified Priority Need Index (PNI Modified): is used to find the differences between the desirable status and current status to determine the need of real level (Wongwanich and Wiratchai, 2005). The formulation for the calculation is as follow:

PNI Modified = (I – D)/D

PNI: Priority Need Index

I: Mean of desirable characteristics

D: Mean of current characteristics

To conduct the research, three main tools for investigating the current state and need of internationalization of curriculum are used: Questionnaires; Interview, and Focus Group.

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2. Questionnaires

A questionnaire is a systematic complication of questions that is sent to a sampling of population to get the needed information. It is the important instrument and probably one of the tools that is most used to gather data. The advantages of questionnaires are gathering large size of information in a short period of time, members of the sample group can remain anonymous, considerably cheaper than most of the other primary data collection methods, possibility of generating large amount of data. However, questionnaires can meet difficulties of ensuring greater depth for the research, lack of personal

contact, greater possibility of wrong answer, sometimes answers are incomplete or illegible.

Characteristics of a good questionnaires are as followed:

- It deals with an important or significant topic
- Its significance is carefully stated on the questionnaire itself or on its covering letter
- It seeks only that data which cannot be obtained from the resources like books, reports and records.
- It is as short as possible, only long enough to get the essential data.
- It is attractive in appearance, nearly arranged and clearly duplicated or printed
- Directions are clear and complete, important terms are clarified
- The questions are objective, with no clues, hints or suggestions.
- Questions are presented in an order from simple to complex Double negatives, adverbs and descriptive adjectives are avoided
- It is easy to tabulate, summarize and interpret.

3. Interviews

Interview is a two-way method that permits an exchange of idea or information. In an interview, a rapport is established between the interview and interviewee. Advantages of interview are as followed:

- Data is gathered directly
- It is useful for direct and deep research
- It can make cross questioning possible
- It has flexibility
- It is applicable in survey method, but it is also applicable in historical, experimental, case studies and clinical studies.

Disadvantages of interview are included:

- Great amount of time required arranging and conducting interviews and primary data collection.

- Additional costs might be incurred associated with arranging and conducting interviews, travelling etc.
- Potential for interviewee bias.

4. Focus group

Focus group method explored in the 1940s by Merton and Fiske, is generally used to collect data on a specific topic. The members of focus group are from 6 to 12 people, in which a group leader moderates focus group in order to capture their experiences and views regarding to the research question. Data are collected through a semi-structured group interview process. Focus group may be used to explore new research areas, to collect a concentrated set of observations in a short time, to certain perspectives and experiences from experts. In combination with other methods, focus group might be used to gather preliminary data, to aid in the development of surveys and interview guides and to clarify research findings from another method (Asbury, 1995).

5. Research Findings Related to Internationalization of Curriculum

The Hanover Research Council provides an overview of internationalization of curriculum in higher education through a research including discussion about definition, providing best practices for curricular internationalization, and offering series of case studies of notable American, Canadian and Australia higher education institutions. According to the research, though many institutions follow the general definition and principles for the implementation of internationalized curriculum, each of these initiatives reflect their own unique characteristics. For instance, while some universities emphasize on expansion of study abroad, other universities put efforts on students' achievement toward global learning outcomes. But generally, most of universities have the common learning outcomes that prepare students as a "global citizen". The following cases are illustrated for the diversity perspectives and strategies applied in the universities:

1. Carneige Mellon University applies “Global awareness across the curriculum” initiative, which requires disciplines engage the global learning concept into their new courses and programs. The curriculum was internationalized within engineering, political science, and information system programs.

2. Griffith University has adapted curriculum to instill students with the “intercultural competence” in an “interconnected world”. A strategic framework and practices for internationalization of curriculum are established including, (1) broaden subject areas through international and intercultural approach; (2) encourage interactive cultural exchanges; (3) align course content, learning activities and assessment; (4) encourage and model inclusive strategies and openness to diversity; (5) demonstrate sensitive and inclusive teaching practices.

3. Kennesaw State University launched a series of initiatives more than 20 years ago. Among them are internationalizing its core curriculum, expanding study abroad and implementing a unique “Country Study Program”. These activities are guided by goals such as faculty, staffs and administrators who are committed in providing challenging and facilitative environment to foster students’ global and multicultural perspectives; the foundation of all undergraduate majors promote internationalized; cultural, ethnic, racial and gender diversity are supported by ideas of “an open, democratic and global society”. The internationalization of curriculum strategies of Kennesaw State University are developing and using faculty expertise in area studies and establishing strong partnerships with other international institutions.

4. Monash University has developed a framework and a series of principles and practices to guide the integration of internationalization of curriculum. They emphasized on incorporating international, intercultural and local perspectives for achieving the academic and professional goals; recognizing multilingualism as the value of cultural diversity and as a mean to facilitate cultural exploration; supporting staffs development, students' language and academic skills development.

The University of Adelaide has adopted the concept "a curriculum with an international orientation in content", with the purpose to help students achieve the professional and social performance in a global context. Based on this goal, the university provides a series of instructions and resources for faculty members to internationalize their course and programs. The Academic Board has approved the strategies for implementation of internationalization of curriculum, as follows: (1) including analyzing international case studies; (2) requiring students to discuss, analyze, evaluate information from a range of international sources in course tasks; (3) addressing global/economic/political/social/environment/ ethical issues in content; (4) using international publications in teaching activities; (5) setting group tasks from different cultures/nations; (6) including guest lecturers with international experience, academic staff with overseas experience; (7) exploring comparative professional practice.

5. Tom (2010) indicated on his doctoral dissertation namely "Strategic management approach to curriculum internationalization for undergraduate business programs: Focus on small U.S - Based colleges and universities" using three important strategies of internationalization of curriculum as institutional commitment, faculty investment, and curriculum investment. In the conceptual model for internationalizing undergraduate business programs, the researcher suggested the investment on programs should create values and differentiation with the new core competencies of the undergraduate business

curriculum consisting of strategic management, entrepreneurship, leading change, alliance and partnership. For future research agenda, there is a necessary to study deeply about the role of information and communication technologies (ICT) and role of mobile technologies in creating, supporting and promoting the sustainable development and learning environment internationally.

6. Klyberg (2012) addressed a key finding in her doctorate dissertation, namely "The Faculty experience of internationalization motivations for, practices of, and means for engagement" that faculty had difficulty integrating internationalized teaching, research, and service practices throughout their works, despite an interest in doing so. In addition, participants generally attributed this difficulty to a lack of institutional support. They suggested that their efforts were not integrated into the broader life and work of their institutions because, despite the expressed intentions of their universities, internationalization was not incorporated into the broader institutional vision, identity, and mission. To conduct the research, 15 faculty members are engaged at two undergraduate- focused institutions in the northeastern United States in phenomenological interviews as well as focus groups that explored personal and institutional motivations for faculty participation in internationalization; the teaching, research, service, and other professional activities that connect to their institution's internationalization initiative.

7. Williams (2008) mentioned on her Master Degree thesis, "Internationalization of the Curriculum: A Remedy for International Students' Academic: Adjustment Difficulties?" that international students' diverse cultural backgrounds, experiences, and learning styles may not be met by the traditional, Euro-centric curriculum and pedagogy inherent in most Western post-secondary institutions. So, it is important to provide a more inclusive learning environment for international students and improves their chances for academic success. The research also indicates that although the infusion

approach to internationalizing the curriculum is the most-widely used in Canadian post-secondary institutions, the more culturally inclusive transformation approach is the goal towards which institutions should aspire to best meet the diverse learning need of international students. The challenges of internationalization of the curriculum are lacking of institutional policy and support, funding and resources, organization and structure and communication, faculty autonomy and academic freedom, international experience of faculties, teaching and content learning. Moreover, to motivate and develop an internationalized curriculum, it is necessary to encompass curricular and pedagogical reforms that recognize the diverse backgrounds and learning styles and learning need of students.

8. Leask (2015) describes in her book the outcomes of one project that was implemented through an Australian Learning and Teaching Council National Teaching Fellowship, namely Internationalization of the Curriculum in Action funded by the Australian Government. One of the primary goals of the Fellowship was to engage academic staff indifferent disciplines and institutional contexts to work through a "process of internationalization of curriculum". The project was structured as Participatory Action Research and the participants undertook the work voluntary in 12 months. The methodology involved an international literature review, institutional documents and policy review, meetings with university managers, programs and course leaders, lecturers to develop case studies of internationalization of curriculum. One of the outcomes of the project was the case studies analysis in different disciplines such as Accounting, Journalism, and Public Relations in different universities.

Accounting (university A)

- Rationale: Reports across national boundaries, graduate employed in international context), prepare students think, communicate, act beyond their home.

- Graduate attribute**:** How students apply knowledge (content) in global context, how they articulate (skills) message in diversity groups, how they consider the impact of their decision (attitudes) on national and global world, these linked to assessment, measure learning outcomes.

- Dominant Disciplines: Internationalization of Curriculum (IoC) is the dominant aspects of large multinational accounting firms

- Policy and support: Priority policy, provide support and development opportunities for staffs, leadership is an factor driving change.

Journalism (University B)

- Rationale: Not recognize at first National law (digital environment)

- Graduate Attribute: Negotiate meaning and outcome through the process; Develop students' awareness of the dominant of Western paradigms in journalism, compulsory units

- Dominant Disciplines: Two international and intercultural courses but optional and disconnect with the rest. Dominant mode: not change (same journal, theory, associations)

- Policy and support: Embedded in its policies, mission, and support professional development.

Public Relations (university C)

- Rationale: Increase demand of global companies with international/intercultural experience; undergoing rapid transformation.

- Graduate Attribute: Global citizenship, but not sure how to assess; Case studies are taught; Develop intercultural skills, knowledge, attitudes relevant to a variety workplace.

- Dominant Disciplines: Technology driven globalization of communication; View from the lens of industry stakeholders, conduct interview with the employers; US professional paradigm

- Policy and Support: Internationalization policy

CHAPTER III
RESEARCH METHODOLOGY

The overall purpose of the study is to develop an international curriculum management model of Master Degree in Education Management for Vietnam higher education institutions, so the strategy being used for this study is descriptive research.

This chapter covers the following:

- Population and Sample
- Instrument
- Data Collection
- Data Analysis
- Research Procedure

The objectives of the research are:

1. To investigate the current state and the need of internationalization of curriculum of Master Degree in Education Management for Vietnam Higher Education Institutions.

2. To analyze good practices for the internationalization of curriculum of Master Degree in Education Management in international universities.

3. To develop an international curriculum management model of Master Degree in Education Management for Vietnam higher education institutions.

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Population and Sample

Population and Sample are listed in each of the following objective:

1. To investigate the current state and the need of internationalization of curriculum of Master Degree in Education Management for Vietnam higher education institutions.

Population: Administrators, instructors, and students from nine universities:

1) National Academy of Education Management.

2) The Vietnam Institute of Education Science.

3) Hanoi University of Education

4) Ho Chi Minh City University of Education

5) Saigon University

6) University of Education, Vietnam National University – Hanoi.

7) University of Social Sciences and Humanities, Vietnam National University Ho Chi Minh city.

8) Hue University

9) Thai Nguyen University of Education.

Sample: Administrators, instructors, and students are selected by purposive sampling technique from five Vietnam higher education institutions:

1) National Academy of Education Management.

2) University of Education, Vietnam National University – Hanoi.

3) Ho Chi Minh City University of Education.

4) University of Social and Humanities, Vietnam National University Ho Chi Minh City.

5) Hue University.

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The five universities are selected by multistage and purposive sampling methods[1]. They are five major public higher education institutions, which specialize in education universities and institutions in Vietnam. The selected universities are research-oriented, among the nation's leading universities, which also receive significant government priorities such as autonomy, and the capacity to offer capacity for students and to study abroad, capacity to invite and receive lecturers and international students to teach and study in Vietnam,

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[1] Reference: Profiles of Studied Master Degree in Education Management, Vietnam Higher Education Institutions, p.82.

and the capacity to cooperate and engage in joint projects in research and training. In addition, these universities represent different regions. Specifically, Vietnam National Academy of Education Management and University of Education, Vietnam National University – Hanoi are from the north, Hue University is from the middle and Ho Chi Minh City University of Education; University of Social Sciences and Humanities (Vietnam National University Ho Chi Minh City) are from the south of Vietnam.

The sample for surveying the opinions of university policy makers, administrators, instructors and students about the current state and need are listed as follows:

1. Seven policy makers are selected by using a purposive sampling technique and they are Vice Director of Post Graduate Department of Higher Education (Ministry of Education); Member of National Council of Education, University President, Director of International Affairs, Director of Office for International Study Program, Vice Director of Institute for Education Research, and Head of International Relation and Research.

2. Five administrators including Deans and Vice Deans are from faculty of education in five Vietnam higher education institutions.

3. 67 instructors are surveyed from five faculty of education in Vietnam higher education institutions.

4. 217 students and alumni are selected by using multistage technique from faculty of education in five Vietnam higher education institutions.

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Table 15: Population and Sample of Objective 1

Name of HEIs.	Regions (Vietnam)	Policy maker		Administrator		Instructor		Student and Alumni	
		Population	Sample	Population	Sample	Population	Sample	Population	Sample
Department of Post Graduate (Ministry of Education).	The North	10	1						
National Council for Education and Human Resource Development.	The South	26	1						
Institutional leaders (University President/ Director/Head)	The Middle and the South	15	3						
National Academy of Education Management (EM)	The North			3	1	30	19	150	55
University of Education (VNUHN)	The North			3	1	16	9	100	30
Hue College of Education	The Middle	5	1	3	1	24	19	200	39
HCMC University of Education	The South	3	1	3	1	15	10	200	51
University of Humanities and Social Sciences, HCMC	The South			3	1	20	10	100	42
Total		**59**	**7**	**15**	**5**	**129**	**67**	**750**	**217**

2. To analyze good practices for the internationalization of curriculum of Master Degree in Education Management in international universities

Population: Top 100 QS World University Rankings by Subject Education in 2017 and top 100 QS Asia Rankings in 2017.

Table 16: List of International Universities

Number	Name of HEIs	Name of Programs	Top 100 QS World University Rankings (2017)
1	Harvard University, USA	MA Degree of Education Policy and Management	2nd
2	The University of Hong Kong	MA Education Management and Leadership	7th
3	University of Melbourne, Australia	MA of Education (Education Management)	5th
4	University of California, Los Angeles (UCLA), USA	Education Leadership Program	9th
5	King's College London, UK	MA of Education Management	34th
Top 100 QS Asia Rankings in 2016			
6	National Institute of Education, Nanyang Technological University, Singapore	Master of Art (Education Management)	3rd
7	University of Tokyo, Japan	Master Degree of Education	13rd
8	University of Malaya	Master Degree of Education Management	27th
9	Mahidol University, Thailand	Master of Education Management	61th

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Sample: Five universities that offer Master Degree of Education Management are selected by purposive sampling technique, including:

1. Harvard Graduate School of Education, U.S.A.

2. Melbourne Graduate School of Education, Australia.

3. King's College London, UK.

4. National Institute of Education, Nanyang Technological University, Singapore.

5. Mahidol University, Thailand.

3. To develop an international curriculum management model of Master Degree in Education Management for Vietnam higher education institutions

Population: International experts, Vietnamese faculty members, prominent education leaders and scholars who have experience working in curriculum development and management of higher education.

Sample: An expert panel is selected by purposive sampling including two international experts; five administrators at university and faculty level and two faculty members who have experience on curriculum development are invited to review the draft model. The experts hold Ph.D. Degree, with international working experience.

The following table shows the summary of population and samples.

Table 17: Summary of Population and Samples

	Objective 1	**Objective 2**	**Objective 3**
Objectives	1. To investigate the current state and the need of internationalization of curriculum of Master Degree in Education Management for Vietnam higher education institutions.	2. To analyze good practices for the internationalization of curriculum of Master Degree in Education Management in international universities.	3. To develop an international curriculum management model for Master Degree in Education Management for Vietnam higher education institutions.
Population	Administrators, Instructors, and Students from nine universities: 1. National Academy of Education Management. 2. The Vietnam Institute of Education Science. 3. Hanoi University of Education 4. Ho Chi Minh City University of Education 5. Saigon University 6. University of Education, Vietnam National University – Hanoi. 7. University of Social Sciences and Humanities, Vietnam National University Ho Chi Minh city. 8. Hue University 9. Thai Nguyen University of Education	Top 100 QS World University Rankings by Subject Education in 2017, and top 100 QS Asia Rankings in 2016.	Vietnamese faculty members, prominent educational leaders and scholars in University of Education.
Sample	1. National Academy of Education Management. 2. University of Education, Vietnam National University – Hanoi. 3. Ho Chi Minh City University of Education. 4. University of Social and Humanities, Vietnam National University Ho Chi Minh City. 5. Hue University. The detail samples from 5 universities include: • 7 policy makers from Department of Higher Education, National Council of Educational, University President. Director, Head of International Affairs. • 5 Dean/Vice Dean/Head of Department, • 67 instructors • 217 students are selected from five universities.	1. Harvard Graduate School of Education, USA. 2. Melbourne Graduate School of Education, Australia. 3. King's College London, UK. 4. National Institute of Education, Nanyang Technological University, Singapore. 5. Mahidol University, Thailand.	An expert panel including nine people are selected as follows: - Two international experts -Two Vietnamese faculty members who have experience on curriculum development. -Five Vietnamese administrators at university and faculty level.

Instrument

The research instruments used to examine the research questions are two document analysis forms, two questionnaires, two interview forms, and one expert-checking list.

1. Document analysis forms

To analyze and synthesize the current state, the need of internationalization of curriculum, and the best practices of internationalization of curriculum in international universities, three document analysis forms are used, focusing on the following issues: 1) Policy and strategy of international and Vietnam higher education institutions, 2) Curriculum of Master Degree of Education Management in Vietnam higher education institutions, 3) Curriculum of Master Degree of Education Management of top world and top ASEAN universities.

The following table shows the content of document analysis.

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Table 18: Document Content Analysis Forms

Objectives	Resources	Data collection
1. To investigate the current state and the need of internationalization of curriculum of Master Degree in Education Management for Vietnam higher education institutions.	• National Policy in Higher Education. • Policies, Strategies from Department of Higher Education in Vietnam. • University Policy and Strategies • Faculty Policy and Strategies. • Curriculum of Master Degree in Education Management in Vietnam Higher Education Institutions.	• Higher Education Law, Policies, Strategic Development, Projects, publications and articles from Ministry of Education and Training, relating to internationalization. • University Policies, Strategies, Projects, Publications, Articles, Announcements, Newspapers and related issues of internationalization. • Guideline for university curriculum development. • Program catalogues, curriculum structure and content, learning outcomes, syllabus, lecture notes, textbooks, teaching and learning strategies documents, learning resources, website information, publications and related documents of Master Degree in Education Management in Vietnam Higher Education institutions.
2. To analyze good practices related to the internationalization of curriculum of Master Degree in Education Management in international universities.	• Higher Education Policies, Strategies and related issues in internationalization of curriculum in international universities. • Curriculum of Master Degree in Education Management of top world and top ASEAN universities.	• Policies, strategies, Projects, Initiatives, articles, journals and related documents. • Guideline for university curriculum development. • Master of Education Management program catalogues, curriculum structure and content, learning outcomes, website information, publications and related documents.
3. To develop an international curriculum management model of Master Degree in Education Management for Vietnam higher education institutions.		• Documents analysis from objective 1 and objective 2 to develop a draft of international curriculum management model.

2. Questionnaires

Two questionnaires are designed to survey the need, opinions of instructors about internationalization of curriculum of Master Degree of Education Management in Vietnam Higher Education Institutions. To ensure the validity and reliability of the questionnaire, the researcher uses the IOC (Index of items – objective congruence) form to get the feedback from five experts before processing the data collected.

2.1.Questionnaire for instructors

One questionnaire is sent to 67 instructors selected from five Vietnam higher education institutions.

The questionnaires are divided into three parts. Part one is consisted of general information about the survey participants; Part two includes questions about the current situation (which refers to what is being practiced at the present moment) and expected situation (which refers to what is desired in the future) for Master Degree of Education Management; Part three includes additional comments.

The questionnaire used need assessment, with the formulation for Modified Priority Need Index (PNI Modified) as follows:

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$$PNI\ modified = (I - D)/D$$

I: Desired situation

D: Current situation

Besides, a five points Likert scale is used to indicate the issues in present and expected situation in need assessment (PNI) as follows:

5: indicates “Very high”

4: indicates “High”

3: indicates “Moderate”

2: indicates “Low”

1: indicates “Very low”

The interpretation of the scale is as follows:

4.50 – 5.00: Very high

3.50 – 4.49: High

2.50 – 3.49: Moderate

1.50 – 2.49: Low

1.00 – 1.49: Very low

2.2. Questionnaire for Vietnamese students and alumni

One questionnaire is sent to 217 students and alumni selected from five Vietnam higher education institutions. The questionnaires are divided into three parts. Part one is consisted of general information about the survey participants; Part two includes questions about the expected situation (which refers to what is desired to be in the future) for an international curriculum for Master Degree in Education Management in Vietnam Higher Education Institutions; Part three includes additional comments about international curriculum in Education Management (Master Degree) in Vietnam higher education institutions.

2.3 Structure of questionnaires

Questionnaires to survey instructors and students' opinions are structured as follows:

Part I: General information such as name of institution, name of faculty, gender, position, years of experience.

Part II: Opinions about current state and need of internationalization of curriculum.

- Vision and mission of the institution and faculty.
- Goals, Objectives of an international curriculum in Education Management
- Expected learning outcomes (knowledge, skills and attitudes) of an international curriculum in Education Management

- Program Structure of an international curriculum in Education Management

- Learning Experiences and Instruction of an international curriculum in Education Management.

- Assessment of student of an international curriculum in Education Management

- Instructor's quality and international experience of an international curriculum in Education Management

- Student services and Learning Resources of an international curriculum in Education Management

- Strategy of an international curriculum in Education Management

- Program Evaluation of an international curriculum in Education Management

Part III: Additional comments about international curriculum in Education Management (Master Degree) in Vietnam Higher Education Institutions

3. Interview protocol

In order to investigate the current state and need of internationalization of curriculum of MEM in Vietnam Higher Education Institutions, the researcher conducted two interviews:

3.1. Interview protocol for Vietnamese policy makers

To conduct the interview effectively, the researcher sent an outline of interview questions to seven representatives from education policymaking level. The questions focus on these main issues: (1) the general information on demographic data, (2) policy, strategy and need of internationalization of curriculum in Vietnam higher education institutions and (3) additional comments to develop an international curriculum management model in Vietnam higher education institutions.

The interview form to interview policy makers are structured as follows:

Part I: Introduction and background of the interviewee (institution, position, gender, degree)

Part II: Policy, Strategy and Need of internationalization of curriculum in Vietnam Higher Education Institutions.

A. National/University policy, goals and context about internationalization of higher education and internationalization of curriculum in Vietnam Higher Education.

B. Developing strategies to enhance an international curriculum management model in Vietnam Higher Education Institutions.

C. Evaluation of an international curriculum in Vietnam Higher Education Institutions

Part III: Additional comments to develop an International Curriculum Management Model in Vietnam Higher Education Institutions.

3.2. Interview protocol for Vietnamese administrators

To conduct the interview effectively, the researcher sent an outline of interview questions to 5 administrators such as Dean/Vice Dean or Head of Department of Faculty of Education. The questions focus on these main issues: (1) the general information on demographic data, (2) current state and need of internationalization of curriculum in education management (Master Degree), Vietnam Higher education institutions, and (3) additional comments to develop an International Curriculum Management Model in Vietnam higher education institutions. Interview form for administrators is structured as follows:

Part I: Introduction and background of the interviewee (institution, position, gender, degree)

Part II: Current state and need of internationalization of curriculum in Education Management (Master Degree), Vietnam Higher Education Institutions.

A. University and Faculty policy, goals and context about internationalization of curriculum in Vietnam Higher Education.

B. Goals, Objectives of an international curriculum in Education Management (Master Degree), Vietnam Higher Education Institutions

C. Program Structure and Admission Requirement of an international curriculum in Education Management (Master Degree), Vietnam Higher Education Institutions

D. Expected Learning Outcomes, Student Assessment, Learning and Teaching, Learning Resources and Student Services of current and expected international curriculum in Education Management (Master Degree), Vietnam Higher Education Institutions.

E. Developing strategies to enhance an international curriculum management model in education management in Vietnam Higher Education Institutions.

F. Evaluation of an international curriculum in Education Management (Master Degree) in Vietnam Higher Education Institutions?

Part III: Additional comments to add more to develop an international curriculum management model in Education Management (Master Degree) in Vietnam Higher Education Institutions.

4. Expert checking list

After collecting, analyzing and synthesizing the data collected from objective one and objective two, the researcher drafts an international curriculum management model to ask nine international and Vietnamese experts' opinions to validate the model. To prepare for the focus group discussion, a draft curriculum management model is sent to the expert prior to

the meeting. The expert checking list includes the content validity (IOC) form (Apendix G) for the draft model, which mentions on rationale, objectives of the model, goal and objectives, strategies of the master degree in Education Management program, and five dimensions of international curriculum management model as follow (1) leadership in internationalization of the curriculum, (2) developing international curriculum for master degree in Education Management, (3) general management and support services, (4) administrative services and management, and (5) quality management. In this research, the researcher uses many sources of data from documents, survey and interview. Good practices analysis from other relevant cases helps to provide more information of the research issues. Focus group is also a method to help the researcher checking the significant and validity of the model.

5. Reliability and validity

To test the content validity, the researcher uses the IOC (Index of items – objective congruence) form to review the items in the interview forms and questionnaires (Appendix D, from page 487 to page 503). Besides measuring the validity or trustworthiness of the model, a team expert is invited to review the international curriculum management model.

The reliability of instructor's questionnaires and student's questionnaires are measured based on Cronbach's Alpha. The following results show the high reliability of the questionnaires:

Table 19: Reliability of the questionnaires

Questionnaires	**Cronbach's Alpha (Average)**	**Number of Items**
Instructors' questionnaires	.985	136
Students' questionnaires	.984	68

Data Collection

For documentation reviews, data are collected from Vietnam higher education institutions and from five international universities that offer master degree in Education Management according to the document analysis forms.

For questionnaires, data are collected directly from instructors, students and alumni in five Vietnam higher education institutions in 4 months from December 2017 to February 2018. To collect the data, one letter was prepared and signed by the Vice Dean of Faculty of Education, Chulalongkorn University to support the researcher to conduct the research in five Vietnam higher education institutions. One hundred and twenty nine questionnaires were sent to instructors and sixty-seven instructors responded. Meanwhile, 40 percent of students and alumni population and two hundred and seventeen students and alumni responded.

For interviews, the researcher sent the interview questions and forms to seven policy makers and five administrators before conducting the interview. During the interview, data are recorded and transcribed.

Data Analysis

Quantitative and qualitative analyses are used for the study.

For documentation analysis, all documents in this research are reviewed and analyzed systematically by using content analysis techniques.

For questionnaires, data are analyzed using statistical methods including mean, percentage, frequency, standardization (SD) and modified priority need index (PNI Modified).

For interview, a thematic analysis is undertaken, reflecting participants' perceptions and views about international curriculum management model of Master Degree of Education Management.

Research Procedure

To conduct the research, the following research procedure is implemented

1. Objective 1: To investigate the current state and the need of the internationalization of curriculum of Master Degree in Education Management for Vietnam higher education institutions.

- Step 1: Development of the conceptual framework related to the internationalization of the curriculum. To develop the conceptual framework about internationalization of curriculum, the researcher reviews and analyzes theory, concepts and models about curriculum development, internationalization of curriculum, strategy for internationalization in higher education, good practices, standards and indicators for internationalization, international policies and strategic development plan of Vietnam higher education.

- Step 2: Document analysis from Vietnam including national policy, university and faculty documents. To investigate the current state and the need of internationalization of curriculum of Master Degree of Education Management, the researcher reviews and analyzes documents relating to internationalization of curriculum in Vietnam higher education institutions. The sources include government policy, university and faculty mission, and strategic plan, MOUs, curriculum, syllabi, and teacher and student profiles. To investigate how the current curriculum develops in theory and practice, the researcher analyzes and synthesizes the guideline of developing the curriculum and surveys instructors and students' and alumni opinions, interviews administrators and faculties of the department. To conduct a document review, the table content analysis forms are developed to analyze the collected data and information.

➢ Step 3: Interviewing policy makers, administrators, and survey instructors and students' and alumni opinions. Besides analyzing the documents,to understand current state, the need of internationalization of curriculum and how the curriculum develops in Vietnam higher education institutions, the researcher implements one questionnaire to survey instructors, one questionnaires to survey students and conduct two interview sessions with policy makers and administrators from five Faculty of Education, consisting (1) National Academy of Education Management (NAEM); (2) University of Education Vietnam National University - Hanoi; (3) Hue University; (4) Ho Chi Minh City University of Education; (5) University of Social Sciences and Humanities, Vietnam National University Ho Chi Minh City.

2. Objective 2: To analyze good practices for the internationalization of Master Degree in Education Management in international universities.

➢ Step 4: Document analysis from international universities. To study good practices of internationalization of curriculum of international universities, the researcher conducts document review by collecting the generic data for Master Degree of Education Management. The sources include university/faculty mission, policies, strategic plan, curriculum, curriculum development model, and syllabi from five Vietnam higher education institutions.

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3. Objective 3: To develop an international curriculum model of Master Degree in Education Management for Vietnam higher education institutions.

➢ Step 5: After analyzing, synthesizing data from objective one and objective two, the researcher applies theories and concepts of Curriculum Management, Backward Design, Competence – Based Education, Strategic Planning to develop a draft of international curriculum management model for Master Degree in Education Management in Vietnam higher education institutions.

- Step 6: To validate the model, the researcher invites an educational expert panel to review the draft international curriculum management model of Vietnam higher education institutions in Vietnam higher education institutions.
- Step 7: Modifying and developing a new international curriculum management model for Master Degree in Education Management, Vietnam higher education institutions. Based on the result from focus group, the researcher modifies and develops a new international curriculum management model for Master Degree in Education Management, Vietnam higher education institutions.

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Objective 1: To investigate the current state and the needs of the internationalization of curriculum of Master Degree in Educational Management for Vietnam higher education institutions.

- Step 1: Development of the conceptual framework related internationalization of the curriculum.
- Step 2: Documentation analysis in Vietnam
- Step 3: Interview policy makers, administrators, and survey instructors and students' opinions about the current state, the needs of internationalization of curriculum for Master Degree in Educational Management.

Objective 2: To analyze good practices for the internationalization of curriculum in Master Degree Educational Management in international universities.

- Step 4: Documentation analysis from five international universities

Objective 3: To develop an international curriculum management model of Master Degree in Education Management for Vietnam higher education institutions

- Step 5: Developing a draft international curriculum management model for Master Degree of Education Management in Vietnam higher education institutions
- Step 6: Checking the validity of the international curriculum management model for Master Degree of Educational Management by focus group.
- Step 7: Modifying and developing a new international curriculum management model of Master Degree in Education Management for Vietnam higher education institutions.

Figure 9: Procedure of Research

Table 20: Summary of Research Methodology

Objectives	Population	Sample	Instrument	Data Collection	Data Analysis	Outcomes
1. To investigate the current state and the need of the internationalization of curriculum of Master Degree in Education Management for Vietnam higher education institutions.	Documents, Policy makers, Administrators, Instructors, and Students from nine universities: 1. National Academy of Education Management (NAEM); 2. The Vietnam Institute of Education Science; 3. Hanoi National University of Education; 4. University of Education; 5. Hue University, 6. Saigon University; 7. HCMC University of Education; 8. HCM University of Social and Humanities; 9. Thai Nguyen University.	Samples from 5 below universities as follows: - Documents - 7 policy makers - 5 administrators - 67 instructors - 217 students 1. National Academy of Education Management (NAEM); 2. University of Education; 3. Hue University; 4. HCMC University of Education; 5. HCM University of Social and Humanities.	- Document analyze matrix table. - Two interview forms to interview policy makers and administrators. - Two Questionnaires to survey instructors and students.	- Document review on government policy about internationalization, university mission, and strategic plan, Guideline of developing curriculum and management, curriculum, syllabi… - Collect responds from surveys and interview by email, note taking, and recording.	- Content analysis: interpret and analyze the documents systematically. - SPSS to describe mean, frequency, percentage, SD, and Modified priority need index (PNI Modified).	- Understanding current state and need of internationalization of curriculum in Vietnam HEIs through analyzing the documents. - Understand the curriculum developing procedure in theory and practice. - Understanding the stakeholders' opinions and need of internationalization of curriculum of Master Degree in Education Management for Vietnam higher education institutions.
2. To analyze good practices for the internationalization of Master Degree in Education Management in international universities.	Top 100 QS World University Rankings by subject Education in 2017 and top 100 QS Asia Rankings in 2016: 1. Harvard Graduate School of Education, (USA). 2. The University of Hong Kong, (Hong Kong). 3. Melbourne Graduate	Three universities from Top 100 QS World University Rankings and two universities top 100 QS Asia Rankings in 2016: 1. Harvard Graduate School of Education, (USA). 2. Melbourne Graduate	- Document analysis matrix table.	- University, faculty mission, policies, strategic plan. - Program specification of Master Degree of Education Management - Goals, Objectives of Master Degree in Education Management curriculum.	- Content analysis: interpret and analyze the documents systematically.	- Good practices, about the goals, learning outcomes, content structures, syllabus of Master Degree in Education Management curriculum in top world and top Asia universities.

Objectives	Population	Sample	Instrument	Data Collection	Data Analysis	Outcomes
	School of Education, (Australia). 4. University of California, Los Angeles, (USA). 5. King's College, (UK). 6. National Institute of Education, Nanyang Technological University, (Singapore). 7. University of Tokyo, (Japan). 8. University of Malaya, (Malaysia). 9. Mahidol University, (Thailand).	School of Education, (Australia). 3. King's College London, (UK). 4. National Institute of Education, Nanyang Technological University, (Singapore). 5. Mahidol University, (Thailand).		- Learning outcomes, student's assessments, teaching and learning, course structures, and course syllabus of Master Degree of Education Management. - Learning materials and resources of Master Degree in Education Management curriculum.		
3. To develop an international curriculum management model of Master Degree in Education Management for Vietnam higher education institutions.	Educational experts from 5 MEM programs in Vietnam HEIs: 1. National Academy of Education Management (NAEM); 2. University of Education VNU-HN; 3. Hue University; 4. HCMC University of Education; 5. University of Social Sciences and Humanities.	An expert panel including 9 people from Vietnamese universities: - Two international experts - Five administrators - Two instructors	- Expert checklist	- Opinions and suggestions from educational experts are recorded and take notes to support for developing a new international curriculum management model for Master Degree of Education Management in Vietnam higher educations institutions	- Results from objective one and objective two are used to synthesize and develop a Draft international curriculum management model for Master Degree of Education Management in Vietnam higher educations institutions.	- A Draft international curriculum management model from analyzing and synthesizing the results from data collection of objective 1 and 2. - Modifying and developing a new international curriculum management model of Master Degree in Education Management for Vietnam higher education institutions.

CHAPTER IV
RESULTS OF THE STUDY

The results of the study are guided by the three objectives:

1. To investigate the current state and the need of internationalization of curriculum of Master Degree in Education Management for Vietnam higher education institutions.

2. To analyze good practices for the internationalization of curriculum of Master Degree in Education Management in international universities.

3. To develop an international curriculum management model of Master Degree in Education Management for Vietnam higher education institutions.

This study is based on a descriptive research. The results are derived from document analysis, interviews, survey questionnaires, and model verification.

This chapter is presented in six parts as follows:

Part I: Documentation analysis of the guidelines in developing curriculum from five Vietnamese higher education institutions.

Part II: Interviewing policy makers and administrators coupled with questionnaire surveys of instructors and students' and alumni's opinions about the current state and need of internationalization of Master Degree in Education Management curriculum.

Part III: Documentation analysis of international Education Management curriculum (Master Degree) from international universities.

Part IV: Developing a draft of international curriculum management model in Education Management.

Part V: Verifying of the international curriculum management model in Education Management by the focus group.

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Part VI: Modification and development of a complete international curriculum management model in Education Management for Vietnam higher education institutions.

The relationship between the objectives of the study and the parts of Chapter 4 is presented in Figure 10 below.

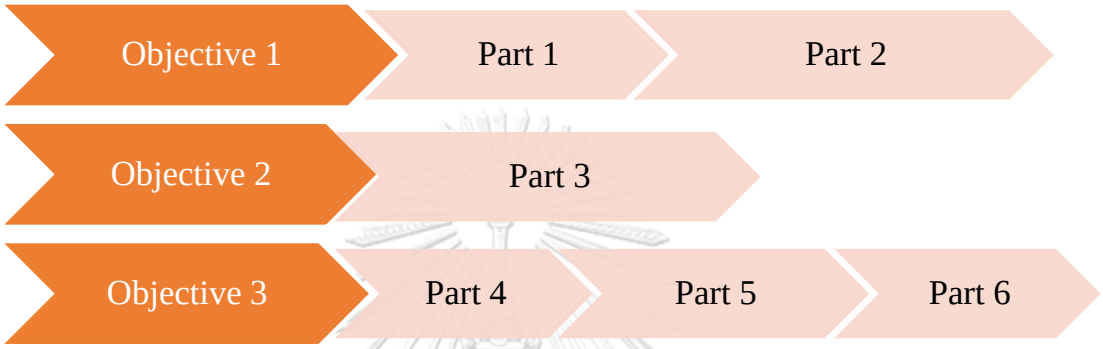

Figure 10: Relationship between Study's Objectives and Chapter's Parts

Part I: Documentation Analysis from Five Vietnam Higher Education Institutions

To investigate the current state and the need of internationalization of curriculum of Education Management, the researcher reviews and analyzes documents relating to internationalization of curriculum in five Vietnam Higher Education Institutions. The sources include government policy, university and faculty mission, and strategic plan, MOUs, curriculum, syllabi and the guidelines of developing curriculum. The five Vietnam Higher Education Institutions include National Academy of Education Management (NAEM), University of Education (Vietnam National University – Hanoi), Hue College of Education, Ho Chi Minh City University of Education, University of Humanities and Social Sciences (Vietnam National University – Ho Chi Minh City).

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1. Key dimensions

To conduct the documentation review, the following nine key dimensions are analyzed from the five Vietnam higher education institutions:

1. Vision of Vietnam higher education institutions;

2. Mission of Vietnam higher education institutions;

3. Goals, objectives of master degree of education management in Vietnam higher education institutions;

4. Expected learning outcomes of master degree of education management in Vietnam higher education institutions:

- Knowledge
- Skills
- Attitudes

5. Requirement for admission of master degree of education management;

6. The guidelines of developing curriculum in Vietnam higher education institutions;

7. Curriculum structure and content of five Vietnam higher education institutions;

8. Strategy and annual plan in Vietnam higher education institutions; and

9. Job opportunities for those with a Master's Degree in Education Management.

The data sources used for analysis include university websites, documents, the guidelines of developing curriculum, curriculum and syllabus of master degree of education management in Vietnam higher education institutions.

The following tables are the summary of document analysis according to the above nine key dimensions.

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Table 21: Dimension 1: Vision of Five Vietnamese Higher Education Institutions

1. National Academy of Education Management	2. University of Education	3. University of Social Sciences and Humanities	4. HCM City University of Education	5. Hue College of Education	Summary
By 2030, National Academy of Education Management will be the leading of higher education institution in education leadership and management in Vietnam, meeting regional standards, and making reference to international standards in initial, post graduate and in service training, research and in knowledge transfer, in education leadership and management.	UED endeavors to become research-oriented university by the end of 2020, where a number of courses obtain international standards and be able to offer training both regionally and internationally.	The University of Social Sciences and Humanities is a research university within the VNU-HCM system and is at the forefront of the social sciences and humanities in Asia.	By 2030, Ho Chi Minh City University of Education will become a National Pedagogic University with high prestige nationwide and Southeast Asia; a place where convergence of Education experts, lecturers with high professional qualifications; a place for learners practice in a creative way to constantly growing.	By the year 2030, Hue University College of Education will become the leading pedagogical research and teaching university in the nationwide system of teacher training institutions, national and international quality standards, ensuring that learners have the capacity to compete and adapt in the developed society	1. Being a research university, forefront of the social sciences and humanities in Asia. 2. Being a leading pedagogical university, meeting national and international quality standards. 3. Being a place ensuring that learners have the capacity to compete and adapt to the developed society.

Table 22: Dimension 2 - Mission of Five Vietnam Higher Education Institutions

1. National Academy of Education Management	2. University of Education, VNU-HN	3. University of Social Sciences and Humanities, VNU-HCM	4. HCM City University of Education	5. Hue College of Education	Summary
Being an excellent leading institution in training, research and innovating for education management development to meet the need of the country	Striving toward a research-oriented university, to train teachers at all levels; education managers; officials and researchers in Education on the basis of connectivity with experts, regional and international standard institutes.	Training high-quality human resources and researchers work on social sciences and humanities areas. Contributing to the country's economic, cultural and social development. Being a leader in liberal academic academy in the social sciences and humanities areas.	Being a key national teacher education university, training undergraduate and postgraduate education aiming to better serve for the need of education and socio-economic development of the provinces in the South and the whole country.	Training, fostering teachers, scientific staff and education administrators with university and postgraduate degrees; scientific research and technology transfer, education consultancy, serving for the national development and international integration.	1. Being an excellent leading institution that meets the need of the country. 2. Striving toward a research-oriented university, and providing teachers training at all levels; education managers; officials and researchers in Education. 3. Serving for the national development and international integration.

Table 23: Dimension 3 - Goals, Objectives of Master Degree in Education Management in Five Vietnam Higher Education Institutions

1. National Academy of Education Management	**2. University of Education, VNU-HN**	**3. University of Social Sciences and Humanities, VNU-HCM**	**4. HCM City University of Education**	**5. Hue College of Education**	**Summary**
Graduates will have attitudes and competencies to take charge the jobs as an education administrator, lecturer, and researcher and have the ability to study in Ph.D. degree.	Goals of the program are to train high-quality education administrators, capable of managing and conducting scientific research, and solving practical problems of education.	Graduates have equipped with advanced theory and practice knowledge of leadership, management in education. Graduates have developed personal and professional skills such as thinking skills, problem solving, testing and exploring knowledge skills and develop personal and professional attitudes. Graduates have developed social skills such as teamwork, communication, and language.	Goals of the program are to train qualified managers and researchers, lecturers and experts to meet the working requirements of Vietnamese education schools and institutions. Graduates improve practical ability, applying practical solutions in education management context.	Graduates have equipped with advanced theory and practice knowledge of leadership, management in education. Graduates have developed capacities in education research, problem – solving skills to adapt with the requirements of career as an educational manager.	1. Graduates will have attitudes and competencies for following occupations: administrator, lecturer, and researcher and have the ability to pursue Ph.D. degree. 2. Graduates are capable of managing and conducting scientific research and solving practical problems of education. 3. Graduates have equipped with advanced theory and practice knowledge of leadership, management in education. 4. Graduates have developed social skills such as teamwork, communication, and language.

Table 24: Dimension 4 - Expected Learning Outcomes of Master Degree in Education Management in Five Vietnam Higher Education Institutions.

1. National Academy of Education Management	**2. University of Education, VNU-HN**	**3. University of Social Sciences and Humanities, VNU-HCM**	**4. HCM City University of Education**	**5. Hue College of Education**	**Summary**
Knowledge *Students are able to*					
Equip students with basic and practical knowledge about management education. Apply knowledge of educational research methodology in doing a thesis and in reality. Apply knowledge in management and making decisions in educational institutions.	Use the basic knowledge in management to make decisions in the organization. Explain and apply management theories to educational activities. Manage finance, facilities effectively in educational institutions. Apply the knowledge of human resource management. Develop a quality management plan at educational institutions. Develop and manage education programs, curricula.	Present firmly knowledge linking, illustrating, and explaining the issues of education in practice.	Achieve a basic, modern and practical knowledge of the management education of educational administrators.	Achieve basic theoretical knowledge on state management, policies, strategies, and plans of education. Comprehend knowledge about autonomy and international integration. Comprehend knowledge about the costs effectiveness in education. Comprehend knowledge about quality management in education. Comprehend knowledge about human resource management. Comprehend knowledge about research in education.	1. Achieve basic theoretical knowledge on state management, policies, strategies, and plans of education. 2. Apply knowledge in management, autonomy, finance, human resource, quality management, international integration in educational institutions. 3. Apply knowledge of educational research methodology in doing a thesis.

Table 24: Dimension 4 - Expected Learning Outcomes of Master Degree in Education Management in Five Vietnam Higher Education Institutions (cont.)

Skills Students have ability to:					
Self-study, research and update knowledge in the education management. Discover and solve problems in education management.	Solve complex and unexpected problems. Self-study, have critical thinking, and creative thinking skills, Communicate skills. Educational research skills. Information technology and international languages skills.	Thinking skills to explore, analyze, evaluate and solve practical problems. Cooperation skills International language skills.	Management and educational research skills. Self-study skills.	Thinking skills to explore, analyze, evaluate and solve practical problems. Creative thinking skills	1. Solving problem skills. 2. Self-study skills 3. Critical thinking skills 4. Creative thinking skills 5. Education research skills 6. Information technology and international languages skills. 7. Communicate skills.
Attitudes Students are able to…					
Be fully aware of the roles and responsibilities of the educational managers in the educational reforms of the state. To develop a good attitude in research and the spirit of endeavoring to apply educational achievements to the realities of education.	Become a good citizen. Develop personal and professional ethics. Engage in community service actively.	Be responsible, dedicated to the job. Be respectful, sympathetic, caring and responsible for others; Develop professional ethics; and desire to study.	Develop the appropriate personalities of education administrators.	Be aware of the roles and responsibilities of the education managers. Have good attitudes in research and the spirit of endeavoring to apply Education achievements. Develop good citizenship.	1. Develop good citizenship. 2. Develop personal and professional ethics. 3. Be respectful, sympathetic, caring and responsible for others. 4. Engage in community service activities. 5. Have good attitudes in research and the spirit of endeavoring to apply Education achievements.

Dimension 5: Requirement for admission of master degree of education management.

Requirements for admission of master degree of education management: (1) candidates must have bachelor degrees in education management, psychology, educational psychology, and education; if applicants do not have a bachelor degree of the above majors, they must have at least two years of working experience in educational organizations; (2) candidate must have English proficiency. They have to obtain the English language capacity at B2 level (according to CEFR - Common European Framework Reference).

Dimension 6: The guidelines of developing curriculum in Vietnam higher education institutions

Circular 07/2015/TT-BGDĐT[2] provides the regulation and guideline of developing, promulgating the curriculum in higher education for master degree in Vietnam. In this circular, there are procedures for establishment, appraisal, and issuance of the program.

According to the regulation, the minimum amount of knowledge at master's level is 60 credits, in which the minimum amount of knowledge for master's level is 30 credits. The circular also provides the requirements of graduates at master's level as follows:

a) Knowledge:

Students have professional knowledge enabling them to take work as a specialist; and to be able to develop new knowledge, continue to study at the doctoral level; have general knowledge about legal regulations, management and environmental protection relating to their specialist;

[2] Name of the circular 07/2015/TT-BGDĐT: Regulation and guideline of developing, promulgating the curriculum in higher education for master degree in Vietnam

b) Skills:

Students have essential skills to complete complicated work that is casual, irregular, unpredictable; have skills of independent research to develop and test the new remedies and develop new technologies in their specializations;

Have international language skills enabling them to understand a report or a speech on most topics concerning their specializations; have ability to use international language in most of common technical situations; have ability to make report relating to their professional job; have ability to present clearly their opinions and criticize technical issues in international language;

c) Autonomy and responsibility competence:

Students have ability to discover and deal with issues relating to their specializations and offer valuable suggestions; have ability to orient and develop personal capacity themselves to adapt the working environment with high competitiveness and professional leadership; have ability to give professional conclusion about complicated issues relating to their specializations; have ability to defend and take responsibilities for their professional conclusion; have ability to establish or check and grant appraisal of plans; have ability to develop teamwork effectiveness on management and professional activities; have ability to assess and decide the development of the assignment; have professional leadership skills to deal with big problems.

To formulate the master program, the procedures are as follows:

a) Step 1: Conduct surveys on the demands of employers towards graduates and required knowledge and capacity of graduates.

b) Step 2: Formulate general objectives, specific objectives and outcomes of the program.

c) Step 3: Determine the structure, ensuring meeting the training objectives and learning outcomes.

d) Step 4: Benchmark the program with other Vietnamese and international institutions.

e) Step 5: Design the course outline according to the requirement of the program;

e) Step 6: Organize conference to collect opinions from the council of education, lecturers, administrators, representatives from relevant employers and the graduates about the program.

g) Step 7: Complete the draft of the program and submit for appraisal and applying the program (at faculty and university level);

h) Step 8: Conduct assessment and update regularly the subject contents and teaching methods according to the feedback from stakeholders.

To update or carry out self- evaluation of the program, the department or faculty should draw up a plan on updating /assessing the training program, collect necessary information and evidences for updating the program (the adjustments within the regulation of the state and the training institution about training program; the new advances in the discipline; the socio-economic issues and research findings relating to the training program; the response of the concerning parties; the adjustment in course contents, subjects contents or professional contents etc.); conduct assessment and build up the report on the areas that the program needs improvement. The academic council will consider and ratify the adjusted/updated contents of the program and request the Director of the training institution to issue the adjusted program. At least every 2 years, head of academic departments shall conduct assessment of the program according to the regulations.

Dimension 7: Curriculum Structure of Master Degree of Education Management in Five Vietnam Higher Education Institutions.

The following tables present the summary curriculum structure of master degree of education management in five Vietnam higher education institutions:

a. Curriculum of National Academy of Education Management

Table 25: Curriculum Structure of National Academy of Education Management

Curriculum Structure	**Credits**
Part 1: Basic Foundation	**8**
Philosophy	4
International langue	4
Part 2: Fundamental Knowledge	**15**
Required courses	9
Selective courses	6
Part 3: Specialized Knowledge	**27**
Required courses	15
Selective courses	12
Part 4: Practicum and Thesis	**10**
Total	**60**

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b. Curriculum of University of Education (VNU-HN)

Table 26: Curriculum Structure of University of Education (VNU-HN)

Curriculum Structure	**Credits**
Part 1: Basic Foundation	**8**
Philosophy	4
International langue	4
Part 2: Foundation and Specialized Knowledge	**42**
Required courses	21
Selective courses	21
Part 4: Thesis	**15**
Total	**65**

c. Curriculum of University of Social Sciences and Humanities

Table 27: Curriculum Structure of University of Social Sciences and Humanities

Curriculum Structure	**Plan A: Research course**	**Plan B: Applied course**
Part 1: Basic Foundation		
Philosophy	4	4
Part 2: Foundation and Specialized Knowledge		
Required courses	26	26
Selective courses	18	21
Part 3: Thesis	12	9
Total credits	57	60

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d. Curriculum of HCM city university of Education

Table 28: Curriculum Structure of HCM City University of Education

Curriculum Structure	**Credits**
Part 1: Basic Foundation	**12**
Philosophy	5
International langue	7
Part 2: Foundation and Specialized Knowledge	**33**
Required courses	21
Selective courses	12
Part 3: Thesis	**10**
Total	**55**

e. Curriculum of Hue College of Education

Table 29: Curriculum Structure of Hue College of Education

Curriculum Structure	**Credits**
Part 1: Basic Foundation	**7**
Philosophy	4
International langue	3
Part 2: Basic Knowledge	**15**
Required courses	11
Selective courses	4
Part 3: Specialized Knowledge	28
Required courses	18
Selective courses	10
Part 3: Thesis	**11**
Total	**61**

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Table 30: Dimension 8 - Strategy and Annual Plan in Five Vietnamese Higher Education Institutions

1. National Academy of Education Management	**2. University of Education, VNU-HN**	**3. University of Social Science and Humanities, VNU-HCM**	**4. HCM City University of Education**	**5. Hue College of Education**	**Summary**
The university identifies priorities in external affairs such as the development of joint – training programs for undergraduates, and postgraduates, cooperation in education management researchers, enhancement of cooperation with international organizations. *(Strategic Plan 2010 – 2015 and Vision 2020)*	The university broadens the international relations and diversify its cooperation with universities, education and scientific and technological organizations in order to raise the capacity of training and research, meeting the basic standards of international universities. The annual plan focuses on promoting information exchange and cooperation on the training of teachers, education managers and education science research, receiving delegations and international students for visiting, exchanging and sharing experience. *(Development Strategy for University of Education - VNU to 2020 with vision 2030).*	The university emphasizes: - Development human resources. - Quality of training. - Research output - International Integration. - Student Affairs and University Culture. - Facilities and Finance. - Governance and Quality Assurance. *(Development Strategy period 2016-2020, vision 2030)*	The university develops international cooperation with leading universities in Vietnam and around the world.	The university emphasizes on: - University governance. - Quality of teaching staff - Standardization of training programs. - Quality of researches and international co-operation. - Quality of student services. - Develop good environment for teaching and learning. - Feedback from learners and employers. - Modernizing materials and equipment. - Improve the effectiveness of financial management.	1. Develop joint – training programs. 2. Enhance the cooperation with international organizations. 3. Enhance the quality of training and research, meeting the standards of international universities. 4. Improve the quality of administrators and academic staffs. 5. Improve the quality of student services. 6. Develop good governance and quality assurance.

Dimension 9: Job opportunities for those with a Master's Degree in Education Management.

Another important issue relating to the master degree of education management in the five Vietnam higher education institutions is job opportunity. It is expected that after students completed the program, they can have the opportunities to work as an educational manager; a lecturer, researcher at university, college, institutions, research centers or they can continue studying Ph.D. Degree in education management.

2. Summary the current state of five Vietnam higher education institutions

Most of Vietnam universities have the vision from 2020 to 2030. They aim to become the leading higher education institution in education leadership and management in Vietnam (National Academy of Education) or to become research-oriented university (University of Education VNU-HN). Their visions also focus on internationalization such as obtaining international standards and be able to offer training both regionally and internationally; being at the forefront of the social sciences and humanities in Asia (The University of Social Sciences and Humanities, VNU-HCM) or becoming a university with high prestige at national and Southeast Asia (HCMC University of Education). Generally, the five Vietnam higher education institutions envision themselves as the leading research university in education, meeting national and international quality standards.

Besides the visions, the missions from the five Vietnam higher education institutions embrace training of teachers at all levels; education managers; officials and researchers in education, striving to be an excellent leading institution that meets the need of the country and serving for the national development and international integration.

The goals and objectives of the master degree of education management program in the five Vietnam higher education institutions emphasize three aspects of knowledge, skills, and attitudes. The goals and objectives of the program are to foster the graduate's competence as an educational administrator, lecturer, and researcher. Specifically, through the training course and experience, students have acquired the theoretical, empirical, practical knowledge of leadership and management in education to solve educational problems, to manage the institutions, to obtain social skills such as teamwork, communication, and international language, and to have attitudes to take charge of their jobs as well as to be able to study in Ph.D. Degree.

The program learning outcomes of master degree of education management in the five Vietnamese higher education institutions encompasses set of knowledge, skills, and attitudes. The following are the learning outcomes of the program:

(1) The students will be able to apply the basic theoretical knowledge in education management such as state management, governance in an institution, finance management, human resource management, quality management, and international integration in their future jobs.

(2) The students will be able to apply the knowledge of education research to do a thesis or research paper.

(3) The students will be able to solve the problems in education management.

(4) The students will be able to self-study, and to think critically and creatively.

(5) The students will be able to use the information technology and international languages effectively.

(6) The students will be able to communicate effectively with their colleges, students, and parents.

(7) The students will be able to develop their personal and professional ethics, and citizenship.

(8) The students will appreciate and serve their community through many diversity activities.

Relating to curriculum structure and content of the master degree of education management program (refer to Figures 2 to 6 above), we can see that the duration of the program ranges from one year and a half to two years. The total credits for whole curriculum range from 55 credits to 65 credits. While the University of Humanities and Social Sciences, VNUHCM and Hue College of Education applied two kinds of program: coursework and research-based, while the other universities have only research program.

The curriculum structure can be classified into three parts including foundation knowledge, specialized knowledge and thesis section. In each foundation and specialized knowledge, there are required and selective courses.

To support for the internationalization activities, most of strategies in the five Vietnam higher education institutions embrace developing joint – training programs, enhancing the cooperation with international organizations, enhancing the quality of training and research, meeting the standards of international universities, improving the quality of administrators and academic staffs, improving the quality of student services and developing good governance and quality assurance in the institutions.

In summary, after analyzing the documents from the data sources stated above, we can see that there is a typical structure to develop the education management curriculum (master degree). Generally, it covers vision, mission of the institutions, goals, and objectives of the program, expected learning outcomes, curriculum structure and content, admission conditions, job opportunity. Besides, national and institutional regulations are developed as the guidelines to help the educational administrators and lecturers to develop, operate, and evaluate the curriculum. Lastly, the strategies from the five

Vietnam higher education institutions can be considered as tool or dimensions to support for the curriculum implementation. In general, the documents from the five Vietnam higher education institutions, especially documents about the master degree curriculum of education management are illustrated in the table below.

Table 31: Summary of document analysis from five Vietnamese higher education institutions

<table>
<tr><td colspan="3">Vision of the university:
Being a leading research university in education, meeting national and international quality standards</td></tr>
<tr><td>Mission of the university
1. To train managers, teachers
2. To be an excellent leading institution that meets the need of the country and
3. To serve for the national development and international integration.</td><td>Strategy of the university:
1. To developing joint – training programs,
2. To enhance the cooperation with international organizations.
3. To enhance the quality of training and research, meeting the national and international standards.
4. To improve the quality of administrators and academic staffs.
5. To improve the quality of student services.
6. To develop good governance and quality assurance in the institution.</td><td>Guidelines to develop and manage the master degree program:
1. The minimum credit at master’s level is between 60 credits.
2. The competencies of graduates at master's level: knowledge, skills and competence.
3. Knowledge: general and professional knowledge.
4. Skills: essential skills to complete complicated work, independent research skills.
5. Autonomy and responsibility: develop personal capacity, professional leadership competence.
6. Procedures to formulate the master program
7. Procedures to update or practice self- evaluation of the program</td></tr>
<tr><td colspan="3">Goals, objectives of the program:
• To foster the graduate’s competence as an educational administrator, lecturer, and researcher.
• To train students have acquired the theoretical, empirical, practical knowledge of leadership, management to solve education problems and to manage the institutions effectively.
• To train students who are able to continue their studies in Ph.D. degree.</td></tr>
</table>

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Learning outcomes:

- The students will be able to apply the basic theoretical knowledge in education management such as state management, governance in an institution, finance management, human resource management, quality management, and international integration in their future jobs.
- The students will be able to apply the knowledge of educational research to do a thesis or research paper.
- The students will be able to solve the problems in education management.
- The students will be able to self-study, to think critically and creatively.
- The students will be able to use the information technology and international languages effectively.
- The students will be able to communicate effectively with their colleges, students, and parents.
- The students will be able to develop their personal and professional ethics, and citizenship.
- The students will appreciate and serve their community through many diversity activities.

Structure and content of the curriculum:

- Time: 1.5 – 2 years
- The total credits are from 55 credits to 65 credits (depending on each institutions)
- Type of program: coursework and research program.
- Curriculum structure:
  - Part 1: Foundation knowledge,
  - Part 2: Specialized knowledge
  - Part 3: Thesis.

Students admission:

- Graduated in education management, psychology, educational psychology, and education.
- At least two working years in educational organizations (applicants without a bachelor degree of the above majors).
- English language proficiency at B2 level (according to CEFR - Common European Framework Reference).

Job opportunities:

- To work as an educational manager; a lecturer, researcher at university, college, institutions, research centers
- To continue studying Ph.D. Degree in education management.

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Part II: Interview policymakers, administrators, and survey instructors and students' opinions about the current state and need of internationalization of Master Degree in Education Management curriculum.

To investigate the rationale and practices behind the current curriculum development and the expectations for an international curriculum of master degree of education management, the researcher analyzes and synthesizes the results from the interviews of policy makers, administrators as well as opinions of instructors and students about the current state and the need of internationalization of master degree of education management curriculum.

1. Interview policy makers

To gather the opinions of university policymakers about the policy and strategy of an international curriculum of education management (Master Degree) in Vietnam higher education Institutions, interview questions are designed to collect information covering (1) background information; (2) policy, strategy and need of the international curriculum in Vietnam Higher Education Institutions; and (3) other comments.

1.1. Background information of policymakers

The background information of the policymakers interviewed is documented in the tables below

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Table 32: General Background of Policy Makers

Institution	**National Council of Education**	**Ministry of Education**	**University of Education (Hue University)**	**VNUK Institute for Research and Executive Education (Da Nang University)**	**Vietnam National University Ho Chi Minh City**	**Ho Chi Minh University of Technology**	**Institute for Education Research**
Interviewee	Policy maker 1	Policy maker 2	Policy maker 3	Policy maker 4	Policy maker 5	Policy maker 6	Policy maker 7
Position	▪ Member of National Council of Education. ▪ Rector of University of Education	▪ Vice Director of Post Graduate Department, MOET	▪ Director of International Affair	▪ Head of International and Research	▪ President of VNU-HCM	▪ Director of Office for International Study Program	▪ Vice Director
Gender	Male	Male	Male	Male	Male	Male	Female
Degree	Ph.D.	Ph.D.	Ph.D.	Ph.D.	Ph.D.	Ph.D.	Ph.D.
Duty	▪ All general areas of the university. ▪ Consultancy for National Council of Education.	▪ National Academic of Post Graduate	▪ International Relation ▪ Exchange International Lecturers and Students	▪ Curriculum Development ▪ Research and International Relation ▪ Lecturer	▪ Promulgate, approve all academic training programs in VNU-HCM	▪ Discussion, Design ▪ Approve international curriculum ▪ Lecturer	▪ International Relations ▪ Coordinator of join-degree programs. ▪ Lecturer
Years of Working Experience	20 years	20 years	7 years	15 years	20 years	9 years	12 years

From Table 32, there are seven policymakers selected by purposive sampling technique. They are from the Department of Higher Education (Ministry of Education and Training), National Council for Education and Human Resources Development, the university board of president/rectors and directors/vice director. Most of the interviewees are male (6 out of 7 people) and have rich working experiences between seven years and twenty years as managers in Vietnam higher education. Their major duties are in the international relations and academic affairs.

1.2. Policy makers' opinions

The purpose of the interview is to collect information on policy and strategy of an International curriculum of Education Management (Master Degree) in Vietnam higher education institutions. The interview questions focus on three key issues, including (1) national/university policy, goals and context about internationalization of higher education and internationalization of curriculum in Vietnam higher education; (2) developing strategies to enhance an international curriculum management model in Vietnam higher education institutions, and (3) evaluation of an international curriculum in Vietnam higher education Institutions.

The results of each issue are shown in the following tables. The first issue about national/university policy, goals and context about internationalization of higher education and internationalization of curriculum in Vietnam higher education is documented from table 33 to table 41.

Table 33: National/University Policies about Internationalization in Higher Education and Internationalization of Curriculum.

Policy maker 1	Policy maker 2	Policy maker 3	Policy maker 4	Policy maker 5	Policy maker 6	Policy maker 7
▪ The national draft project about internationalization of Vietnam Higher Education. ▪ Decree 73/ 2012 /ND-CP on the international cooperation and investment in education. ▪ Circular 04/2016/TT-BGDĐT on Accreditation ▪ Circular 23/2014/ TT-BGDĐT on High Quality Training Program.	▪ National strategic on internationalization ▪ Resolution 29/NQ-TW on fundamental reforms relating to international integration ▪ Minister of Education has signed the Directive on the main tasks of school year 2017 - 2018 of Education in which there is one task about international integration.	▪ Resolution 29/NQ-TW on fundamental and comprehensive innovation in education relating to international integration ▪ The national draft project about internationalization of Vietnam Higher Education.	▪ To be one of the leading universities in Southeast Asia, a national and international center for collaborative research and development (University Vision and mission) ▪ Circular 23/2014/ TT-BGDĐT on High Quality Training Program.	▪ Resolution 29/NQ-TW on Fundamental and comprehensive innovation in education ▪ Aims to become one of the top university systems in Asia and the hub of science, technology, culture and knowledge of Viet Nam (University Vision and mission).	▪ N/A	▪ Circular 04/2016/TT-BGDĐT on Accreditation
Summary		**Content of documents**				**Frequency**
1. Resolution 29/NQ-TW on "Fundamental and comprehensive innovation in education, serving industrialization and modernization in a socialist – oriented market economy during international integration".		Viewpoints and targets: • Vietnam's education must reach an advanced level in the region by 2030. • Seek international cooperation in education development to meet the requirements for international integration. • Focus on training skilled labor, cultivate the gifted, develop the learners' personal qualities, creativity, and ability of self-learning. Complete the network of institutions of higher education with occupational structure and training levels to suit the national manpower development plan, some of which reach the regional or international level. • Diversify the training institutions to serve the requirements for development of technology and professions, requirements for national development and international integration.				3

Table 33: National/University Policies about Internationalization in Higher Education and Internationalization of Curriculum (cont.)

Policy maker 1	Policy maker 2	Policy maker 3	Policy maker 4	Policy maker 5	Policy maker 6	Policy maker 7
Summary		**Content of documents**				**Frequency**
1. The national draft project about internationalization of Vietnam Higher Education.		• Internationalization of university governance. • Internationalization of academic programs. • Internationalization of research and publications. • Internationalization of extra-curricular activities.				2
2. Decree 73/ 2012 /ND-CP on the international cooperation and investment in education.		• International organizations and individuals, international organizations (hereinafter referred to as international organizations and individuals) are allowed to cooperate and invest in education and vocational training as prescribed by Vietnam's law and the International Agreements to which Vietnam is a signatory (Article 3). • International investors may directly invest in establishing educational institutions as prescribed in Article 21 of this Decree in the following forms: 100% international-capitalized educational institutions; Associated educational institutions between domestic investors and international investors.				2
3. Vision and mission of the university		▪ To be one of the leading universities in Southeast Asia, a national and international center for collaborative research and development. ▪ VNUHCM aims to become one of the top university systems in Asia and the hub of science, technology, culture and knowledge of Viet Nam.				2
4. Circular 04/2016/TT-BGDĐT on Accreditation		• The curriculum is designed based on learning outcomes (criteria 3).				2
5. Circular 23/2014/ TT-BGDĐT on High Quality Training Program.		• A high quality-training program satisfies the conditions of ministry of education and institution and has referred from international university or curriculum (Article 5).				1

Table 34: Goals of Internationalization of Curriculum in Vietnam Higher Education Institutions.

Policy maker 1	Policy maker 2	Policy maker 3	Policy maker 4	Policy maker 5	Policy maker 6	Policy maker 7
• Cooperate with international partners and universities to refer and develop the curricular. ▪ Encourage teaching English at the university.	▪ Aim for being recognized by regional and international accreditation.	▪ Enhance quality of training ▪ Benchmarking with international standards.	▪ Create more job ability for graduates in global context. ▪ Learn the international management model from international HEIs.	▪ Enhance quality of training ▪ Aim for being recognized by regional and international accreditation ▪ Partnerships for academic development	▪ Enhance quality of training ▪ Benchmark with international standards. ▪ Produce competent graduates who can work well in local and international environment.	▪ Aim for being recognized by regional and international accreditation

Summary	Frequency
1. Benchmarking and being recognized by regional and international accreditation.	5
2. Enhance quality of training	3
3. Learning the international management model and curricula from international HEIs	1
4. Encourage teaching English at the university.	1
5. Create more job ability for graduates in global context.	1
6. Produce competent graduates who can work well in both local and international environment	1

Table 35: Reasons of Internationalization of Curriculum in Vietnam Higher Education Institutions

Policy maker 1	Policy maker 2	Policy maker 3	Policy maker 4	Policy maker 5	Policy maker 6	Policy maker 7
▪ Aiming to be top world 200 universities. ▪ Enhance the quality of training and staffs. ▪ Cooperate with international universities and education organizations to internationalize the academic staffs and students.	To help the students have greater choices in their path of study and professions as well.	▪ Create more financial resources for the university and staff. ▪ Create more choices (beside current program) for students to study in the era of globalization.	▪ NA	NA	Create more financial resources for the university and staff.	Enhance the quality of training and quality of teaching staff.
Summary 1. Enhance the quality of training and quality of teaching staff. 2. Create more financial resources for the university and staff. 3. Create more choices (beside current program) for students to study in the era of globalization. 4. Aiming to enter in top world 200 universities 5. Cooperate with international universities and educational institutions						**Frequency** 2 2 2 1 1

Table 36: Educational Reforms and Innovations of the Government and University in Internationalization of Curriculum

Policy maker 1	Policy maker 2	Policy maker 3	Policy maker 4	Policy maker 5	Policy maker 6	Policy maker 7
▪ Revise the strategy of the University of Education. ▪ Increase the research ability of teachers and students. ▪ Four new programs just opened which have focused more on internationalization (content, textbook, inviting international lecturers, robust inbound and outbound of students etc.).	▪ Apply advanced programs teaching in English, good input in admission and students can get higher opportunities in job seeking or continue their higher studying after graduation. ▪ The National Qualification framework, which is similar to ASEAN Qualification Framework.	▪ Apply advanced programs teaching in English, qualified students in admission. ▪ Conducting national education report (cooperation with Government and UNESCO and World bank).	▪ Implement advanced programs in 10 years ago. ▪ Focus on review and monitor the quality of international programs and how to increase the number of students. ▪ Four international universities model were developed five years ago can be seen as good lessons learnt.	▪ Implement quality assessment by regional and international standards. ▪ Partnership with prestige universities in order to exchange staffs and conduct mutual researches.	▪ Implement 15 "high quality programs" in 2013 (teaching in English 100%). ▪ Prepare for three Post Graduate programs, which is taught in English. ▪ Apply flipped classroom.	▪ Implement quality assessment and accreditation according to regional and international standards. ▪ Apply technology in teaching and learning.

Summary	**Frequency**
1. Implement advanced programs teaching in English, qualified students in admission.	4
2. Apply quality assessment and accreditation according to regional and international standards.	2
3. The model of four international universities in Vietnam can be seen as good lessons learnt.	1
4. National Qualification Framework.	1
5. Develop international postgraduate program (at home).	1
6. Apply technology in teaching and learning, flipped classroom.	1
7. Increase the research ability of teachers and students.	1

Table 37: Opportunities of International Curriculum in Vietnam Higher Education Institutions

Policy maker 1	Policy maker 2	Policy maker 3	▪ Policy maker 4	▪ Policy maker 5	▪ Policy maker 6	Policy maker 7
ASEAN agreement in education harmonization in 21st century. Requirements from the employers.	International integration brings many benefits to VN economics and education.	Good opportunities for university integration and development. Increase the number of international students. Increase the university prestige. Increase income ASEAN community. Increase the exchange between nations.	Good opportunities for developing international programs. But these programs need to have their distinct features and analyzed the market carefully. More and more students want to study updated and international programs.	Good opportunities for university integration and development. Education is the first priority in investment of government and university.	Good opportunities for university integration and development. A good culture of learning	Good opportunities for university integration and development. Students are more active and well equipped to study international programs. Many national regulations supported for internationalization in HE. University leaders recognized the importance of internationalization

Summary	**Frequency**
1. International integration brings many benefits to VN economics and education	6
2. Students are more active and well equipped to study international programs.	2
3. ASEAN agreement in education harmonization in 21st century	2
4. University leaders recognized the importance of internationalization and support for it	2
5. Many national regulations supported for internationalization in HE	1
6. Increase the exchange between nations and universities	1
7. Increase the university prestige	1
8. Requirements from the employers	1
9. Increase income	1
10. A good culture of learning	1

Table 38: Threats of International Curriculum in Vietnam Higher Education Institutions

Policy maker 1	Policy maker 2	Policy maker 3	▪ Policy maker 4	▪ Policy maker 5	▪ Policy maker 6	Policy maker 7
Language, especially English still inadequate for teaching and learning. Information Technology skills not up to date. The dependence on government funding of Vietnam universities still big.	Competition in human resources is on the rise. Massification in education but not good quality control. Risk such as trade-off in cooperation with international organizations or institutions for developing countries like VN	Students can't access enough information and benefits of studying international programs. Lacking of guidance on how to develop and implement international programs. High tuition fee.	Lack of competent teaching staffs and lecturers who are not only good at international language but also have international experience. Lack of good facilities and infrastructure. Unemployment after graduation.	Competition between universities inside and outside country. More cautious in cooperation with international organizations to prevent the threats for institutions and students. The information about international programs for students and parents lacks transparency.	The biggest threat is that the university leaders do not want to change. More students study abroad. High tuition fee can effect to students' recruitment.	▪ Passive leadership ▪ Lecturers still apply traditional teaching methods. ▪ Most students are lack of good motivations or experience in education management. ▪ Still dependence on part time lecturer's quality and time.

Summary	**Frequency**
1. Lack of qualified lecturers, information, facilities and infrastructures for international programs	4
2. Competition in human resources, risky such as trade off in cooperation	3
3. High tuition fee	2
4. Lacking a guidance to instruct how to develop and implement international programs	1
5. Massification in education but not good quality control	1
6. University leaders do not want to change	1
7. More students want to study abroad	1
8. Most students are lack of good motivation or experience in education management	1

Table 39: Strengths of International Curriculum in Vietnam Higher Education Institutions

Policy maker 1	Policy maker 2	Policy maker 3	Policy maker 4	Policy maker 5	Policy maker 6	Policy maker 7
• Since University of Education is new (establishes in 1999) and small size, it is easier to develop and change than the older and bigger university".	• The support from educational leaders. • The love of learning and self-reliance of the Vietnamese students. • The intake students are highly competitive, so most of students are good quality and hard working.	• The support from educational leaders. • Younger staff is trained well in international universities. • Students fond of learning. So it is necessary to have international programs, which have inexpensive tuition fee. • Internationalize on majors or discipline that can help to develop economy of society.	• Support from local authority such as land. • There are certain conditions to develop international programs such as teaching staff, facilities • Demographic populations in the Middle region are increasing. • Green and security environment for international students. • Openness and friendly culture.	• Vision of the university is becoming one of the top universities in country. • Have international cooperation with prestige universities around the world.	• Having good prestige in Vietnam higher education system. • Having good international relations with prestige universities around the world. • Good teaching staff and students.	• There are certain conditions to develop international programs such as teaching staff, facilities if comparing to previous years.

Summary	**Frequency**
1. There are certain conditions to develop international programs such as well – trained staff, facilities	3
2. Having good prestige in Vietnam higher education system	2
3. Having international cooperation with prestige universities around the world	2
4. The support from educational leaders and local authority	2
5. The intake students are highly competitive, so most of students are good quality and hard working	1
6. Demographic populations in the Middle region are increasing	1
7. Green and security environment for international students	1
8. Openness and friendly culture	1

Table 40: Weaknesses of International Curriculum in Vietnam Higher Education Institutions

Policy maker 1	Policy maker 2	Policy maker 3	Policy maker 4	Policy maker 5	Policy maker 6	Policy maker 7
Teaching staff has met difficulties as teaching in international language. Since this weakness, it is hard for teaching staff and students to cooperate with international universities, professors and students.	Vietnam's science and technology background is weaker than other countries in the region. Low economy affects low education. Dependent economy mechanism influenced deeply on the way universities operates.	Lack of competent staff and financial resources.	Students in the middle region of Vietnam poorer than students in Hanoi or Ho Chi Minh city. Low English skills from both lecturers and students. Low economy affects low education. The connections with market and employers are still weaker than the urban cities.	Quality assurance for international programs is not well monitored, especially in the process and outcomes of education.	The mindset of university leaders is still not good enough. The number of instructors who have Ph.D. degree is still low in universities. The international language skills of the teachers are not good enough for teaching.	Lacking of the good survey and need analysis before developing the curriculum. Weak evaluation and improvement in curriculum. Lacking consultancy from professional associations or experts in the disciplines.

Summary	**Frequency**
1. The international language and IT skills of the teachers are limited	4
2. Low and subsidized economy affects low education	2
3. The number of instructors who have Ph.D. Degree is still low in universities	2
4. Lack of competent staff and financial resources	1
5. Students in the middle region of Vietnam poorer than students in Hanoi or Ho Chi Minh city	1
6. The connections with market and employers are still weaker than the urban cities	1
7. Quality assurance for international programs is not well monitored	1
8. Lacking of the good survey and need analysis from students before developing the curriculum	1
9. Weak evaluation and improvement in curriculum	1
10. Lacking consultancy from professional associations or experts in the disciplines	1

Table 41: Policies/Dimension for International Curriculum

Policy maker 1	Policy maker 2	Policy maker 3	Policy maker 4	Policy maker 5	Policy maker 6	Policy maker 7
• Provide and improve training for academic staff with a tightly commitment between the university and lecturers. • Improve the practical skills for teaching staff. • Invest more on training international language, especially English for lecturers and students.	• Develop some top-ranking international higher education institutions. • In national internationalization projects, Vietnam has 8 top Asian universities. • Support for university autonomy and the expansion of cooperation with international countries. • Reserved the local and national identity as implementing internationalization. • Improve the international language ability for lecturers and students by national projects.	• Develop and promulgate legal mechanism for international programs. It can be similar as the mechanism applies for high quality programs. • Government invests and evaluates on the efficiency of the programs. • More concerns on the role of employers as developing the curriculum. • More international experts and lecturers. • Develop website, tools that are useful for internationalization.	• Big and holistic investment from government. • Be more patient with these programs since we can't get them right or good results at the beginning. • Staff development and attract good staff through good salary policy. • Develop strategies for international programs that can be applicable and brings benefits to Vietnam economy and society. ▪ Find good partnerships with international universities or countries.	• There will be a new national regulation relating to autonomy in higher education. • Responsibility and Accountability • Evaluation of international programs. • Develop regulations that allow institutions to test and open new international programs or invite international staff to be Dean or Head of Department. • It is necessary to focus more on outcome-based education model.	• More autonomy in H.E management. • Develop training regulation for international postgraduate degree. • Develop more international programs not only in English but also in Japanese, Chinese etc. or sustainable and diversity purpose. • Review, update and replace old curriculum to establish a strong position in the competitive market. • Improve the international language ability for teaching staff and students • Develop more playgrounds and activities for students learning. • Develop and attract good staff.	• Develop legal mechanism for international programs. • Increase role of Chair of program. • Develop more deep and distinctive dimensions on research for this discipline. • Benchmarking quality education with other international universities or partners.

Table 41: Policies/Dimension for International Curriculum (cont.)

Summary	Frequency
1. Develop legal mechanisms for developing and implementing the international programs, reaching top-ranking universities in ASEAN and Asia	4
2. Support for university autonomy and cooperation with international countries	3
3. Government invests and evaluates on the efficiency of the programs. The investment should be enormous, holistic and patient with the achievements from these international programs	3
4. Improve the international language ability for lecturers and students by national projects	2
5. Staff's recruitment and development through good salary policy	2
6. Develop website, more playgrounds and activities for students learning	2
7. Review, update and replace the out-of-date curriculum	1
8. Develop strategies for international programs that can be applicable and brings benefits to Vietnam economy and society	1
9. Develop more international programs not only in English but also in Japanese, Chinese or sustainable and diversity purpose	1

NIVERSITY

Based on the above tables, policymakers have provided information about national/university policies, goals, reasons, educational reforms and innovations, strengths, weaknesses, opportunities, threats, and educational dimensions to support internationalization in Vietnam higher education institutions.

The findings from the interviews show that the national/university policies about internationalization in higher education and internationalization of curriculum are expressed widely in many important national and university documents such as Resolution 29/NQ-TW, the national draft project about internationalization of Vietnam higher education, Decree 73/ 2012 /ND-CP on the international cooperation and investment in education, vision and mission of the university. They focus much on the position or ranking of Vietnam's education on the map of the world. For example, one of the targets of the policy, mentioned in Resolution 29/NQ-TW, is Vietnam higher education will reach an advanced level or get a higher ranking in the ASEAN region by 2030. The next issue that the national and university policies mention greatly are about training skilled labor, cultivate the gifted, develop the learners' personal qualities, creativity, and the ability of self-learning to serve for national development. To implement this element, many sub-policies or strategies are developed and emphasized through university strategic plans or annual plans. Most of them stated the important role of internationalization in institution and curriculum. Furthermore, we can see that the internationalization tendency in the vision and mission of the university, stated on the website or their documents. For example; one university aims "to be one of the leading universities in Southeast Asia, a national and international center for collaborative research and development" or "to become one of the top university systems in Asia and the hub of science, technology, culture, and knowledge of Viet Nam". Relating to the regulations for international cooperation and investment in education, according to Decree 73/ 2012 /ND-

CP, the government regulates and allows international organizations and individuals, international organizations (hereinafter referred to as international organizations and individual) to cooperate and invest in education and vocational training as prescribed by Vietnam's law and the International Agreements to which Vietnam is a signatory (Article 3). Moreover, international investors may directly invest in establishing educational institutions as prescribed in Article 21 of this Decree in the following forms (a) 100% international-capitalized dducation institutions; (b) associated education institutions between domestic investors and international investors. More specifically, Circular 04/2016/TT-BGDĐT on Accreditation and Circular 23/2014/ TT-BGDĐT on High-Quality Training Program addressed "the curriculum is designed based on learning outcomes (criteria 3), and "a high quality-training program has referred from international university or curriculum" (Article 5).

On the goals of internationalization of curriculum in Vietnam Higher Education Institutions, the majority of the interviewees stated that the goals of internationalization support university enhancement and being recognized by other regional and international universities and countries. So far, through international integration, they can learn from their international partners to improve their quality of service, management, and curricula. When operating or producing the joint-degrees with international institutions, they think that both lecturers and local students have increased their professional competences and international languages.

For the reasons of internationalization of curriculum in Vietnam Higher Education Institutions, the study found that internationalization can bring many benefits to the university such as enhancing the quality of training and quality of teaching staff, getting more financial resources by conducting co-researches, projects, and programs with other international partners. More

importantly, it provides students more choices (besides current program) to select the studying program.

The policymakers also expressed their opinions about educational reforms and innovations of internationalization of curriculum in Vietnam. The activities include implementing advanced programs teaching in English, conducting quality assessment and accreditation according to regional and international standards. Besides, good lessons can be learned from the model of four international universities such as Vietnamese – German university, Vietnamese – British university, and Vietnamese – Japan University, Vietnamese – French university in Vietnam. Other reforms relating to the curriculum include developing National Qualification Framework, developing an international postgraduate program (at home), applying technology in teaching and learning, conducting a flipped classroom. Two policymakers have confirmed that their university have revised its strategy and conducted national education report in cooperation with Government and UNESCO and World Bank.

The strengths of internationalization of curriculum include well – trained staff, and the ready existing facilities and materials. The universities have high prestige in Vietnam higher education system and having international cooperation with prestige universities around the world. The strengths also come from the support of education leaders and local authority. The highly competitive intake of students is considered to be another strength because most of the students are good and hardworking learners. One of the other strengths belongs to demographic populations, especially in the middle region of Vietnam where there are increasing intake of students. The strengths are also about the green and security environment for international students and the openness and friendly culture of Vietnamese universities.

The weaknesses of internationalization of curriculum include the limited international language and IT skills of the teachers. Besides, under the

low subsidized economy conditions, the investment for education is still below the standard as compared with other regional or international countries. The number of instructors who have Ph.D. Degree is still low in universities, in which most of them lack the international experience and competence. The other aspect is the weak connections with market and employers especially for the rural university like Hue College.

Quality assurance for international programs hasn't been monitored well by the government. More specifically, lack of good survey and need analysis from stakeholders before developing the curriculum are observed. For curriculum development, there is a lacking of consultancy from professional associations or experts at disciplines level. Lastly, students in the middle region of Vietnam are poorer than students in the big city such as Hanoi or Ho Chi Minh City.

International integration brings many opportunities to Vietnam economics and education. Basing on ASEAN agreement in education harmonization in the 21st century, university leaders recognized the importance of internationalization and support for it. Many national regulations supported for internationalization in HE. Students have more chances to study international programs. There are exchanges between nations and universities, which can help the university to increase their prestige and income.

Although internationalization can bring about opportunities, there are many threats that can influence the university and its curriculum. One of the biggest threats is the lack of qualified lecturers, information, facilities, and infrastructures for international programs. Competition in human resources in globalization is also a big challenge for the university if its graduates can't find jobs. Besides, for developing country like Vietnam, there are many risks such as trade-off in cooperation; high tuition fee which can lead to difficulties in admission or operating the training. For the government side, there is no guideline to instruct how to develop and implement international programs.

Massification in education without good quality control can be considered as a threat, too. Some interviewees mentioned that the threats could come from the leadership; for example, the administrators do not have a good vision and don't want to change. For the education management program, there is a case where current students don't have good motivation or experience in their majors, influencing on the quality of teaching and learning.

To enhance the internationalization in Vietnam higher education, there are dimensions being suggested by policymakers such as developing a legal mechanism for developing and implementing the international programs, reaching top-ranking universities in ASEAN and Asia. The government should support university autonomy and cooperation with international countries. The government invests in and evaluates the efficiency of the programs. This investment should be big, holistic and be patient with the achievements from these international programs. At the university level, it is necessary to improve the international language ability for lecturers and students by national projects. Staff's development and attracting good staffs through good salary policy. Besides, it is necessary to develop website, more playgrounds, and activities for students learning, review, update and replace the out-of-date curriculum. Developing more international programs not only in English but also in Japanese, Chinese for sustainable and diversity purpose.

The next part of the interview is about developing strategies to enhance an international curriculum management model in Vietnam higher education institutions. The detailed information is documented in the following tables:

Table 42: Strategies to Develop an International Curriculum in Vietnam Higher Education Institutions.

Policy maker 1	Policy maker 2	Policy maker 3	Policy maker 4	Policy maker 5	Policy maker 6	Policy maker 7
• Develop the international environment since the occurrence of many internationalization activities will be counterproductive/impact effectively to both lecturers and students. • Socialization education to increase the international networks. • Develop international curricula.	• At national level just focus on regulars, procedures and accreditation. • At university and faculty level: focus on the quality of Academic/scientific council in developing/monitoring/ quality assurance the implementation of the programs. • Benchmarking and creating more debate at the stage of curriculum developing and evaluation.	• Benchmarking quality education with other international universities or partners. • Conduct feedback from employers and alumni. •	• Conduct feedback from employers and alumni. • Benchmarking and creating more debate at the stage of curriculum developing and evaluation.	Benchmarking quality education with other international universities or partners. Invite experts in developing and evaluating the programs rather than inviting the influenced or people have high positions but not having specified knowledge.	• Increase students' English ability. • Quality is the first priority in the university policy. • More connection with industries and employers.	• Autonomy in H.E. • Accountability and • Responsibility • Conduct feedback from employers and alumni • Benchmarking quality education with other international universities or partners.

Summary	**Frequency**
1. Benchmarking quality education with other international universities or partners	5
2. Conduct feedback from employers and alumni	2
3. Develop two - strategy levels: at national and at university and faculty level	1
4. Greater autonomy for higher education institutions	1
5. Quality, Accountability and Responsibility of the international programs.	1
6. Develop the international environment, international curricula.	1
7. Improve lecturers and students ability in teaching international language.	1
8. Invite experts in developing and evaluating the programs rather than inviting the influenced or people of high positions but not having specified knowledge.	1
9. More connections with industries and employers.	1

Table 43: Graduate Competences/Graduate Attributes in International Curriculum.

Policy maker 1	Policy maker 2	Policy maker 3	Policy maker 4	Policy maker 5	Policy maker 6	Policy maker 7
• The learning outcomes have to correspondent with other international programs. • Ability to work in an international, multicultural environment.	• Language competence • Practical skills. • Creativity. • Emotional Intelligent • Multicultural competences. • Critical thinking, • Research skills.	• Graduate competences/ graduate attributes correspondent with other international programs. • Communication • Problem-solving skills. • Employability skills. • Entrepreneurship.	• Be able to work in an international, multicultural environment. • Practical knowledge. • Language competence	• Be able to work in an international, multicultural environment. • Competence of students has to correspondent with students competencies of other international program • Problem-solving skills	• Problem-solving skills • Creativity • Entrepreneurship • Practical skills. • Multicultural competencies • Language competence.	• Language competence • Practical skills. • Risk Management. • Problem-solving skills. • Teamwork • Multicultural skills (work and appreciate other culture and diversity)

Summary	**Frequency**
1. Language competence	4
2. Multicultural competencies, ability to work and appreciate other culture and diversity	4
3. The Graduate competences/graduate attributes/LOs have to correspondent with other international programs	3
4. Problem-solving, practical, critical thinking skills	3
5. Ability to work in an international, multicultural environment	3
6. Communication skills, employability skill, entrepreneurship, emotional intelligent, risk management	3

Table 44: Strategy to Increase the Numbers of Local and International Students in International Curriculum.

Policy maker 1	Policy maker 2	Policy maker 3	Policy maker 4	Policy maker 5	Policy maker 6	Policy maker 7
• Develop a strategy in inbound and outbound students. • When sending students outbound, the plan should be more specific about its goals and targets. For example, it is recommended to send students and lecturers to diversified countries, diversified regions.	• Develop an international environment for lecturers and students to communicate in international language.	• Provide scholarship to attract local and international good students	• Develop distinctive international programs to attract students. • Develop an advanced IT system to support teaching, learning and research.	• Develop an international environment for lecturers and students to communicate in international language. • Develop an advanced IT system to support teaching, learning and research. • Develop smart campus; students can learn everywhere and every time.	• Having good marketing strategy to popularize the program. • Develop green campus with a convenient transportation in campus.	• Analyze student's need to attract "right" and good students. • Marketing for the program. • More cooperation between functional departments.
Summary						**Frequency**
1. Develop an international environment for lecturers and students to communicate in international languages						2
2. Develop an advanced IT system to support teaching, learning and research						2
3. Having good marketing strategy to popularize the program						2
4. Develop a strategy for inbound and outbound students						1
5. Analyze student's need to attract "right" and good students						1
6. Develop distinctive international programs to attract students						1
7. Develop green, smart campus so that students can learn everywhere and every time						1
8. More cooperation between functional departments in the university						1
9. Provide scholarships to attract good local and international students						1

Table 45: Strategy to Recruit and Increase Numbers of International Faculties in International Curriculum

Policy maker 1	Policy maker 2	Policy maker 3	Policy maker 4	Policy maker 5	Policy maker 6	Policy maker 7
• Larger financial resources to recruit and increase the numbers of international faculties.	Attract Vietnamese citizens who are teaching or working in international universities now.	NA	• Increase quality of training and education. • Attract Vietnamese lecturers who are teaching in international universities. • Create more partnerships to invite or exchange international lecturers. • Having modern and good infrastructures. • Good materials. • IT system Apply e-learning, e-library, management system, Blended – learning.	• More budgets to pay for international faculties. • Basing on the relationships of each Vietnamese faculty. • Consider using culture as a factor to attract international faculties.	Using culture as a factor to attract international faculties.	• It should be having a mechanism to recruit and pay salary for international faculties. At present, to invite international lecturers, mostly basing on the relationships of each Vietnamese faculty.

Summary	**Frequency**
1. Support more financial resources to recruit and increase the numbers of international faculties	3
2. Develop modern and good facilities, infrastructures, IT system to attract international faculties to teach and do research	3
3. Attract Vietnamese citizens who are teaching or working in international universities now	2
4. Using culture as a factor to attract international faculties.	2

Table 46: Strategy to call for the involvement of international stakeholders in developing the international curriculum

Policy maker 1	Policy maker 2	Policy maker 3	Policy maker 4	Policy maker 5	Policy maker 6	Policy maker 7
• IT system • Standardized materials	N/A	• Internationalization at Home policy. • Teaching and Learning: Student-centered. • E- Library • Learning space. • Student services	• Facilities and infrastructures. • Develop curriculum that refers to international standards.	• Input: qualified students, especially English. • The involvement of industry to support practical skills or internship. • Facilities and infrastructure • Upgrade IT system • Autonomy and Good Governance in management.	▪ N/A	• Facilities and infrastructure • Upgrade IT system • Working space • Internationalization materials for teaching and learning. • Library.
Summary						**Frequency**
1. Facilities and infrastructure, upgrade IT system, e-library 2. Working and Learning space for teachers and students 3. Standardized and internationalize materials and textbooks 4. Apply student-centered policy in teaching and learning and student services 5. Autonomy and Good Governance in management 6. Internationalization at Home policy						6 2 2 2 1 1

Table 47: Strategy about the environmental/ecosystem education of international curriculum

Policy maker 1	Policy maker 2	Policy maker 3	Policy maker 4	Policy maker 5	Policy maker 6	Policy maker 7
• Apply the **Triple Helix Model** (interactions between academia, industry and governments) • Invest on seed funding for international projects. • Increase the international networks, especially with the national organizations.	NA	• Call for the participation of the enterprises by many kinds of activities such as workshops, group discussion.	• Invest on seed funding for international projects.	• Call for the participation of the enterprises, especially the prestige and big ones. • It should base on win-win principle between institutions and stakeholders. • Develop a policy to call for involvement of stakeholders. ▪ Establish a ratio to invest on developing international curriculum between government/institutions and enterprises.	▪ Establish a ratio to invest on developing international curriculum between government/ institutions and enterprises.	• Getting opinions of internal stakeholders such as lecturers, students, managers, on issues relating to functions, mechanism, curriculum. • Getting opinions of external stakeholders such as employers about graduate attributes, job opportunity. • Develop win-win solution. • Potential students are also important. Conduct survey, seminar, and workshop to get opinions from stakeholders.

Summary	**Frequency**
1. Apply the **triple helix model** (interactions between academia, industry and governments); call for the participation of the enterprises, especially the prestige and big ones by many kinds of activities such as workshops, group discussions	5
2. Establish a ratio to invest on developing international curriculum between government/institutions and enterprises	3
3. Invest on seed funding (budget at the beginning time to start the project) for international projects	2
4. Increase the international networks, especially with the national organizations	2
5. Getting opinions from both internal stakeholders such as lecturers, students, and managers on issues relating to functions, mechanism, and curriculum and external stakeholders such as employers about graduate attributes, job opportunity	2

Table 48: Strategy to Invest Budget from Government/University

Policy maker 1	Policy maker 2	Policy maker 3	Policy maker 4	Policy maker 5	Policy maker 6	Policy maker 7
• More budgets for new international networking projects or programs. • Government can play a role as a catalyst between local institutions and international universities/ organizations.	N/A	• Staff development • Curriculum development • Facility and infrastructure • Call for investment from government, industry. • Invest and enhance more on international activities to create the international environment and ecosystem.	N/A	▪ Develop partnerships with international universities to develop an appropriate model for international programs.	• Learn from the model of other international universities such as Vietnamese German University. They can have priority in selecting international lecturers.	• Facilities and infrastructures • International journals and textbooks. Good labs with international standards.

Summary	**Frequency**
1. More budgets for developing new international projects, programs and activities	4
2. Government can play a role as a catalyst between local institutions and international universities/organizations	3
3. Facilities, infrastructures, international journals and textbooks	3
4. Staff development	2
5. Curriculum development	2
6. Develop partnerships with international universities and learn from their models to develop international curriculum or institutions.	2

Besides opinions about national/university policies of the internationalization, the policymakers provide information about strategies and factors affecting the internationalization of curriculum in Vietnam higher education institutions through the Tables 41 to 48.

Firstly, they concerned about major strategies that the government and university should emphasize to develop an international curriculum in Vietnam higher education institutions. At the government or ministry of education management level, it is necessary to provide greater autonomy for higher education institutions. However, those institutions have to be accountable and responsible for delivering their international programs by benchmarking and conducting evaluation quality of programs. At the institutional and faculty level, there is a need to develop international curricula, improve lecturer's ability in teaching the international languages, invite educational experts as developing and evaluating the programs, develop the international environment, create more connections with industries and employers, and conduct feedback from employers and alumni.

On the graduate competencies/ attributes that the government/university expected in the international curriculum, the interviewees suggested that firstly, the graduate competencies or attributes and learning outcomes of an international curriculum have to be aligned with attributes and learning outcomes of other international programs. For the graduate's attributes, they suggested graduates need to achieve set of competencies and skills such as language competence, multicultural competence, ability to work and appreciate other cultures and diversity. The skills include critical thinking, creative, problem solving, practical, research skills, communication, employability, entrepreneur, emotionally intelligent, risk management skills.

In order to achieve competitive advantage in both local and international markets, the study found that the educational institutions should adopt four sub-strategies such as (1) strategy to increase the numbers of local and international students for international program, (2) strategy to recruit and increase the number of international faculties for international program, (3) strategy to call for the involvement of stakeholders in developing the international curriculum, strategy about the environmental/ecosystem education (such as infrastructure, facility, materials, technology etc.) of international curriculum, and (4) strategy to invest from the government/university's budget to develop and implement international curriculum.

Relating to strategy to increase the number of local and international students for the international program, the policymakers mentioned about developing an international environment for lecturers and students so that they can communicate with their international colleagues in international languages. Another point is to develop an advanced IT system to support teaching, learning, and research so that they can learn everywhere and every time they wish.

To attract the local and international students, there is a need to analyze student's need to attract "right" and good students, develop a strategy of inbound and outbound students for the international curriculum, have a good marketing strategy to popularize the program. A green, smart campus is also a benefit to attract the students. Lastly, providing scholarships to attract good local and international students inside and outside the country is considered a good strategy. For the curriculum development and management areas, the department or faculty needs to focus on developing distinctive international programs, and to develop and create cooperation between functional departments in the university.

Strategy to recruit and increase the numbers of international faculties for international program includes supporting more financial resources to recruit and increase the numbers of international faculties, developing modern and good facilities, infrastructure, IT system to attract international faculties to teach and do research, attracting Vietnamese citizens who are teaching or working in international universities and using culture as a factor to attract international faculties.

Strategy to call for the involvement of stakeholders in developing the international curriculum includes applying the triple helix model (interactions between academia, industry, and governments); calling for the participation of the enterprises, especially the prestige and big ones by many kinds of activities such as workshops, group discussions, establishing a ratio to invest on developing international curriculum between government/institutions and enterprises, investing on seed funding (budget at the beginning time to start the project) for international projects, increasing the international networks, especially with the national organizations, getting opinions from both internal stakeholders such as lecturers, students, and managers on issues relating to functions, mechanism, and curriculum and external stakeholders such as employers about graduate attributes and job opportunity.

Strategy about the environmental/ecosystem education (such as infrastructure, facility, materials, technology etc.) of international curriculum encompasses facilities and infrastructure, upgrade IT system, e-library, working and learning spaces for teachers and students, standardized and internationalized materials and textbooks, applying student-centered policy in teaching and learning and student services, autonomy and good governance in management and internationalization at home policy.

Strategy to invest the budget from the government/university to develop and implement international curriculum includes more budgets for developing new international projects, programs, and activities. The government can play the role as a catalyst between local institutions and international universities/organizations and support more financial aids on the following areas such as facilities, infrastructure, international journals and textbooks, staff development, curriculum development, develop partnerships with international universities as well as learning from their models to develop international curriculum or institutions.

The next part of the interview is about the evaluation of an international curriculum in Vietnam higher education institutions. The detailed information is documented in the following Table.

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Chulalongkorn University

Table 49: Quality of an International Curriculum in Vietnam Higher Education Institutions

Policy maker 1	Policy maker 2	Policy maker 3	Policy maker 4	Policy maker 5	Policy maker 6	Policy maker 7
• Develop criteria for quality assurance of international. Government should monitor quality of international programs.	Develop criteria for quality assurance of international program.	• Evaluate the international programs. • Development the capacity of national accreditation agencies • Create forums, channels to public and disseminate the quality or accreditation status of international programs.	• Evaluate and accredit by national and international agencies.	▪ Evaluate and accredit by national and international agencies	▪ N/A	• Evaluate and accredit by national and international agencies.

Summary	**Frequency**
1. Evaluate and accredit by national and international agencies	4
2. Develop criteria for quality assurance of international program	2
3. Development the capacity of national accreditation agencies	1
4. Government should monitor quality of international program	1
5. Create forums, channels to public and disseminate the quality or accreditation status of international programs	1

To ensure the quality of an international curriculum in Vietnam Higher Education Institutions, government should monitor the quality of international program including: developing criteria for quality assurance of international program, developing the capacity of national accreditation agencies, evaluating and accrediting by national and international agencies, creating forums, channels to public and disseminate the quality or accreditation status of international programs.

1.3 Additional opinions

Overall, the policymakers suggested other areas to develop an international curriculum management model in Vietnam higher education institutions. They include strong leadership (policy maker 4 - 6), change management and good governance (policy maker 4 – 6 and 7), quality of international programs (rather than quantity) to create good prestige for institutions and benefits to society (policy maker 4).

For sustainable development, the institutions should develop good partnerships with experienced and prestigious international universities (policy maker 4). At the first stage of developing and implementing the international curriculum, the model should be tested with small sample first, and then apply to other faculties in the institution (policy maker 7). The international curriculum management model should include the presence of one good international institution, one big enterprise, and the number of students engaged to study for this program is large enough (policy maker 6).

Moreover, there is a need to consider the role of institutional and national context in developing the international curriculum management model. For management purpose, the faculty and university should develop key performance indicators (KPI) for international curriculum (policy maker 7). Internationalization of curriculum should be more focus on how to apply English in teaching the specific knowledge/subjects rather than to improve the

general English language as most of the universities are doing now (policy maker 1).

2. Interview administrators

To collect the opinions of university administrators, the interview questions are designed to collect information about the current state and need of an international curriculum of education management (master degree) in Vietnam higher education institutions. The data collected from the interviews includes (1) background information; (2) current state and need of the international curriculum in Vietnam higher education institutions; (3) additional comments.

2.1. Background information

The background information of the five administrators is documented in the following table.

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Chulalongkorn University

Table 50: Background Information of Administrators

Institutions	**National Academy of Education Management**	**HCM City - University of Education**	**Hue College of Education**	**University of Education, VNUHN**	**University of Humanities and Social Sciences.**
Interviewee	Administrator 1	Administrator 2	Administrator 3	Administrator 4	Administrator 5
Position	Dean	Dean	Dean	Dean	Vice Dean
Gender	Male	Male	Male	Female	Female
Role in institution	Developing and managing the curriculum of master degree of education management	Developing and managing the curriculum of master degree of education management	Developing and managing the curriculum of master degree of education management	Developing and managing the curriculum of master degree of education management	Developing and managing the curriculum of master degree of education management.
Years of working experience	9 years	2 years	2 years	7 years	4 years

According to Table 50, five administrators were selected by using purposive sampling technique from the faculty of education in the five Vietnam higher education institutions. Sixty percent of the interviewees were male (3 out of 5 people) and have got experience as Dean and Vice Dean from two years to nine years. Their responsibilities as managers are developing and managing the curriculum of the master degree in education management.

2.2 Administrators' opinions

The purpose of the interview was to collect information on international curriculum for the master degree in education management in Vietnam higher education institutions. The interview questions focus on key issues, including (1) university/faculty policy, goals and context about internationalization of higher education and internationalization of curriculum; (2) goals, objectives (3) program structure and admission requirement, (4) learning outcomes, student assessment, learning and teaching, learning resources and student services of current and expected international curriculum, (5) developing strategies to enhance an international curriculum management model, and (6) evaluation of an international curriculum in education management (master degree) in Vietnam higher education institutions. The results of each issue are presented from Table 51 to Table 59.

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Table 51: University and Faculty Policies about Internationalization.

Administrator 1	Administrator 2	Administrator 3	Administrator 4	Administrator 5
• University requires faculty to refer the international curriculum as developing the master degree of education management curriculum. • The curriculum has to be appropriate with culture and national conditions.	• At national level, there is one big project on quality of universities of education. • At university level, internationalization reflects on vision and mission, and annual plan. • At faculty level, not having clearly in documents. (incomplete statement)	• University requires faculty to refer the international curriculum as developing the master degree of education management. • The curriculum has to be appropriate with culture and national conditions.	• University requires faculty to refer the international curriculum as developing the master degree of education management curriculum. • Faculty has a plan to have more international cooperation with international universities to exchange lecturers and students or operate the mutual fieldtrips.	• University has policy to focus on internationalization, and requires faculty to refer the international curriculum as developing the master degree of education management. • Curriculum should be equivalent to regional and international standards.

Summary	**Frequency**
1. University requires faculty to refer the international curriculum as developing the master degree of education management curriculum	4
2. The curriculum has to be appropriate with culture and national conditions	3
3. Curriculum should be equivalent to regional and international standards.	1
4. At national level, there is one big project invests on quality of universities of education	1
5. At university level, internationalization reflects on vision and mission, and annual plan	1
6. Faculty has a plan to have more international cooperation with international universities to exchange lecturers and students or operate the mutual fieldtrips	1

Table 52: Goals of Internationalization of Curriculum

Administrator 1	Administrator 2	Administrator 3	Administrator 4	Administrator 5
• There is a corresponding in contents of curriculum and quality of graduate's with regional countries. • Produce highly human resources who can work in local and international environment.	• Produce highly human resources who can work in local and international environment.	• Produce competent graduates who can work well in both local and international environment. • There is a corresponding in contents of curriculum and quality of graduate's with regional countries.	• Develop the prestige and brand name for faculty and university. • Create more opportunities for students to study.	• International integration is the common tendency. • It brings benefits to students and universities.

Summary	**Frequency**
1. Produce qualified human resource who can work in local and international environment	3
2. There is a corresponding in contents of curriculum and quality of graduate's with regional countries	2
3. Develop the prestige and brand name for faculty and university	2
4. Create more opportunities for students to study	2

Table 53: Reasons of Internationalization of Curriculum

Administrator 1	Administrator 2	Administrator 3	Administrator 4	Administrator 5
▪ Improve quality of education. ▪ Being recognized by regional and international education organizations	▪ Students are trained to be ready to work in a broader environment.	▪ Students can have more opportunities to find jobs in ASEAN and Asian regions. ▪ Improve quality of education	▪ Quality of education. ▪ Being recognized by regional and international education organizations.	• Lecturers can have opportunities to develop their professions. • Students can have more opportunities to find jobs in ASEAN and Asian regions

Summary	**Frequency**
1. Improve quality of education	3
2. Be recognized by regional and international standards	2
3. Students can have more opportunities to find jobs in ASEAN and other international countries	2
4. Students are trained to be ready to work in a broader environment	1
5. Lecturers can have opportunities to develop their professions	1

Table 54: Opportunities of International Curriculum in Education Management

Administrator 1	Administrator 2	Administrator 3	Administrator 4	Administrator 5
• It is the expectation and requirements of the ministry of education. • The international relationships with USA, Taiwan in Education Management. • Students can study both in local and international universities.	• Institution has a need to learn and develop an innovative model to adapt with the globalization. • To do that, it is necessary to change, especially in governance from national, institutional and faculty level.	• International and globalization era. • Industry and Education 4.0 • Students can learn from many sources through Internet.	• International and globalization era. • Education 4.0	• It is the chance to develop international curriculum. • Many countries in ASEAN region now apply many ways to recruit international students and human resources. • Better services to support for students studying international programs than from the past. • Majoring into ASEAN teacher education network (ASTEN) helps faculty have more opportunities in internationalization.

Summary	**Frequency**
1. It is the expectation and requirements of the ministry of education and institution in an international and globalization era	4
2. Students can learn from many sources through Internet and from both in local and international universities	4
3. The influence of Industry 4.0 and Education 4.0	2
4. The existence international relationships with USA, Taiwan in Education Management	1
5. Majoring into ASEAN teacher education network (ASTEN) helps faculty to have more opportunities in internationalization	1
6. Many countries in ASEAN region now apply many ways to recruit international students and human resources	1
7. It is a chance to develop international curriculum	1
8. The conditions to support for students who study international programs are better than from the past	1

Table 55: Threats of International Curriculum in Education Management

Administrator 1	Administrator 2	Administrator 3	Administrator 4	Administrator 5
• Tuition fee will be higher than the Vietnamese programs. • Teachers have to teach in international language and student's language proficiency have to be enough adaptive. • Lack of international materials.	• Different perspectives on internationalization. • Current conditions about infrastructures and facilities still limited. • University governance is unique and different with other international universities. • High tuition fee. • Admission may meet difficulty.	• Language proficiency of instructors and students are quite limited. • Current conditions about infrastructures and facilities still limited.	• Student's motivation can be a big challenging. More students want to study because of the Degree rather than gaining the knowledge. • Different need and time of study from students. • Lecturers are quite busy to invest into the new curriculum and research. • The competitiveness from the other universities is higher.	• High tuition fee. • Current student's language proficiency is not adequate to study and read international journals and documents.

Summary	**Frequency**
1. Language proficiency of instructors and students are quite limited	4
2. Current conditions about infrastructures and facilities, materials are still limited	4
3. Tuition fee will be higher than the Vietnamese programs, this creates difficulty in admission	3
4. University governance is unique and different from other international universities	1
5. Different perspectives on internationalization	1
6. The competitiveness from the other local and international universities.	1
7. Lecturers are too busy to invest into the new curriculum and research	1
8. More students want to study for the degree rather than gaining the knowledge	1
9. Different need and time of study among students	1

Table 56: Strengths of International Curriculum in Education Management

Administrator 1	Administrator 2	Administrator 3	Administrator 4	Administrator 5
• University prestige • Students can study both in local and international universities. • Exchange lecturers between local and international universities happen regularly.	• Enthusiastic, experience and hardworking teaching staff. • Having good cooperation with international universities.	• Enthusiastic, experience and hardworking teaching staff. • Vietnam has a good tradition in studying.	• University prestige • Enthusiastic, experience and hardworking teaching staff.	• Most of teaching staff are graduated from international countries.

Summary	**Frequency**
1. Enthusiastic, experienced, well - trained and hardworking teaching staff	3
2. University prestige	2
3. Having good cooperation with international universities	1
4. Exchange lecturers between local and international universities happen regularly	1
5. Vietnam has a good tradition in studying	1

Table 57: Weaknesses of International Curriculum in Education Management

Administrator 1	Administrator 2	Administrator 3	Administrator 4	Administrator 5
• Not clear at job opportunities in current curriculum since many local authorities don't require the educational managers having this degree; instead they require the managers have Master Degree on other disciplines like mathematics, biology etc.	• The quality of student intakes is not similar • Current financial resource to operate an international curriculum is still limited.	• Passive culture barrier in changing, especially in rural regions like Hue. • The quality of student intakes is not similar. • Current financial resource to operate an international curriculum is still limited.	• Low salary can resist the change from the lecturers.	• Lecturers teach at many institutions and hard to concentrate on changing. • Low salary can cause resistance to change from the lecturers.

Summary	**Frequency**
1. The quality of student intakes is not similar.	2
2. Low salary can cause resistance to change from the lecturers	2
3. Current financial resource to operate an international curriculum is still limited	1
4. Lecturers teach at many institutions, resulted in difficulty to concentrate on the new curriculum or changes	1
5. Passive culture is a barrier of change, especially in rural regions like Hue	1
6. Job opportunities in current curriculum are not clearly described	1

Table 58: Educational Policies of International Curriculum in Education Management

Administrator 1	Administrator 2	Administrator 3	Administrator 4	Administrator 5
• It should localize the "international" curriculum to attract a larger amount of local students. • Combination between internationalization with nationalization as developing curriculum. • Ministry of Education should encourage Vietnamese institutions to develop international curriculum.	• Faculty should have more autonomous in developing curriculum, especially in general knowledge. • Policy on staff development. • Develop international strategy. • Marketing strategy.	• Develop distinctive and competence-based program. • Diversify the goals of program to help students get better jobs. • More autonomy. • Combination between internationalization with nationalization as developing curriculum.	• Policy on staff development. • More up-to date and investment in materials. • Policy on attracting potential students and marketing the program. • Improving teaching and learning facilities.	• Improve lecturer's salary. • More autonomy in curriculum developing.

Summary	**Frequency**
1. More autonomous in developing curriculum, especially in general knowledge	3
2. Develop international strategy, combination between internationalization with nationalization in developing strategy	3
3. Develop strategy on attracting potential students and marketing for the program	2
4. Policy on staff development	1
5. Develop distinctive and competence-based program	1
6. Diversify the goals of program to help students get better jobs	1
7. Improve lecturer's salary	1
8. Improve teaching and learning facilities	1
9. More up-to-date and investment in materials	1

Table 59: Educational Policies that Hinder International Curriculum in Education Management

Administrator 1	Administrator 2	Administrator 3	Administrator 4	Administrator 5
• Lack of survey from students and market about the need of disciplines.	• Vietnamese educational context influences much on policies. • Ethics in teaching, learning, research are still blur in government and university policy.	• Culture factors can influence on internationalization process such as resistance in changing.	• Lack of survey from students and market about the need of disciplines.	• Policy in tuition fee needs to be equivalent with quality of training and students' ability.

Summary	**Frequency**
1. Lack of students and market survey about needed disciplines.	2
2. Vietnamese educational context influences much on policies	1
3. Ethics in teaching, learning, and research are still blur in government and university policy	1
4. Cultural factors can influence on internationalization process such as resistance in changing	1
5. Policy in tuition fee needs to be equivalent with quality of training and students' ability.	1

From the interviews, it is found that the university and faculty acknowledged the importance of internationalization in higher education and internationalization of the curriculum. It is reflected in university vision and mission, and annual plan. In fact, to develop new curriculum or review the existing curriculum, the university and faculty have to refer to the international curriculum so that it can be equivalent to regional and international standards and be appropriate with the culture and national conditions. Besides, the university and faculty identified exchanging lecturers and students with international universities as important activities in the annual plan.

Another finding of this research included the goals and objectives of internationalization of the curriculum. The curriculum aims to produce qualified human resource that can work in the local and international environment. Moreover, internationalization can help the university to enhance its prestige and brand for faculty and university, which brings similar advantage with other perspectives and research from other international partners. Lastly, the administrators think that internationalization of curriculum can be the factor to strengthen the local curriculum and create more study opportunities for students.

In discussing reasons of internationalization of the curriculum, the majority of interviewees stated that the university and faculty want to be recognized by regional and international educational organizations, to improve the quality of education, and to create more opportunities to help students find jobs easier in the ASEAN community and other international countries. More importantly, internationalization of curriculum can help lecturers become more active and to improve their professions while students can get many benefits from the diversified international learning environment.

To understand about the context, the research also focuses on exploring the strengths, weaknesses, threats, and opportunities of the international curriculum in education management (master degree) in Vietnam

higher education institutions. The strengths of the internationalization are prestige of the university, the enthusiastic, experienced, well - trained and hardworking teaching staff, the good cooperation's with international universities through exchanging lecturers between local and international universities and the high support in learning from Vietnamese families and students.

However, the weaknesses of internationalization of curriculum include the quality of student intakes is largely different since their background (bachelor degree) come from many majors. Next is the low salary for the lecturers, who have to take charge of many duties at the faculty such as lecturing, researching, and student's services. Another weakness comes from the financial resources. According to the administrators, with the current financial mechanism, they can't develop and manage a good international curriculum because to operate an international curriculum effectively, it requires heavy investments relating to infrastructure, facilities, and materials. One of the remarkable weaknesses is the resistance to change among educational leaders, especially in rural regions. This can make the university and faculty miss some important opportunities on the way towards internationalization.

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Chulalongkorn University

So, what are the opportunities of internationalization of the curriculum and how the university and faculty can respond well with them? The results from the interviews showed that internationalization is an important concern and trends for national and institutional development in the globalization context. Therefore, the government and university certainly will emphasize and support for this activity through many policy and projects. Besides, since most of them have already had the international relationships with many international partners like USA, Taiwan, ASEAN for decades, they can cooperate with those international organizations to train and exchange faculty members. Moreover, internationalization can bring benefits to students

too. They have more chances to improve their capacities through learning and joining from the international and intercultural networks. The interviews also added that there is an increasing trend in recruiting international students and human resources among ASEAN region because they believed that the openness and scope of recruitment could attract the best students or employers.

Although internationalization can create many opportunities, there are many barriers in the process. They are the limitation of instructors' and students' language proficiency. The conditions of infrastructure and facilities, and materials are not well equipped. Tuition fee will also be a challenge because it will be higher than typical Vietnamese programs and this creates competition and difficulties in admission. Meanwhile, some administrators mentioned the complexity of understanding about internationalization between the managers, and instructors and which may lead to making ineffective strategy. The threats also come from the competitiveness from the other local and international universities.

For the findings to promote international curriculum through educational policies, most of them suggested about providing more autonomy for the faculty and instructors in developing curriculum, especially in general education. Moreover, it is necessary to combine between internationalization with nationalization in developing the international strategy or international curriculum. One of the most important things about the strategy is to attract potential students and marketing for the program because if there are no or limited students, the institutions can't run any programs. To enhance the quality of an international curriculum, many ideas were suggested including staff development in international languages and information technology, which are in high demand. Relating to developing an international curriculum, it is suggested that the faculty or department should strive for a distinctive and competency-based curriculum, which focuses on students' competence and skills.

Importantly, the findings not only illustrate about the strategy to enhance the internationalization of curriculum but also present some educational policies that hinder the development of international curriculum. They include lacking survey of students, employers' or market's opinions about need for the new curriculum. The government and university policy about ethics in teaching, learning, and research are unclear. More specifically, the influence of culture and context of each faculty and university on internationalization process is quite enormous and this may lead to the resistance in changing or implementing an international curriculum. Lastly, it is not easy to find out the appropriate scheme for the tuition fee of an international curriculum because it has to satisfy two conditions: quality of training and students' financial ability.

Next part is the opinions about goals, objectives, program structure, and admission requirement of an international curriculum in education management (master degree) in Vietnam higher education institutions. The detailed results are presented in the tables below.

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Chulalongkorn University

Table 60: Goals/Objectives of International Curriculum in Education Management

Administrator 1	Administrator 2	Administrator 3	Administrator 4	Administrator 5
• Be able to apply knowledge and skills in their jobs.	• Be able to apply knowledge and skills in their jobs.	Graduates have competences to apply knowledge and skills in their jobs as an educational manager.	• Aims to prepare graduates to have a good foundation, skills in education management, adapt to international standards. • Graduates become successful managers in local and global educational organizations.	• Increase the graduate's capacity in making policy and conducting educational research.

Summary	**Frequency**
1. Graduates have competences to apply knowledge and skills in their jobs as an educational manager	3
2. The curriculum aims to prepare graduates to have a good foundation, skills in education management, adapt to international standards	2
3. Graduates become successful managers in local and global educational organizations	1
4. The curriculum aims to increase the graduate's capacity in making policy and conducting educational research.	1

Table 61: Expected Program Structure of International Curriculum in Education Management

Administrator 1	Administrator 2	Administrator 3	Administrator 4	Administrator 5
Structure of program General Knowledge: 7 credits Foundation Knowledge: 15 credits Specialized Knowledge: 27 credits Thesis: 11 credits	Structure of program General Knowledge: 8 credits Foundation and Specialized Knowledge: 42 credits Thesis: 15 credits	Two types of curriculum: practical curriculum and research curriculum. Structure of program General knowledge: 15 credits Foundation and Specialized: 30 credits. Practicum or Dissertation: 10-12 credits. Theory and practice should be integrated in the design.	Structure of program General Knowledge: 12 credits Foundation and Specialized: 32 credits Thesis: 10 credits	Two types of curriculum: practical and research curriculum. Structure of program General Knowledge: 7 credits Foundation: 15 - 17 credits and Specialized Knowledge: 26 - 28 credits Thesis: 9-12 credits.

Summary	**Frequency**
Structure of the program A: (1) general knowledge, (2) foundation and special knowledge, (3) Thesis. B: (1) general knowledge, (2) foundation (3) special knowledge, (4) Thesis. Types of curriculum: applied and research curriculum • Practical curriculum: 1,5 - 2 years • Research curriculum: 2 years	3 2

Table 62: Admission Requirement of International Curriculum in Education Management

Administrator 1	Administrator 2	Administrator 3	Administrator 4	Administrator 5
• Student's Language proficiency. • Having education management experience for program that presents for leaders and managers.	• Profile Review. • Research ability. • Langue proficiency, equivalent IELTS 4.5 or TOEFL 450 in English. • Procedure of student admission - Personal statement - 2 Recommendation letters (from the employer and college). - Committee Review. - Interview.	• Language proficiency, equivalent ELTS 4.5 or TOEFL 450 English. • Research and academic writing ability • Student's motivation. • Having education management experience	• Student's motivation and experience. • Proficient language in writing and reading, communicating. • Not necessary to have background in education before studying.	• Langue proficiency, equivalent ELTS 4.5 or TOEFL 450 in English. • Having education management experience • Classify the students in the entrance exam. For example: principals, managers at local departments or normal officers.

Summary	**Frequency**
1. Student's language proficiency, equivalent ELTS 4.5 or TOEFL 450 in English	5
2. Research and academic writing ability	3
3. Procedure of students admission:	1
- Profile Review	
- Personal statement	
- 2 Recommendation letters (from the employer and college)	
- Committee Review	
- Interview	

The result from Table 60 shows the goal of an international education management (Master Degree) curriculum in Vietnam higher education institutions. It is aiming to prepare graduates to have good foundation knowledge, skills in education management, and adapt to international standards. The objectives of the curriculum also mentioned the graduates competence such as (a) graduates have competences to apply knowledge and skills in their jobs as an educational manager, (b) graduates become successful managers in local and global educational organizations, (c) graduates' capacity in making policy and conducting educational research are established and enhanced.

Besides goals and objectives of an international curriculum, the interviewees suggested the structure of the program of education management (master degree). To align with the students' need and competence, the curriculum can be designed into two types, including applied curriculum with 1,5 - 2 years and research curriculum within 2 years. In each course, instructors should combine theory and practice in their teaching and assessment.

Relating to the requirement of admission of an international education management (Master Degree), they identified students should satisfy at least two minimum criteria. They are language proficiency, in which it has to be equivalent ELTS 4.5 or TOEFL 450 in English and students' research and academic writing ability. To recruit the appropriate and competent students for the international curriculum of education management, the interviewees suggested the five steps procedure for admission as follows:

- Step 1: Profile submission
- Step 2: Personal statement writing
- Step 3: Apply two recommendation letters (from the employer and college).
- Step 4: The committee reviews the student's profile.

- Step 5: Interview the candidates for the program.

The presented results also include expected learning outcomes, student assessment, learning and teaching, learning resources and student services of current and expected international curriculum in Education Management (Master Degree) in Vietnam higher education institutions.

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Table 63: Expected Learning Outcomes of International Curriculum in Education Management

Administrator 1	Administrator 2	Administrator 3	Administrator 4	Administrator 5
Knowledge				
Graduates competencies equivalent to other international programs.	N/A	• Specialized knowledge on education	N/A	• Students are equipped with foundation and contemporary theories to help them solving practical problems.
Skills				
• Be able to apply what they learn in their jobs. • Be able to find a good job and have more progression in their career life.	• Critical thinking, analytic skills, apply knowledge to solve problem • Multicultural skills. • Ability to communicate with many kinds of students such as different minority, regions, and cultures from different places	• Ability to manage human resources, finance, infrastructure, curriculum • English proficiency. • Ability in information technology to manage and operate meetings in distance.	• English proficiency • Ability to operate and manage the schools or institutions. • Ability to self evaluate and benchmark with other institutions to improve their owns institutions.	• Ability to communicate with many kinds of students such as different minority, regions, and cultures from different places.
Attitudes				
• Appreciation their careers.	• Working with and appreciate the diversities.	• Good attitudes with parents, students, and other colleges.	• Good attitudes with parents, students, and other colleagues	N/A

Table 63: Expected Learning Outcomes of International Curriculum in Education Management (cont.)

Summary	Frequency
Knowledge: - Graduates competencies equivalent to other international programs - Specialized knowledge on education - Students are equipped with foundation and contemporary theories to help them solving practical problems	 1 1 1
Skills: - English proficiency - Ability to communicate with different kinds of students such as different minority groups, regions, and cultures from different places - Ability to manage human resources, finance, infrastructures, curriculum (2 times) - Be able to apply what they learn in their jobs - Team work - Be able to find a good job and have more progression in their career life. - Critical thinking, analytic skills, apply knowledge to solve problem - Multicultural skills - Ability to use information technology to manage and operate meetings in distance - Ability to self-evaluate and benchmark with other institutions to improve their owns institutions	 2 2 1 1 1 1 1 1 1 1
Attitudes: - Good attitudes with parents, students, and other colleagues - Appreciation their careers, working with and appreciate the diversities	 2 1

Table 64: The Teaching and Learning Activities of the Current Curriculum in Education Management

Administrator 1	Administrator 2	Administrator 3	Administrator 4	Administrator 5
• Lecture • Discussion • Group assignment • Case studies	• Lecture • Discussion • Group assignment • Case studies	• Lecture • Team work • Discussion	• Lecture • Discussion • Inviting practical experts • Internship and practical visits about different management models at different schools/places.	• Depends on lecturers and objectives of subject. • Lecture • Team work • Group assignment. • Learner-centered. • Some lectures apply IT in teaching and learning.
Summary 1. Lecture 2. Discussion 3. Group assignment 4. Case studies 5. Team work 6. Inviting practical experts 7. Internship and field trips 8. Apply IT in teaching and learning				**Frequency** 5 4 3 2 2 1 1 1

Table 65: Teaching and Learning Activities in Expected International Curriculum in Education Management

Administrator 1	Administrator 2	Administrator 3	Administrator 4	Administrator 5
• Self - study and study at class. • More services to support for students self-learning.	• Apply case studies that have related to reality. • Small-size classroom. • Teach less learn more. • More services to support for students self-learning. • Develop Website, blackboard to support for teaching and learning. • Co-teaching	• Self - study • Teach less learn more. • More services to support for students self-learning. • More practical room, or lab.	Focus on learning experience and case study. Focus much on independent study.	• Flipped classroom to optimize the effectiveness of teaching and learning • Apply IT to develop the distance learning or courses. • Provide list of equivalent courses that have similar competencies for students to register and study by themselves. • Focus on learning experience and case study.
Summary				**Frequency**
1. Use case studies that are related to the reality 2. Focus on independent study 3. More services to support for students in self-learning such as providing practical rooms, or labs 4. Teach less learn more. 5. Small-size classroom; use flipped classroom 6. Develop website, blackboard to support for teaching and learning				5 3 3 3 3 3

Table 66: Student's Assessment Methods in Current Curriculum in Education Management

Administrator 1	Administrator 2	Administrator 3	Administrator 4	Administrator 5
• Assessment of students is regulated in curriculum and syllabus. • Assessment aligns with learning outcomes, teaching and learning.	• Project, written exam, • Assessment aligns with learning outcomes, teaching and learning.	• Follow regulations (about student assessment) in curriculum and syllabus • Written test, essay writing. • The assessment of each subject requires 1 quiz, 1 essay, and 1 final exam • Scoring: 10 marks	• Assessment of students is regulated in curriculum and syllabus.	• Assessment of students is regulated in curriculum and syllabus.

Summary	**Frequency**
1. Follow regulations (about student assessment) in curriculum and syllabus	3
2. Doing projects, written exam	2
3. Assessment aligns with learning outcomes, teaching and learning	2
4. The assessment of each subject requires one quiz, one essay, and one final exam	1

Table 67: Student's Assessment Methods in Expected International Curriculum in Education Management

Administrator 1	Administrator 2	Administrator 3	Administrator 4	Administrator 5
• Assessment of competencies of students.	• Focus on competencies such as problem solving. • Project based assessment. • Instructor's evaluation after each course.	• Change the current scoring into 4 scales as other international programs to help students easier to transfer into other institutions if they have expectation • Focus more on formative assessment than summative assessment.	• Assessment of competencies of students. • Focus on competencies assessment such as problem solving, project based assignments.	• Assessment should be aligned with the program and course learning outcomes • Assessment of competencies of students.

Summary	**Frequency**
1. Assessment of competencies (knowledge, skills, attitudes) of students	3
2. Focus on competencies assessment such as problem solving, project based assignments	2
3. Apply instructor's survey after each course	1
4. Change the current scoring into 4 scales as other international programs to help students easier to transfer into other institutions	1
5. Focus more on formative assessment than summative assessment	1
6. Assessment should be aligned with the program and course learning outcomes	1

Table 68: Learning Resources and Student Services in Expected International Curriculum in Education Management

Administrator 1	Administrator 2	Administrator 3	Administrator 4	Administrator 5
• Students take care of their own studies now. • International students (like Laos) are supported by government policy. • There are not enough chances and finance for Vietnamese students to attend international seminars or interns.	• Working space not adequate for lecturers and students. • Library doesn't link to other international library. • Since most of facilities used to support for undergraduates, investment about facilities and infrastructure for postgraduate is still limited.	• Investment for student's services. • Library, materials and textbook are basically enough but need more international journals about education and education management. • Lack of labs, software to practice some tests online. • Develop more academic and non – academic clubs for students.	• Investment for student's services should be counted in long term for more sustainable development.	• Providing tutors to support for lecturers in some majors like research methodology. • More investment in materials, textbooks that bought from famous publishers. • Provide a distinctive loan system to help students who study education to pay tuition fees as they meet difficulty.

Summary	**Frequency**
1. International students are supported by government and institutions policy	4
2. Long-term investment for more sustainable development	4
3. More working space, facilities and infrastructure, library, materials and textbook for postgraduate	2
4. More budgets for Vietnamese students attending international seminars or interns	2
5. Develop more academic and non – academic clubs for students	1

The above tables show the opinions of administrators about international curriculum relating to learning outcomes, teaching and learning activities, student's assessment methods, learning resources and student services.

According to the administrators, the learning outcomes of the curriculum reflect the graduates' competencies, which focus on knowledge, skills, and attitudes. These competencies have to be equivalent to other international education management curriculum. In the knowledge domain, graduates are expected to achieve good foundation and specialized knowledge in education management to help them solve practical problems. In skills domain, the learning outcomes emphasize on levels of how students can apply what they learn into their jobs. To achieve that expectation, graduates need to have ability on international language, manage human resources, finance, infrastructure, curriculum, to have critical thinking, analytical skill, and problem solving skill, they are to work in team effectively as well as having good communication skills and they are able to find a good job in a national, regional and global context. Relating to attitudes, students are able to appreciate their careers, working with and appreciate the diversities and to have good attitudes with parents, students, and other colleges.

When discussing current and expected learning activities of education management (Master Degree) curriculum, most of the administrators stated the teaching methods in their current curriculum include lecturing, discussion, group assignment, case studies, inviting practical experts, and applying ICT in teaching and learning. For the international curriculum of the master degree of education management, they suggested instructors should apply more case studies that are related to the reality in teaching, focus on independent study, self-learning, teach less learn more, and using co-teaching in some courses such as a seminar. Besides, it is necessary to develop the website, blackboard to support for teaching and learning. If the faculty has

good conditions, they can provide the list of equivalent courses that have similar competencies from other international institutions for students to register and study by themselves.

Relating to student's assessment in current education management curriculum (master degree), most of the administrators told the faculty members to follow the assessment regulations of the university and ministry of education. The assessment methods include doing projects and written exam. Typically, the assessments in each subject are one quiz, one essay, and one final exam. For the international curriculum of education management, the interviewees suggested assessment should be aligned with the program and course learning outcomes. The assessment should focus more on formative assessment than summative assessment and assess the students' competencies through many kinds of activities such as solving practical problems or project-based assignments. One administrator suggested changing from the 10-point scoring to the 4-point scales (A, B, C, D) in assessment.

The other important factors to internationalize the curriculum are sufficient for learning resources and student services. According to the administrators, the government and institutions should provide a policy to support for these areas. The supporting must be in a long-term investment for more sustainable development. To encourage student's study better, the administrators suggested the university should open or create more space for teaching and learning, especially space for counseling, teamwork and for individual study.

In addition, there should be more facilities and infrastructure, modern library, materials, and textbooks for postgraduate studying and finally, faculty need more budgets to send Vietnamese instructors and students attending international seminars or internships. There is also one suggestion to develop more academic and non – academic clubs for students. Opinions about strategies are presented in the table below.

Table 69: Strategy for International Curriculum Management Model in Education Management

Administrator 1	Administrator 2	Administrator 3	Administrator 4	Administrator 5
• Conduct a survey about need of international curriculum before implementing it.	• Cooperation well between Postgraduate office and faculty to develop strategy and promote the international curriculum. • Develop a teaching and learning method that is suitable for adult learners who have already got jobs and positions. • International Department supports faculty and students on how to apply the Visa or signing MOU with international partners.	• Standardize and enhance staff quality. • Investment on infrastructure and facilities. • Learning outcomes are revised to correspondent with international standards. • Conduct a survey about need of international curriculum before implementing it.	• Staffs development, especially train their proficiency in English. • Conduct a survey about need of international curriculum before implementing it.	• Seeking and majoring into international networks to have more cooperation's with international universities to learn the good practices and exchange lecturers and students • Staffs development, especially train their proficiency in English.

Summary	**Frequency**
1. Staff development especially train their proficiency in English	5
2. Conduct a survey about need of international curriculum before implementing it	3
3. Cooperation well between international office, postgraduate office and faculty to develop strategy and promote the international curriculum	2 1
4. Develop teaching and learning methods that are suitable for adult learners who have already got jobs and positions	1
5. Investment on infrastructure and facilities	1
6. Revise learning outcomes to correspondent with international standards	1
7. Majoring into local international professional networks	

In Table 69, strategies to develop an international curriculum management model in Education Management (Master Degree) in Vietnam Higher Education Institutions should be staff development, especially focusing on staff's English proficiency. The administrators also suggested before developing and implementing the international curriculum of education management (master degree), the institution should conduct a survey about the need of its curriculum. Moreover, it is important to develop the transparency of cooperation between international office, postgraduate office, and faculty to promote the international curriculum. Relating to teaching and learning methods, they are reminded to select appropriate ways because the learners are adults with experience in management in education.

The other suggestions include investment on infrastructure and facilities, revise learning outcomes to correspondent with international standards, and actively majoring in local international professional networks.

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Table 70: Evaluation of International Curriculum in Education Management

Administrator 1	Administrator 2	Administrator 3	Administrator 4	Administrator 5
• Apply the general regulations about quality assurance and accreditation of the State. • Accreditation the international program	• Recruit good quality lecturers. • Regularly monitor, check the content teaching students' learning, teaching methods. • Get students' feedback. • Internal quality or mechanism to check the quality. • Accreditation the international program.	• Accreditation the international program. • Apply the national regulations about quality assurance and accreditation of the State. • Develop internal quality assurance mechanism to check the quality.	• Develop internal quality mechanism to check the quality. • Accreditation the international program. • Apply the national regulations about quality assurance and accreditation of the State	• Get students' feedback about lecturers and service system. • Feedback from alumni about curriculum. • Ensure the teacher salary is good enough for better teaching. • Accreditation of international program.

Summary	**Frequency**
1. Accreditation of international program	5
2. Apply the national regulations about quality assurance and accreditation of the State	3
3. Get students' feedback about lecturers and service system, feedback from alumni about curriculum	3
4. Develop internal quality assurance mechanism to check the quality	2
5. Regularly monitor, check the content teaching students' learning, teaching methods	2
6. Recruit good quality lecturers	1
7. Ensure the teacher salary is good enough for better teaching	1

To evaluate an international curriculum in Education Management (Master Degree) in Vietnam higher education institutions, the administrators suggested implementing evaluation of international program; applying the national regulations about quality assurance and accreditation of the State; getting students' feedback about lecturers and service system; getting feedback from alumni about curriculum; developing internal quality assurance mechanism to check the quality, regularly monitor; checking the content teaching students' learning, teaching methods; recruiting good quality lecturers, and ensuring that the teacher salary is adequate for better teaching.

2.3 Additional opinions

To develop an international curriculum management model in education management (master degree) in Vietnam higher education institutions, the administrators suggested the following additional comments:

- The model should include (1) policy to encourage institutions to internationalize their curriculum, while emphasize local strengths and distinction; (2) develop a service system such as library, materials, facilities etc. to support for international programs, (3) the value of international programs should be worthy of the money (Administrator 1).

- To have a practical model, it is necessary to consider these following aspects like change management, curriculum development, and focusing on staff development strategy (Administrator 2).

- If the institution determines to internationalize the curriculum, this initiative will have a highly practical value, but it should give more support for students learning (Administrator 4 and 5).

3. Summary the interview results from the policymakers and administrators

In summary, the data from interviewing the policymakers and administrators show information and perspectives on current state and the need of internationalization of curriculum in Vietnam higher education institutions as follows.

Firstly, according to policymakers, internationalization in institution and curriculum are the current trends and requirements to integrate and develop in the globalization context. Most of the important national policy in education identified the ambitious position of Vietnam higher education in the ASEAN region by 2030. Besides achieving the high ranking target, the government requires the higher education institutions produce skilled labor, cultivate the qualified students, and develop the learners' personal qualities, creativity, and the ability of self-learning to serve for national development. To support for international integration, the government regulates and allows international organizations and individuals, international organizations (hereinafter referred to as international organizations and individual) to cooperate and invest in education and vocational training as prescribed by Vietnam's law. As a result, there are four international universities are established in Vietnam and hundreds of joint-degrees or joint-programs operating across the country. In that context, the government launched the big project that is developing 15 advanced programs with the purpose internationalizing the local curricula. These advanced programs are considered the innovation in developing the curriculum that inspired other institutions to search for developing more international curriculum but implementing in the country.

The goals of internationalization are being recognized by other regional and international universities and countries and improving quality of service, management, and curricula. The reasons include the following benefits such as enhancing the quality of training and quality of teaching staff, getting more

financial resources and providing students with more choices (besides current program) to select the studying program.

Besides providing information about the context, policy, goals, and reasons of internationalization, the policymakers mentioned the strengths, weaknesses, opportunities, and threats of internationalization of curriculum in Vietnam context. One of the remarkable strengths is well – trained staff. Also, the universities prestige and the support of educational leaders and local authority as well as the hard-working students are considered the strengths. The weaknesses of internationalization of curriculum include the limited international language and IT skills of the lecturers and the limited number of qualified instructors as well as the lacking of the international experience and competence staff. The other aspect is the weak connections with market and employers, quality assurance for international programs, lack of good survey and need analysis from stakeholders before developing the curriculum and lacking consultancy from professional associations or experts at discipline level. For the opportunities, the interviewees certified internationalization of higher education could bring opportunities to develop national economics and education. Meanwhile, this is the chance for students to select their study and work not only inside but outside the country. Though there are certain conditions for implementing the international curriculum, most of the policymakers warned about the lack of qualified lecturers, information, facilities, and infrastructure for international programs. Competition in human resources in globalization is also a big challenge for the university if its graduates can’t find jobs. Besides, for developing country like Vietnam, there are many risks such as trade-off in cooperation; high tuition fee which can lead to difficulties in admission or operate the training.

Policy makers suggest dimensions to develop international curriculum, including the university autonomy in cooperation with international countries, the necessity of a legal mechanism to support for the institutions developing

and implementing the international programs, the big, holistic investments for key international programs and the effective project or the plan to improve international language ability of lecturers and students. The policymakers also focused on support the learners such as developing the website, more playgrounds, and activities for students learning.

The study found that the institutions should adopt four sub-strategies such as (1) strategy to increase the number of local and international students for international program, (2) strategy to recruit and increase the number of international faculties for international program, (3) strategy to call for the involvement of stakeholders in developing the international curriculum, strategy about the environmental/ecosystem education (such as infrastructure, facility, materials, technology etc.) of international curriculum, (4) strategy to invest from the government/university's budget to develop and implement international curriculum. The factors relating to evaluation of the international curriculum include developing quality assurance criteria for international programs, evaluating and accrediting the international programs by national and international agencies.

Based on synthesizing of information from the administrators, it is summarized as follows. The administrators acknowledged the importance of internationalization in higher education and internationalization of the curriculum. Similar information collected from documents and interviews of policymakers, the administrators confirmed the policy about internationalization reflected in university vision and mission and annual plan. To develop new curriculum or review the existing curriculum, the university and faculty have to refer to the international curriculum so that it can be equivalent to regional and international standards and be appropriate to the culture and national conditions. Similar to the policymakers' opinions, the administrators stated the goals and objectives of internationalization are to produce highly human resources who can work in the local and international

environment, to support the university enhancing its prestige and brand name for faculty and university and to be a factor to strengthen the local curriculum as well as to create more study opportunities for students. Interestingly, the reasons for internationalization are recognized by regional and international organizations, to improve the quality of education, and to create the opportunities for professional development of lecturers.

The common strengths of the internationalization include the prestige of the university, the enthusiastic, experienced, well - trained and hardworking teaching staff, the good cooperation's with international universities through exchanging lecturers between local and international universities and the high support in learning from Vietnamese families and students. On the other hand, the weaknesses of internationalization of curriculum are the different quality and majors of student intakes, the low salary for the lecturers, the limited financial resources, and especially the resistance in changing with some educational leaders, especially in rural regions. For the opportunities of internationalization of the curriculum, most of the interviewees identified they come from the government and university support through many big policy and projects, the international relationships with many international partners. The threats to develop the international curriculum could be the limitation of instructors' and students' language proficiency; the lack of modern infrastructure and facilities, materials, tuition fee, the competitiveness from the other local and international universities, especially the different concepts about the meaning of internationalization of curriculum may lead to confusion.

To promote the international curriculum, most of the administrators suggested about providing more autonomy for the faculty and instructors in developing curriculum, to combine between internationalization with nationalization as developing curriculum, to attract potential students and to market for the programs. Besides, many ideas were suggested including staff development in international languages and information technology, which are

in high demand. Relating to developing an international curriculum, it is suggested that the faculty or department should strive for a distinctive and competency-based curriculum, which focuses on students' competence and skills.

The objectives of the curriculum also mentioned the graduates competence such as (a) graduates have competences to apply knowledge and skills in their jobs as an education manager, (b) graduates become successful managers in local and global education organizations, (c) graduates' capacity in making policy and conducting educational research are established and enhanced. Besides goals, objectives of an international curriculum, the interviewees suggested the structure of the program of education management (master degree). To align with the students' need and competence, the curriculum can be designed into two types, including applied curriculum with 1.5 - 2 years and research curriculum within 2 years.

The learning outcomes of the curriculum reflect the graduates' competencies, which focus on knowledge, skills, and attitudes. These competencies have to be equivalent to other international education management curriculum. When discussing learning activities of education management (Master Degree) curriculum, they suggested besides using the current teaching and learning methods such as lecturing, discussion, group assignment, case studies, inviting practical experts, and applying ICT in teaching and learning, we should focus on independent study, self-learning, and co-teaching in some courses or seminar. At present, most of the faculty members follow the assessment regulations of the university and ministry of education. Typically, the assessments in each subject are one quiz, one essay, and one final exam but for the international curriculum of educational management, they suggested assessment should focus more on formative than summative assessment. More importantly, we need to design the assessment of the students' competencies rather than content-based assessment. To encourage

student's study better, the administrators suggested the university should open or create more space for teaching and learning, especially space for counseling, teamwork and for individual study. In addition, there should be more facilities and infrastructure, modern library, materials, and textbooks for postgraduate studying and finally, faculty need more budgets to send Vietnamese instructors and students attending international seminars or internships.

For strategies to develop an international curriculum management model in Education Management (Master Degree) in Vietnam Higher Education Institutions, they strongly stated the necessity of staff development, especially focusing on staff's English proficiency. Also, they suggested before developing and implementing the international curriculum of education management (master degree), the institution should conduct a curriculum need assessment, develop the mutual cooperation between international offices, and postgraduate office. Meanwhile, the faculty should promote the international curriculum, and to invest infrastructure and facilities, revise learning outcomes to correspondent with international standards, and actively attending in local international professional networks.

Finally, to evaluate an international curriculum, the administrators identify the accreditation of the international program. Besides, during the training process, the faculty needs to get students' feedback of lecturers, alumni and employers to review and adjust their curriculum.

The summary of information from part 2 can be seen in this following table.

Table 71: Summary Information from Interview

Dimension	Policy makers	Administrators
Part 1: National/university policy, goals and contexts		
1.Policy		
a) Reach a higher ranking in the ASEAN region by 2030.	√	
b) Train skilled labor, competent human resources who can work in local and international environment.	√	√
c) Allow international individuals, organizations to cooperate and invest in education.		
d) Learn from international curriculum	√	√
e) Plan to exchange lecturers and students with international universities annual		√
2. Goals		
a) Improve university quality of training, management, curricula and service	√	√
b) To be recognized by other regional and international universities.	√	√
3. Reasons		
a) Improve quality of teaching staff	√	√
b) Increase financial resource	√	
c) Create more choices for students' learning	√	√
Part 2: International curriculum		
2.1. Vision and mission of the institution		
a) To be one of the leading universities in Southeast Asia, a national and international center for collaborative research and development"	√	
b) To become one of the top university systems in Asia and the hub of science, technology, culture, and knowledge of Viet Nam	√	
2.2. Goals, objectives of the international curriculum		
a) Prepare for graduates to have good foundation knowledge, skills in education management, to work well in international environment.		√
b) Graduates have competence to apply knowledge and skills in their jobs as an educational manager.		√
c) Graduates have capacity in making decision and conducting educational research		√
2.3. Learning outcomes		
Competencies		
a) a. Graduates 'competencies have to be equivalent to other international programs.	√	√
b) b. Have language and multicultural competence	√	
Knowledge		
a). Achieve good foundation and specialized knowledge in education management to solve practical problem		√
Skills		
a) International language	√	√
b) Critical thinking	√	√
c) Problem-solving	√	√
d) Research	√	√
e) Communication	√	√
f) Employability	√	√
g) Entrepreneurship	√	
h) Risk management	√	
Attitudes		
a) Appreciate other cultures and diversity	√	√
b) Appreciate their careers.		√

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Dimension	**Policy makers**	**Administrators**
c) Have good attitudes as working with colleges, parents, students		√
2.4. Program structure		
a) Two type of curriculum: coursework and research program		√
b) Three blocks of knowledge: general, foundation and specialized knowledge		√
c) Year of study: 1.5 – 2 years.		√
2.5. Students' assessment		
a) Follow the assessment regulations		√
b) Written exam		√
c) Focus more on formative assessment		√
d) Assess the students' competencies by project-based assignment.		√
e) Apply 4 point-scales		√
2.6. Learning experience and instructions		
a) Instruction: Lecturing, discussing, group assignment, case studies, experts, ICT		√
b) Independent study		√
c) Teach less learn more		√
d) Co-teaching		√
2.7. Students support and services		
a) Create more space for teaching and learning.		√
b) Provide more facilities and infrastructure		√
c) Modern library, textbooks, journals for postgraduate students		√
d) Support for students attending local and regional seminars		√
e) Develop academic and non-academic clubs		
2.8. Instructors quality and international experience		
a) Instructors' language proficiency and IT skills		
2.9. Admission Requirement		
a) B.A Degree		√
b) At least 2 years of working experience for students who graduated in non-educational majors.		√
c) Language proficiency equivalent ELTS 4.5 or TOEFL 450		√
Part 3: Develop strategies to enhance the international curriculum		
a) Develop a legal mechanism for international programs	√	
b) Provide more autonomy for university	√	√
c) Improve the international language and IT skills for lecturers and students.	√	√
d) Staff development, good salary policy.	√	√
e) Develop a distinctive and competency-based curriculum.	√	√
f) Develop websites, blackboards, more playgrounds, and activities for students.	√	√
g) Review, update, and replace the out update curriculum.	√	
h) Invite educational experts as developing and evaluating the curriculum.	√	
i) Develop connections with industry and employers.	√	√
j) Attract potential students by greater marketing	√	√
k) Recruit the qualified lecturers and well-paid	√	√
l) Call for the involvement of stakeholders in developing the curriculum.	√	
m) Develop strategy to invest from the government/university budget	√	
n) Develop the appropriate scheme for the tuition fee of the international curriculum	√	√

Dimension	Policy makers	Administrators
Part 4: Evaluation of the international curriculum		
a) Develop criteria for quality assurance of international programs.	√	√
b) Develop the capacity of national accreditation agencies.	√	
c) Accredit the international programs by national and international agencies.	√	√
d) Publicize the accreditation status of international programs.	√	
e) Conduct feedback from employers, students and alumni about the effectiveness of curriculum.		√

Table 71 shows the information collected from interviewing the policymakers and administrators about national and university policy, goals, and context of internationalization in higher education and the curriculum of master degree of education management. Eventually, while the data collected from the policymakers and administrators focus mostly on national/university policy and strategy, the data from instructors mention about current context and expected international curriculum of master degree of education management. There are many similar opinions between the interviewed groups, relating to policy, goals, reasons, learning outcomes, strategies and evaluation of the international curriculum. On the other hand, each group has their own private opinions about the causes and expectations about internationalization of the curriculum as explained in the above tables and paragraphs.

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The questionnaires to instructors were collected and analyzed by SPSS. All data were arranged into three mainly sections; (1) demographic information, (2) opinions about the current state and need of master degree of education management in Vietnam higher education institutions and (3) and additional comments.

The following table shows the demographical data of the sample of instructors in the five Vietnam higher education institutions.

3.1. Demographic information

Table 72: Demographic Information of Instructors

Demographic information		Frequency (N=67)	Percentage (100%)
1. Gender	Male	32	47.8
	Female	35	52.2
2. Faculty	Education	12	17.9
	Education Management	43	64.2
	Psychological Education	12	17.9
3. Institution	1. National Academy of Education Management	19	28.4
	2. University of Education	9	13.4
	3. University of Social Sciences and Humanities	10	14.9
	4. HCM University of Education	10	14.9
	5. Hue University	19	28.4
4. Positions in the Institution	Dean	2	3.0
	Vice Dean	7	10.4
	Head of Department	4	6.0
	Deputy Head of Department	1	1.5
	Instructor	53	79.1
5. Working years	1-5 years	12	17.9
	6-10 years	13	19.4
	11-15 years	16	23.9
	More than 15 years	26	38.8
6. Highest Degree	Bachelor	1	1.5
	Master	29	43.3
	Ph.D.	37	55. 2

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As illustrated in the table, 52.2 % of the sample is female, 64.2 % of them were in department of education management. The majority of participants are full time instructors (79.1%), in which there are 20.9% of participants are both instructors and administrators such as dean, vice dean, head of department, and deputy head of department. More than one-third of them have more than 15 years in teaching (38.8%) and 55.2 % of instructors hold Ph.D. degree.

3.2 Opinions about the current state and need of master degree of education management in Vietnam higher education institutions

Results from surveying opinions of instructors on the current state and need of master degree of education management in Vietnam higher education institutions were reported in table as follows.

Table 73: Opinions of instructors on the current state and need of master degree of education management in Vietnam higher education institutions.

Part II: Opinions	**Current situation**			**Expected situation**			PNI	Rank
	$\bar{X}$	**S.D**	**Meaning of scale**	**$\bar{X}$**	**S.D**	**Meaning of scale**		
1.Vision and Mission								
1.1. Vision and Mission of your Institution								
1.1a. Vision of your Institution 1.1.1. To be a leading university in Education, meeting national and international quality standards (Vision).	3.67	0.97	High	4.47	0.56	High	0.22	2
1.1.2. To be an innovative global leader in education and research (Vision).	3.28	0.93	Moderate	4.13	0.77	High	0.26	1
Total	**3.47**		**Moderate**	**4.3**		**High**	**0.23**	**4**
1.1b. Mission of your Institution 1.1.3. To create, disseminate, preserve and apply knowledge for the betterment of global society (Mission).	3.38	0.95	Moderate	4.15	0.83	High	0.23	1
1.1.4. To foster innovation, enterprise, discovery and lifelong learning in the globalization of education (Mission).	3.45	0.97	Moderate	4.24	0.75	High	0.23	1
1.1.5. To serve for the national development in international integration and globalization (Mission).	3.82	0.96	High	4.55	0.57	Very high	0.19	**3**
Total	**3.55**		**High**	**4.31**		**High**	**0.22**	**5**

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Part II: Opinions	**Current situation**			**Expected situation**			PNI	Rank
	$\bar{X}$	**S.D**	**Meaning of scale**	**$\bar{X}$**	**S.D**	**Meaning of scale**		
1.2. Vision and Mission of your Faculty of Education								
1.2a. Vision of your Faculty of Education 1.2.1. To be a distinctive educational institution in the era of globalization (Vision)	3.80	0.93	High	4.22	0.65	High	0.11	2
To be committed to offering educational services to society as the most important responsibility (Vision).	3.87	0.74	High	4.49	0.60	High	0.16	1
Total	**3.83**		**High**	**4.35**		**High**	**0.13**	**15**
1.2b. Mission of your Faculty of Education 1.2.3. To develop leadership skills for students to lead organizations and initiatives in the 21st Century (Mission).	3.60	0.86	High	4.25	0.68	High	0.18	2
1.2.4. To develop graduates with the international and intercultural capacity to inspire and improve individual learning outcomes, outstanding quality postgraduate studies for professionals (Mission).	3.47	0.92	Moderate	4.21	0.69	High	0.21	1
1.2.5. To develop future generations of scholars, teachers, information professionals, and institutional leaders (Mission).	3.67	0.85	High	4.25	0.70	High	0.16	3
Total	**3.58**		**High**	**4.23**		**High**	**0.18**	**13**
2. Goals, Objectives of an international curriculum in Education Management (Master Degree)								
2.1. Prepare graduates to work and live in a global society.	3.65	0.97	High	4.37	0.66	High	0.20	3
2.2. Equip students the organizational management skills and policy background to develop education systems, with a global perspective.	3.59	0.85	High	4.19	0.83	High	0.17	4

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Part II: Opinions	**Current situation**			**Expected situation**			PNI	Rank
	$\bar{X}$	**S.D**	**Meaning of scale**	**$\bar{X}$**	**S.D**	**Meaning of scale**		
2.3. Equip graduates with transformational leadership skills for 21st century leaders the social and cultural diversity setting.	3.40	0.83	Moderate	4.29	0.69	High	0.26	2
2.4. Encourage students to use knowledge, diverse cultural frames of reference in education to think critically and solve problems.	3.71	0.92	High	4.36	0.73	High	0.17	4
2.5. Equip graduates with international perspectives and competences to take job on in a global environment.	3.29	0.87	Moderate	4.18	0.76	High	0.27	1
Total	**3.53**		**High**	**4.28**		**High**	**0.21**	**8**
3.Expected learning outcomes of an international curriculum in Education Management (Master Degree)								
3.1. Knowledge								
3.1.1. Apply advanced local, international and intercultural knowledge of contemporary management issues and challenges in relation to education.	3.62	1.01	High	4.31	0.68	High	0.19	4
3.1.2. Apply the latest research findings in the aspects of Education Management studied.	3.59	0.84	High	4.34	0.76	High	0.21	1
3.1.3. Demonstrate contemporary knowledge in educational reform, leadership, entrepreneurship in education, education change, educational organizations, assessment and quality, and school management.	3.63	0.86	High	4.36	0.76	High	0.20	2
3.1.4. Demonstrate knowledge of the interrelatedness of local and international issues, trends and systems in education.	3.62	0.89	High	4.34	0.64	High	0.20	2

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Part II: Opinions	**Current situation**			**Expected situation**			PNI	Rank
	$\bar{X}$	**S.D**	**Meaning of scale**	**$\bar{X}$**	**S.D**	**Meaning of scale**		
3.1.5. Demonstrate knowledge of university autonomy and social responsibility in the context of international integration.	3.55	0.86	High	4.06	0.79	High	0.15	5
Total	**3.60**	**High**		**4.28**		**High**	**0.19**	**12**
3. 2. Skills								
3.2.1. Ability to conduct a multi-perspectives analysis in education management issues.	3.44	0.91	Moderate	4.21	0.83	High	0.22	3
3.2.2. Ability to generate and evaluate complex ideas, concepts and models related to educational leadership and management issues in the local and global context.	3.52	0.95	High	4.20	0.75	High	0.19	4
3.2.3. Ability to conduct a substantial research based project related to educational leadership from a variety of different perspectives.	3.50	0.86	High	4.35	0.73	High	0.24	1
3.2.4. Ability to demonstrate creativity and critical thinking in tackling challenges related to educational leadership and management issues in local and global educational setting.	3.48	0.88	Moderate	4.28	0.74	High	0.23	2
3.2.5. Ability to interact and collaborate with others effectively, including in teams, in the work place and in culturally diverse context.	3.80	0.80	High	4.40	0.70	High	0.16	5
Total	**3.55**		**High**	**4.29**		**High**	**0.21**	**8**

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Part II: Opinions	Current situation			Expected situation			PNI	Rank
	$\bar{X}$	S.D	Meaning of scale	$\bar{X}$	S.D	Meaning of scale		
3.3. Attitudes								
3.3.1. Demonstrate an appreciation of professional responsibilities and ethical principles associated with educational organizations in local and global context.	3.85	1.00	High	4.53	0.73	Very High	0.18	3
3.3.2. Demonstrate a willingness to engage in local, global, international and intercultural problem solving in education management setting.	3.70	1.02	High	4.28	0.88	High	0.16	4
3.3.3. Demonstrate appreciation and respect for the values and knowledge's of local and other cultures in their perspectives.	3.77	1.08	High	4.22	0.89	High	0.12	5
3.3.4. Demonstrate an understanding of multicultural perspectives to seek out international/intercultural opportunities in personal and professional development.	3.48	1.07	Moderate	4.30	0.87	High	0.23	2
3.3.5. Ability to understand and respect interdependence of work and life in a globalized world.	3.52	1.12	High	4.35	0.83	High	0.24	1
Total	**3.67**		**High**	**4.33**		**High**	**0.18**	**13**
4. Program Structure of an international curriculum in Education Management (Master Degree)								
4.1. The curriculum of the program is developed with reference to the need of the stakeholders, national qualifications framework and development trends of education management in a global setting.	3.82	0.97	High	4.37	0.73	High	0.14	5

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Part II: Opinions	**Current situation**			**Expected situation**			PNI	Rank
	$\bar{X}$	**S.D**	**Meaning of scale**	**$\bar{X}$**	**S.D**	**Meaning of scale**		
4.2. The curriculum adequately addresses the international dimension of the program through its contents, English/international languages and learning opportunities such as regional or international exchanges, internships, study trips, collaborative research and evaluation in education and a dissertation.	3.45	0.92	Moderate	4.27	0.78	High	0.24	2
4.3. The curriculum is structured and flexible to allow students to pursue different areas of specialization to meet their need and interests.	3.47	0.91	Moderate	4.22	0.75	High	0.22	3
4.4. This is an interdisciplinary program drawing on policy, sociology, political science, economics, history and contemporary policy-making, which acknowledges the 'problem solving' appeal of education management in both national and global contexts.	3.17	1.11	Moderate	4.09	0.83	High	0.29	1
4.5. The curriculum, teaching and learning methods and student assessment are constructively aligned to achieve its intended vision and mission, goals/objectives and expected learning outcomes.	3.62	0.93	High	4.36	0.74	High	0.21	4
Total	**3.50**		**High**	**4.26**		**High**	**0.22**	**5**

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Part II: Opinions	**Current situation**			**Expected situation**			PNI	Rank
	$\bar{X}$	**S.D**	**Meaning of scale**	**$\bar{X}$**	**S.D**	**Meaning of scale**		
5. Learning Experiences and Instruction of an international curriculum in Education Management (Master Degree)								
5.1. Instructor encourages critical thinking of students through independent study and field experience.	3.83	0.76	High	4.36	0.82	High	0.14	5
5.2. Instructor applies peer teaching and working in groups to develop student's international and intercultural competences.	3.54	1.05	High	4.41	0.75	High	0.25	2
5.3. Instructor provides complex problems and challenges facing local and international public education in his/her subject.	3.55	0.92	High	4.16	0.86	High	0.17	4
5.4. Instructor offers internships/ placements opportunities for students in international or intercultural agencies.	3.30	0.95	Moderate	4.13	0.81	High	0.25	2
5.5. Instructor uses e-learning platform including learning management system, online courses, websites, electronic links and networks, social media etc. to complement his/her teaching.	3.16	1.00	Moderate	4.16	0.92	High	0.32	1
Total	**3.48**		**Moderate**	**4.24**		**High**	**0.22**	**5**
6. Assessment of student of an international curriculum in Education Management (Master Degree)								
6.1. Instructor provides assessment feedback to students on their performance to improve learning.	3.58		High	4.16	0.81	High	0.16	4
6.2. Instructor assesses student's ability to gather and apply knowledge in and across disciplines in a global context.	3.51	0.97	High	4.17	0.79	High	0.19	3

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Part II: Opinions	Current situation			Expected situation			PNI	Rank
	$\bar{X}$	S.D	Meaning of scale	$\bar{X}$	S.D	Meaning of scale		
6.3. Instructor uses reflective written task such as report writing or word assignment to reflect students' progress of international and intercultural knowledge, skills and attitudes.	3.47	0.93	Moderate	3.98	0.89	High	0.15	5
6.4. Instructor uses the percentage of student's attendance at courses, tutorials, seminars and workshops relevant to international events and topics as part of student assessment.	3.19	0.93	Moderate	3.91	0.83	High	0.22	2
6.5. Instructor focuses on students abilities to communicate, negotiate, problem solving in a range of international and intercultural situation.	3.25	0.96	Moderate	4.09	0.81	High	0.26	1
Total	**3.40**	**1.05**	**Moderate**	**4.06**		**High**	**0.20**	**11**
7.Instructor's quality and international experience of an international curriculum in Education Management (Master Degree)								
7.1. Instructor actively engages in professional associations at local and international level.	3.30	0.95	Moderate	4.00	0.84	High	0.21	4
7.2. Instructor achieves high quality, high impact research projects in education management issues.	3.20	0.88	Moderate	4.03	0.92	High	0.26	1
7.3. Instructor develops international and intercultural perspectives during their overseas study or work.	3.33	0.88	Moderate	4.08	0.87	High	0.22	3
7.4. Instructor is author of local and international journals, book chapters, conference papers, and projects.	3.59	0.84	High	4.29	0.81	High	0.19	5

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Part II: Opinions	**Current situation**			**Expected situation**			PNI	Rank
	$\bar{X}$	**S.D**	**Meaning of scale**	**$\bar{X}$**	**S.D**	**Meaning of scale**		
7.5. Instructor has influential voices in organizational management, public policy and education reform.	3.49	0.88	Moderate	4.32	0.80	High	0.24	2
7.6. Instructor seeks continuing education and training to stay up to-date on new developments as well as for professional development.	3.62	0.83	High	4.16	0.93	High	0.15	6
Total	**3.42**		**Moderate**	**4.15**		**High**	**0.21**	**8**
8.Student services and Learning Resources of an international curriculum in Education Management (Master Degree)								
8.1. The university provides pre-arrival information packages including web-based information and orientation activities for students.	3.53	1.02	High	4.28	0.86	High	0.21	6
8.2. The university offers extra-curriculum for students such as pre-sessional English and pre-master's academic preparation courses.	3.20	1.03	Moderate	4.06	1.03	High	0.27	3
8.3. The university provides supportive learning and social spaces for local and international students.	3.20	0.91	Moderate	4.06	0.93	High	0.27	3
8.4. The university provides and supports for on-campus activities such as cultural events, international education week, and international friendship club for local and international students.	3.24	1.10	Moderate	4.03	0.97	High	0.24	5
8.5. The university provides counseling and guidance to support local and international students.	3.20	1.01	Moderate	4.09	0.96	High	0.28	2

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Part II: Opinions	Current situation			Expected situation			PNI	Rank
	$\bar{X}$	S.D	Meaning of scale	$\bar{X}$	S.D	Meaning of scale		
8.6. The university provides inbound and outbound students going for overseas internships or exchange programs.	3.13	1.13	Moderate	4.03	0.95	High	0.29	1
Total	**3.25**		**Moderate**	**4.09**		**High**	**0.26**	**3**
9. Strategy of an international curriculum in Education Management (Master Degree)								
9.1. The university/ faculty invests in strategic partnerships with world-class institutions.	3.34	1.08	Moderate	4.13	0.87	High	0.24	5
9.2. The university/ faculty enhances the cooperation with local and international organizations.	3.35	0.98	Moderate	4.16	0.82	High	0.24	5
9.3. The university/ faculty develops international and intercultural competences for academic and support staffs.	3.22	0.99	Moderate	4.14	0.77	High	0.29	2
9.4. The university/ faculty requires the integration of international languages into existing disciplines.	3.31	1.09	Moderate	4.23	0.79	High	0.28	4
9.5. The university/ faculty offers financial incentives to propose internationalization strategy and plans.	2.85	1.11	Moderate	4.17	0.92	High	0.47	1
9.6. The university promotes and encourages faculty to carry out collaborative research with other local and overseas organizations and universities.	3.19	1.05	Moderate	4.13	0.98	High	0.29	2
Total	**3.21**		**Moderate**	**4.16**		**High**	**0.30**	**1**

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Part II: Opinions	Current situation			Expected situation			PNI	Rank
	$\bar{X}$	S.D	Meaning of scale	$\bar{X}$	S.D	Meaning of scale		
10. Program Evaluation of an international curriculum in Education Management (Master Degree)								
10.1. The university/ faculty develops a plan for internal audit of the Education Management (Master Degree) curriculum.	3.45	1.10	Moderate	4.27	0.81	High	0.24	5
10.2. The university/ faculty develops a plan for external audit of the Education Management (Master Degree) curriculum by international experts or agencies.	3.19	1.00	Moderate	4.27	0.85	High	0.34	1
10.3. The university/ faculty has a system /mechanism to assure the quality of international curriculum in Education Management (Master Degree).	3.22	1.08	Moderate	4.24	0.88	High	0.32	2
10.4. The university uses key performance indicators to measure the outcomes or achievements of the international curriculum in Education Management (Master Degree).	3.27	1.14	Moderate	4.15	0.83	High	0.27	3
10.5. The university/ faculty uses the results of curricular auditing to improve quality of international curriculum in Education Management (Master Degree).	3.30	1.01	Moderate	4.18	0.80	High	0.27	3
Total	**3.29**		**Moderate**	**4.22**		**High**	**0.29**	**2**
Total	**3.47**		**Moderate**	**4.23**		**High**	**0.22**	

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From table 73, it was found that the total mean of current situation of international curriculum for master degree of education management in Vietnam Higher Education is moderate ($\bar{X}$ = 3.47). The highest mean of current situation is about vision of faculty ($\bar{X}$ = 3.83), next is the attitude of the expected outcomes ($\bar{X}$= 3.67), the lowest mean belongs to strategy of an international curriculum in management ($\bar{X}$= 3.21).

The total mean of expected situation of international curriculum for master degree of education management in Vietnam Higher Education is high ($\bar{X}$= 4.25). The highest mean of expected situation is about the attitude of the expected learning outcomes ($\bar{X}$ = 4.33). Next is the vision and mission of faculty ($\bar{X}$ = 4.31), the lowest mean belongs to assessment of student of an international curriculum in education management ($\bar{X}$ = 4.06).

The following paragraphs show the results of current and expected situation from the survey of instructors.

Vision and mission of the institution

Vision of the institution

The total mean of current situation of vision of institution is high ($\bar{X}$= 3.47). The highest choice of the vision is “to be a leading university in education, meeting national and international quality” ($\bar{X}$ = 3.67), next is “to be an innovative global leader in education research” ($\bar{X}$ = 3.28).

The total mean of expected situation of vision of institution is high ($\bar{X}$ = 4.30). The highest choice of the university vision is “to be a leading university in education, meeting national and international quality standards ($\bar{X}$ = 4.47), next is “to be an innovative global leader in research ($\bar{X}$= 4.13).

Mission of institution

The total mean of current situation of mission of institution is high (($\bar{x}$ = 3.55). The highest choice of the current university mission is “to serve for the national development in international integration and globalization” ($\bar{X}$ = 3.82),

next is "to foster innovation, enterprise, discovery and lifelong learning in the globalization of education" ($\bar{X}$= 3.45). The lowest choice is "to create, disseminate, preserve and apply knowledge for the betterment of global society" ($\bar{X}$ = 3.38).

The total mean of expected situation of mission of institution is high ($\bar{X}$ = 4.31). The highest choice of the expected university mission is "to serve for the national development in international integration and globalization" ($\bar{X}$ = 4.55), next is "to foster innovation, enterprise, discovery and lifelong learning in the globalization of education" ($\bar{X}$ = 4.24). The lowest choice is "to create, disseminate, preserve and apply knowledge for the betterment of global society" ($\bar{X}$ = 4.15).

Vision and mission of faculty of education

Vision of faculty of education

The total mean of current situation of vision of faculty of education is high ($\bar{X}$ = 3.83). The highest choice of the faculty vision is "to be committed to offering educational services to society as the most important responsibility" ($\bar{X}$ = 3.87), next is "to be a distinctive educational institution in the era of globalization" ($\bar{X}$ = 3.80).

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The total mean of expected situation of vision of faculty of education is high ($\bar{X}$ = 4.35). The highest choice of the faculty vision is "to be committed to offering educational services to society as the most important responsibility" ($\bar{X}$ = 4.49), next is "to be a distinctive educational institution in the era of globalization" ($\bar{X}$ = 4.22).

Mission of faculty of education

The total mean of current situation of mission of faculty of education is high ($\bar{x}$ = 3.58). The highest choice of the faculty mission is "to develop future generations of scholars, teachers, information professionals, and institutional leaders" ($\bar{X}$= 3.67), next is "to develop leadership skills for students to lead organizations and initiatives in the 21st century" ($\bar{X}$ = 3.60). The lowest choice

is “to develop graduates with the international and intercultural capacity to inspire and improve individual learning outcomes, outstanding quality postgraduate studies for professionals”($\bar{X}$ = 3.47).

The total mean of expected situation of mission of faculty of education is high ($\bar{X}$ = 4.23). The highest choice of the faculty mission is “to develop future generations of scholars, teachers, information professionals, and institutional leaders” and “to develop leadership skills for students to lead organizations and initiatives in the 21st century” ($\bar{X}$ = 4.25). The lowest choice is “to develop graduates with the international and intercultural capacity to inspire and improve individual learning outcomes, outstanding quality postgraduate studies for professionals”($\bar{X}$ = 4.21).

Goals, objectives of an international curriculum in education management (master degree)

The total mean of current situation of goals, objectives of an international curriculum in education management (master degree) is high ($\bar{X}$ = 3.53). The highest choice is “encourage students to use knowledge, diverse cultural frames of reference in education to think critically and solve problems.” ($\bar{X}$ = 3.71). Next is “prepare graduates to work and live in a global society.” ($\bar{X}$= 3.65). The lowest choice is “equip graduates with international perspectives and competences to take job on in a global environment”($\bar{X}$ = 3.29).

The total mean of expected situation of goals, objectives of an international curriculum in education management (master degree) is high ($\bar{X}$= 4.28). The highest choice is “prepare graduates to work and live in a global society” ($\bar{X}$ = 4.37). Next is “encourage students to use knowledge, diverse cultural frames of reference in education to think critically and solve problems.” ($\bar{X}$ = 4.36). The lowest choice is “equip graduates with international perspectives and competences to take job on in a global environment” ($\bar{X}$ = 4.18).

Expected learning outcomes of an international curriculum in education management (master degree)

Knowledge

The total mean of current situation of knowledge of an international curriculum in education management (master degree) is high ($\bar{X}$ = 3.60). The highest choice is “demonstrate contemporary knowledge in education reform, leadership, entrepreneurship in education, educational change, education organizations, assessment and quality, and school management.” ($\bar{X}$ = 3.63). Next is “apply advanced local, international and intercultural knowledge of contemporary management issues and challenges in relation to education” and “demonstrate knowledge of the interrelatedness of local and international issues, trends and systems in education” ($\bar{X}$= 3.62). The lowest choice is “demonstrate knowledge of university autonomy and social responsibility in the context of international integration”($\bar{X}$ = 3.55).

The total mean of expected situation of knowledge of an international curriculum in education management (master degree) is high ($\bar{X}$ = 4.28). The highest choice is “demonstrate contemporary knowledge in educational reform, leadership, entrepreneurship in education, educational change, education organizations, assessment and quality, and school management.” ($\bar{X}$ = 4.36). Next is “apply the latest research findings in the aspects of education management studied.” and “demonstrate knowledge of the interrelatedness of local and international issues, trends and systems in education” ($\bar{X}$= 4.34). The lowest choice is “demonstrate knowledge of university autonomy and social responsibility in the context of international integration”($\bar{X}$ = 4.06).

Skills

The total mean of current situation of skills of an international curriculum in education management (master degree) is high ($\bar{X}$ = 3.55). The highest choice is “ability to interact and collaborate with others effectively, including in teams, in the work place and in culturally diverse context” ($\bar{X}$ =

3.80). Next is “ability to generate and evaluate complex ideas, concepts and models related to educational leadership and management issues in the local and global context.” ($\bar{X}$= 3.52). The lowest choice is “ability to conduct a multi-perspectives analysis in education management issues ”($\bar{X}$ = 3.44).

The total mean of expected situation of skills of an international curriculum in education management (master degree) is high ($\bar{X}$ = 4.29). The highest choice is “ability to interact and collaborate with others effectively, including in teams, in the work place and in culturally diverse context” ($\bar{X}$ = 4.40). Next is “ability to conduct a substantial research based project related to educational leadership from a variety of different perspectives” ($\bar{X}$= 4.35). The lowest choice is “ability to generate and evaluate complex ideas, concepts and models related to educational leadership and management issues in the local and global context” ($\bar{X}$ = 4.20).

Attitudes

The total mean of current situation of attitudes of an international curriculum in education management (master degree) is high ($\bar{X}$ = 3.67). The highest choice is “demonstrate an appreciation of professional responsibilities and ethical principles associated with educational organizations in local and global context” ($\bar{X}$ = 3.85). Next is “demonstrate appreciation and respect for the values and knowledge's of local and other cultures in their perspectives” ($\bar{X}$= 3.77). The lowest choice is “demonstrate an understanding of multicultural perspectives to seek out international/intercultural opportunities in personal and professional development ”($\bar{X}$ = 3.48).

The total mean of expected situation of attitudes of an international curriculum in education management (master degree) is high ($\bar{X}$ = 4.33). The highest choice is “demonstrate an appreciation of professional responsibilities and ethical principles associated with educational organizations in local and global context” ($\bar{X}$ = 4.53). Next is “ability to understand and respect interdependence of work and life in a globalized world” ($\bar{X}$= 4.35). The lowest

choice is “demonstrate appreciation and respect for the values and knowledge's of local and other cultures in their perspectives” ($\bar{X}$ = 4.22).

Program structure of an international curriculum in education management (master degree)

The total mean of current situation of program structure of an international curriculum in education management (master degree) is high ($\bar{X}$ = 3.50). The highest choice is “the curriculum of the program is developed with reference to the need of the stakeholders, national qualifications framework and development trends of education management in a global setting.” ($\bar{X}$ = 3.82). Next is “the curriculum, teaching and learning methods and student assessment are constructively aligned to achieve its intended vision and mission, goals/objectives and expected learning outcomes” ($\bar{X}$= 3.62). The lowest choice is “this is an interdisciplinary program drawing on policy, sociology, political science, economics, history and contemporary policy-making, which acknowledges the 'problem solving' appeal of education management in both national and global contexts” ($\bar{X}$ = 3.17).

The total mean of expected situation of program structure of an international curriculum in education management (master degree) is high ($\bar{X}$ = 4.26). The highest choice is “the curriculum of the program is developed with reference to the need of the stakeholders, national qualifications framework and development trends of education management in a global setting.” ($\bar{X}$ = 4.37). Next is “the curriculum, teaching and learning methods and student assessment are constructively aligned to achieve its intended vision and mission, goals/objectives and expected learning outcomes” ($\bar{X}$= 4.36). The lowest choice is “this is an interdisciplinary program drawing on policy, sociology, political science, economics, history and contemporary policy-making, which acknowledges the 'problem solving' appeal of education management in both national and global contexts” ($\bar{X}$ = 4.09).

Learning experiences and instruction of an international curriculum in education management (master degree)

The total mean of current situation of learning experience and instruction of an international curriculum in education management (master degree) is high ($\bar{X}$ = 3.48). The highest choice is “instructor encourages critical thinking of students through independent study and field experience” ($\bar{X}$ = 3.83). Next is “instructor provides complex problems and challenges facing local and international public education in his/her subject.” ($\bar{X}$= 3.55). The lowest choice is “instructor uses e-learning platform including learning management system, online courses, websites, electronic links and networks, social media etc. to complement his/her teaching” ($\bar{X}$ = 3.16).

The total mean of expected situation of learning experience and instruction of an international curriculum in education management (master degree) is high ($\bar{X}$ = 4.24). The highest choice is “instructor applies peer teaching and working in groups to develop student's international and intercultural competences.” ($\bar{X}$ = 4.41). Next is “instructor encourages critical thinking of students through independent study and field experience.” ($\bar{X}$= 4.36). The lowest choice is “instructor uses e-learning platform including learning management system, online courses, websites, electronic links and networks, social media etc. to complement his/her teaching” and “instructor provides complex problems and challenges facing local and international public education in his/her subject” ($\bar{X}$ = 4.16).

Assessment of student of an international curriculum in education management (master degree)

The total mean of current situation of assessment of student of an international curriculum in education management (master degree) is moderate ($\bar{X}$ = 3.40). The highest choice is “instructor provides assessment feedback to students on their performance to improve learning” ($\bar{X}$ = 3.58). Next is

“instructor assesses student's ability to gather and apply knowledge in and across disciplines in a global context” ($\bar{X}$= 3.51). The lowest choice is “instructor uses the percentage of student's attendance at courses, tutorials, seminars and workshops relevant to international events and topics as part of student assessment” ($\bar{X}$ = 3.19).

The total mean of expected situation of assessment of student of an international curriculum in education management (master degree) is high ($\bar{X}$ = 4.06). The highest choice is “instructor assesses student's ability to gather and apply knowledge in and across disciplines in a global context” ($\bar{X}$= 4.17). Next is “instructor provides assessment feedback to students on their performance to improve learning” ($\bar{X}$= 4.16). The lowest choice is “instructor uses the percentage of student's attendance at courses, tutorials, seminars and workshops relevant to international events and topics as part of student assessment” ($\bar{X}$ = 3.91).

Instructor’s quality and international experience of an international curriculum in education management (master degree)

The total mean of current situation of instructor’s quality and international experience of an international curriculum in education management (master degree) is moderate ($\bar{X}$ = 3.42). The highest choice is “instructor seeks continuing education and training to stay up to-date on new developments as well as for professional development” ($\bar{X}$ = 3.62). Next is “instructor is author of local and international journals, book chapters, conference papers, and projects” ($\bar{X}$= 3.59). The lowest choice is “instructor achieves high quality, high impact research projects in education management issues” ($\bar{X}$ = 3.20).

The total mean of expected situation of instructor's quality and international experience of an international curriculum in education management (master degree) is high ($\bar{X}$ = 4.15). The highest choice is "instructor has influential voices in organizational management, public policy and education reform" ($\bar{X}$ = 4.32). Next is "instructor is author of local and international journals, book chapters, conference papers, and projects" ($\bar{X}$= 4.29). The lowest choice is "instructor actively engages in professional associations at local and international level" ($\bar{X}$ = 4.00).

Student service and learning resources of an international curriculum in education management (master degree)

The total mean of current situation of student service and learning resources of an international curriculum in education management (master degree) is moderate ($\bar{X}$ = 3.25). The highest choice is "the university provides pre-arrival information packages including web-based information and orientation activities for students" ($\bar{X}$ = 3.53). Next is "the university provides and supports for on-campus activities such as cultural events, international education week, and international friendship club for local and international students." ($\bar{X}$= 3.24). The lowest choice is "the university provides and supports for on-campus activities such as cultural events, international education week, and international friendship club for local and international students" and "the university provides inbound and outbound students going for overseas internships or exchange programs." ($\bar{X}$ = 3.13).

The total mean of expected situation of student service and learning resources of an international curriculum in education management (master degree) is high ($\bar{X}$ = 4.09). The highest choice is "the university provides pre-arrival information packages including web-based information and orientation activities for students" ($\bar{X}$ = 4.28). Next is "the university provides counseling and guidance to support local and international students." ($\bar{X}$= 4.09). The

lowest choice is “the university provides inbound and outbound students going for overseas internships or exchange programs.” ($\bar{X}$ = 4.03)

Strategy of an international curriculum in education management (master degree)

The total mean of current situation of strategy of an international curriculum in education management (master degree) is moderate ($\bar{X}$ = 3.21). The highest choice is “the university/ faculty enhances the cooperation with local and international organizations.” ($\bar{X}$ = 3.35). Next is “the university/ faculty invests in strategic partnerships with world-class institutions” ($\bar{X}$= 3.34). The lowest choice is “the university promotes and encourages faculty to carry out collaborative research with other local and overseas organizations and universities” ($\bar{X}$ = 3.19).

The total mean of expected situation of strategy of an international curriculum in education management (master degree) is high ($\bar{X}$ = 4.16). The highest choice is “the university/ faculty requires the integration of international languages into existing disciplines” ($\bar{X}$ = 4.23). Next is “the university/ faculty offers financial incentives to propose internationalization strategy and plans” ($\bar{X}$= 4.17). The lowest choice is “the university promotes and encourages faculty to carry out collaborative research with other local and overseas organizations and universities” and “the university/ faculty invests in strategic partnerships with world-class institutions” ($\bar{X}$ = 4.13).

Program evaluation of an international curriculum in education management (master degree)

The total mean of current situation of program evaluation of an international curriculum in education management (master degree) is moderate ($\bar{X}$ = 3.29). The highest choice is “the university/ faculty develops a plan for internal audit of the Education Management curriculum” ($\bar{X}$ = 3.45). Next is “the university/ faculty uses the results of curricular auditing to improve quality of international curriculum in Education Management ($\bar{X}$= 3.30). The lowest choice is “the university/ faculty develops a plan for external audit of the Education Management (Master Degree) curriculum by international experts or agencies” ($\bar{X}$ = 3.19).

The total mean of expected situation of program evaluation of an international curriculum in education management (master degree) is high ($\bar{X}$ = 4.22). The highest choice is “the university/ faculty develops a plan for internal audit of the Education Management curriculum” and “the university/ faculty develops a plan for external audit of the Education Management (Master Degree) curriculum by international experts or agencies” ($\bar{X}$ = 4.27). Next is “the university/ faculty has a system /mechanism to assure the quality of international curriculum in Education Management” ($\bar{X}$= 4.24). The lowest choice is “the university uses key performance indicators to measure the outcomes or achievements of the international curriculum in Education Management” ($\bar{X}$ = 4.15).

The means of current and expected situation of each component are displayed in following figure.

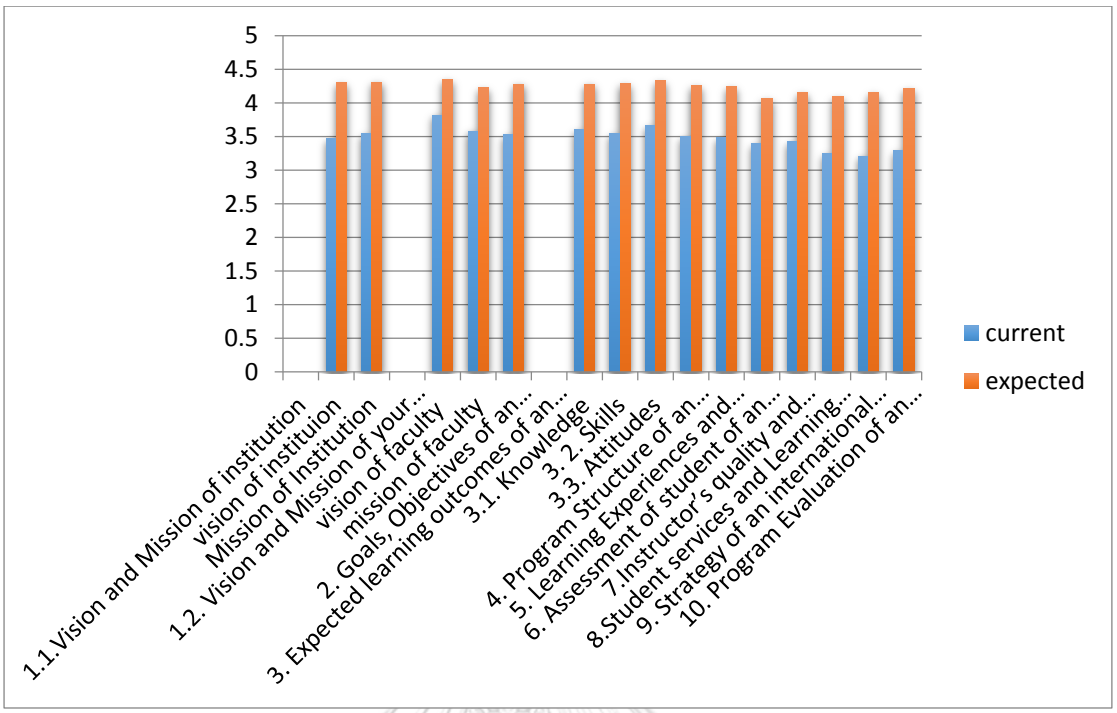

Figure 11: Instructors' Opinions about Current State and Expected Situation of International Curriculum in Education Management

3.3 Need assessment analysis

To survey the need of instructors about internationalization of curriculum of master degree of education management in Vietnam higher education institution, the PNI modified (Modified Priority Need Index) is applied to find the differences between the desirable status and current status to determine the real level of the need of an international curriculum of education management in Vietnam. The formulation for PNI modified is as follows: PNI modified = (I-D)/D.

According to Table 74, the range index of an international curriculum of education management (master degree) in Vietnam higher education was between 0.13 – 0.30, in which the average of index is about 0.22.

In terms of the criteria defined and the average of PNI modified, there are six following dimensions to support for an international curriculum management model of education management (master degree). They are the strategy of an international curriculum (PNI modified = 0.30), program evaluation of an international curriculum (PNI modified = 0.29), student services and learning resources (PNI modified = 0.26), vision of institution (PNI modified = 0.23), learning experience and instructions and program structure of an international curriculum (PNI modified = 0.22). The dimensions are displayed in figure 12 below.

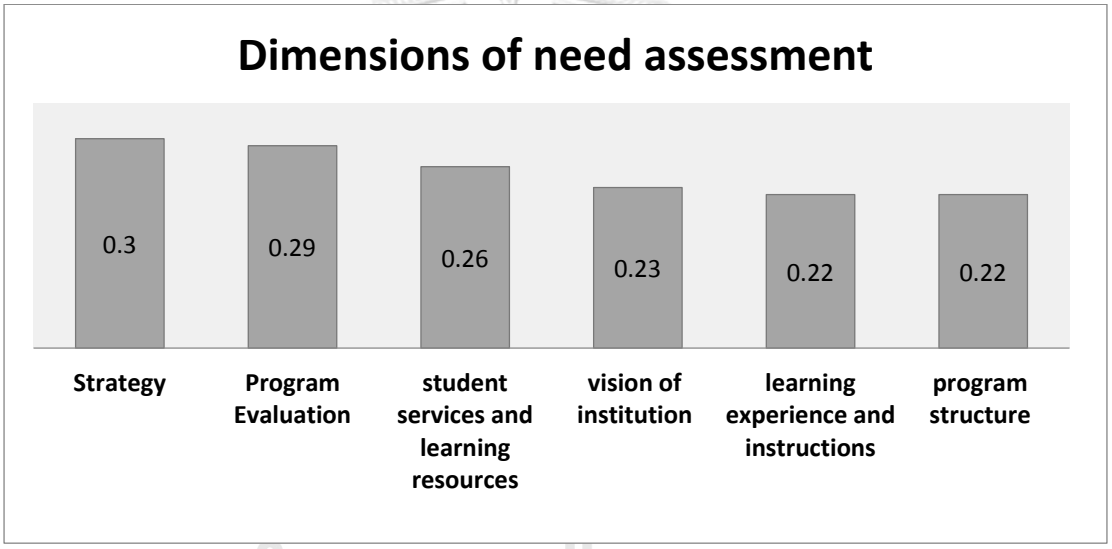

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Figure 12: PNI Modified of International Curriculum of Education Management

The following paragraphs are presented based on the ranking of PNI modified.

Dimension 1: Strategy of an international curriculum in Education Management

The range index of strategy of an international curriculum of education management (master degree) in Vietnam higher education was between 0.24 – 0.47, in which the average of index is 0.30.

The first ranking of this dimension is about “the university/faculty offers financial incentives to propose internationalization strategy and plans” (PNI modified = 0.47). The second ranking is on “the university/ faculty develops international and intercultural competencies for academic and support staff” and “ “the university promotes and encourages faculty to carry out collaborative research with other local and overseas organizations and universities” (PNI modified = 0.29). The fourth ranking is “the university/ faculty requires the integration of international languages into existing disciplines” (PNI modified = 0.28). The fifth ranking is “the university/ faculty invests in strategic partnerships with world-class institutions” and “the university/ faculty enhances the cooperation with local and international organizations” (PNI modified = 0.24).

Dimension 2: Program evaluation of an international curriculum in Education Management

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The range index of program evaluation of an international curriculum in education management (master degree) in Vietnam higher education was between 0.24 – 0.34, in which the average of index is 0.29.

The first ranking of this dimension is about “the university/ faculty develops a plan for external audit the Education Management (Master Degree) curriculum by international experts or agencies” (PNI modified = 0.34). The second ranking is on “the university/ faculty has a system /mechanism to assure the quality of international curriculum in education management” (PNI modified = 0.32). The third ranking is “the university uses key performance

indicators to measure the outcomes or achievements of the international curriculum in Education Management" and "the university/ faculty uses the results of curricular auditing to improve quality of international curriculum in education management" (PNI modified = 0.27). The fifth ranking is "the university/ faculty develops a plan for internal audit of the education management curriculum" (PNI modified = 0.24).

Dimension 3: Student services and learning resources of an international curriculum in Education Management

The range index of student services and learning resources of an international curriculum in Education Management (master degree) in Vietnam higher education was between 0.21 – 0.29, in which the average of index is 0.26.

The first ranking of this dimension is about "the university provides inbound and outbound students going for overseas internships or exchange programs." (PNI modified = 0.29). The second ranking is on "the university provides counseling and guidance to support local and international students" (PNI modified = 0.28). The third ranking is "the university offers extra-curriculum for students such as pre-sessional English and pre-master's academic preparation courses" and "The university provides supportive learning and social spaces for local and international students" (PNI modified = 0.27). The fifth ranking is "the university provides and supports for on-campus activities such as cultural events, international education week, and international friendship club for local and international students" (PNI modified = 0.24). The sixth ranking is "the university provides pre-arrival information packages including web-based information and orientation activities for students" (PNI modified = 0.21).

Dimension 4: Vision of the Vietnam higher education institutions

The range index of vision of the Vietnam higher education institution was between 0.22 – 0.26, in which the average of index is 0.23.

The first ranking of this dimension is about the university has become “an innovative global leader in education and research” (PNI modified = 0.26). The second ranking is the university has a vision “to be a leading university in education, meeting national and international quality standards” (PNI modified = 0.22).

Dimension 5: Mission of the university, Program structure, learning experience and instructions of an international curriculum in Education Management

This dimension includes three components, which are (1) mission of the university, (2) program structure, and (3) learning experience and instructions of an international curriculum of education management. The range index of program structure of an international curriculum of education management (master degree) in Vietnam higher education was between 0.14 – 0.29, in which the average of index is 0.22. The range index of learning experience and instructions of an international curriculum of education management (master degree) in Vietnam higher education was between 0.14 – 0.32 in which the average of index is 0.22.

Mission of the university

The first ranking of this dimension is about “to create, disseminate, preserve and apply knowledge for the betterment of global society” and “ to foster innovation, enterprise, discovery and lifelong learning in the globalization of education” (PNI modified = 0.23). The third ranking is on “to serve for the national development in international integration and globalization” (PNI modified = 0.19).

Program structure of an international curriculum in Education Management

The first ranking of this dimension is about “this is an interdisciplinary program drawing on policy, sociology, political science, economics, history and contemporary policy-making, which acknowledges the 'problem solving' appeal of educational management in both national and global contexts.” (PNI modified = 0.29). The second ranking is on “the curriculum adequately addresses the international dimension of the program through its contents, English/international languages and learning opportunities such as regional or international exchanges, internships, study trips, collaborative research and evaluation in education and a dissertation” (PNI modified = 0.24). The third ranking is “the curriculum is structured and flexible to allow students to pursue different areas of specialization to meet their need and interests” (PNI modified = 0.22). The fourth ranking is “the curriculum, teaching and learning methods and student assessment are constructively aligned to achieve its intended vision and mission, goals/objectives and expected learning outcomes” (PNI modified = 0.21). The fifth ranking is “the curriculum of the program is developed with reference to the need of the stakeholders, national qualifications framework and development trends of education management in a global setting” (PNI modified = 0.14).

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Learning experience and instructions of an international curriculum in Education Management

The first ranking of this dimension is about “instructor uses e-learning platform including learning management system, online courses, websites, electronic links and networks, social media etc. to complement his/her teaching.” (PNI modified = 0.32). The second ranking is on “instructor applies peer teaching and working in groups to develop student's international and intercultural competences” and “instructor offers internships/ placements

opportunities for students in international or intercultural agencies" (PNI modified = 0.25). The fourth ranking is "instructor provides complex problems and challenges facing local and international public education in his/her subject" (PNI modified = 0.17). The fifth ranking is "instructor encourages critical thinking of students through independent study and field experience" (PNI modified = 0.14).

Dimension 6: Goals, objectives, skills, instructors' quality and international experience of an international curriculum in Education Management

This dimension includes three components, which are (1) goals, objectives, (2) skills in the expected learning outcomes of the curriculum, (3) instructors' quality and international experience of an international curriculum of education management. The range index of mission of the university in Vietnam higher education was between 0.19 – 0.23, in which the average of index is 0.21. The range index of goals, objectives of an international curriculum of education management (master degree) in Vietnam higher education was between 0.17 – 0.26 in which the average of index is 0.21. The range index of skills in expected learning outcomes of the curriculum was between 0.16 – 0.24, in which the average of index is 0.21. The range index of instructor's quality and international experience of an international curriculum in education management was between 0.15 – 0.26, in which the average of index is 0.21.

Goals, objectives of an international curriculum in Education Management

The first ranking of this dimension is about “equip graduates with international perspectives and competences to take job on in a global environment” (PNI modified = 0.27). The second ranking is on “equip graduates with transformational leadership skills for 21st century leaders the social and cultural diversity setting” (PNI modified = 0.26). The third ranking is “prepare graduates to work and live in a global society” (PNI modified = 0.20). The fourth ranking is “equip students the organizational management skills and policy background to develop education systems, with a global perspective” and “encourage students to use knowledge, diverse cultural frames of reference in education to think critically and solve problems” (PNI modified = 0.17).

Skills

The first ranking of this dimension is about “ability to conduct a substantial research based project related to educational leadership from a variety of different perspectives” (PNI modified = 0.24). The second ranking is on “ability to demonstrate creativity and critical thinking in tackling challenges related to educational leadership and management issues in local and global educational setting” (PNI modified = 0.23). The third ranking is “ability to conduct a multi-perspectives analysis in education management issues” (PNI modified = 0.22). The fourth ranking is “ability to generate and evaluate complex ideas, concepts and models related to educational leadership and management issues in the local and global context” (PNI modified = 0.19). The fifth ranking is “ability to interact and collaborate with others effectively, including in teams, in the work place and in culturally diverse context” (PNI modified = 0.16).

Instructors' quality and international experience of an international curriculum of education management

The first ranking of this dimension is about "instructor achieves high quality, high impact research projects in education management issues" (PNI modified = 0.26). The second ranking is on "Instructor has influential voices in organizational management, public policy and education reform" (PNI modified = 0.24). The third ranking is "instructor develops international and intercultural perspectives during their overseas study or work" (PNI modified = 0.22). The fourth ranking is "instructor actively engages in professional associations at local and international level" (PNI modified = 0.21). The fifth ranking is "instructor is author of local and international journals, book chapters, conference papers, and projects" (PNI modified = 0.19). The sixth ranking is "instructor seeks continuing education and training to stay up to-date on new developments as well as for professional development" (PNI modified = 0.15).

Dimension 7: Assessment of student of an international curriculum in Education Management

The range index of assessment of student of an international curriculum in education management was between 0.15 – 0.26, in which the average of index is 0.20.

The first ranking of this dimension is about "instructor focuses on students abilities to communicate, negotiate, problem solving in a range of international and intercultural situation" (PNI modified = 0.26). The second ranking is "instructor uses the percentage of student's attendance at courses, tutorials, seminars and workshops relevant to international events and topics as part of student assessment" (PNI modified = 0.22). The third ranking is "instructor assesses student's ability to gather and apply knowledge in and across disciplines in a global context" (PNI modified = 0.19). The fourth

ranking is “instructor provides assessment feedback to students on their performance to improve learning” (PNI modified = 0.16). The fifth ranking is “instructor uses reflective written task such as report writing or word assignment to reflect students' progress of international and intercultural knowledge, skills and attitudes” (PNI modified = 0.15).

Dimension 8: Expected learning outcomes (knowledge) of an international curriculum in Education Management

The range index of expected learning outcomes (knowledge) of an international curriculum in education management was between 0.15 – 0.21, in which the average of index is 0.19.

The first ranking of this dimension is about “apply the latest research findings in the aspects of Education Management studied.” (PNI modified = 0.21). The second ranking is “demonstrate contemporary knowledge in educational reform, leadership, entrepreneurship in education, educational change, educational organizations, assessment and quality, and school management” and “demonstrate knowledge of the interrelatedness of local and international issues, trends and systems in education” (PNI modified = 0.20). The fourth ranking is “apply advanced local, international and intercultural knowledge of contemporary management issues and challenges in relation to education” (PNI modified = 0.19). The fifth ranking is “demonstrate knowledge of university autonomy and social responsibility in the context of international integration” (PNI modified = 0.15).

Dimension 9: Mission of the faculty of education and expected learning outcomes (attitudes) of an international curriculum in Education Management (master degree)

This dimension includes two components, which are mission of the faculty of education and expected learning outcomes (attitudes) of an international curriculum in education management.

The range index of mission of the faculty of education was between 0.16 – 0.21, in which the average of index is 0.18. The range index of expected learning outcomes (attitudes) of an international curriculum in education management was between 0.12 – 0.24, in which the average of index is 0.18.

Mission of the faculty of education

The first ranking of this dimension is about "to develop graduates with the international and intercultural capacity to inspire and improve individual learning outcomes, outstanding quality postgraduate studies for professionals." (PNI modified = 0.21). The second ranking is "to develop leadership skills for students to lead organizations and initiatives in the 21st Century" (PNI modified = 0.18). The third ranking is "to develop future generations of scholars, teachers, information professionals, and institutional leaders" (PNI modified = 0.16).

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Expected learning outcomes (attitudes) of an international curriculum in education management.

The first ranking of this dimension is about "ability to understand and respect interdependence of work and life in a globalized world" (PNI modified = 0.24). The second ranking is "demonstrate an understanding of multicultural perspectives to seek out international/intercultural opportunities in personal and professional development" (PNI modified = 0.23). The third ranking is "demonstrate an appreciation of professional responsibilities and ethical

principles associated with educational organizations in local and global context" (PNI modified = 0.18). The fourth ranking is "demonstrate a willingness to engage in local, global, international and intercultural problem solving in education management setting" (PNI modified = 0.16). The fifth ranking is "Demonstrate appreciation and respect for the values and knowledge's of local and other cultures in their perspectives" (PNI modified = 0.12).

Dimension 10: Vision of the faculty of education in Vietnam higher education institution.

The first ranking of this dimension is about "to be committed to offering educational services to society as the most important responsibility" (PNI modified = 0.16). The second ranking is "to be a distinctive educational institution in the era of globalization" (PNI modified = 0.11).

4. Students and alumni survey

The questionnaires of students and alumni were collected and analyzed. All data were arranged into three main sections; (1) demographic information, (2) opinions about the expected situation of international curriculum of master degree of education management in Vietnam higher education institutions and (3) additional comments. The following table shows the demographical data of the sample of instructors in the five Vietnam higher education institutions.

4.1. Demographic information

Table 74: Demographic Information of Students and Alumni

Part I: General Information		**Frequency (N= 217)**	**Percentage (100%)**
1. Gender	Male	98	45.2
	Female	119	54.8
2. Faculty	Education	17	7.8
	Education Management	188	86.7
	Psychological Education	12	5.5
3. Institution	National Academy of Education Management	55	25.3
	University of Education (VNU-HN)	30	13.8
	University of Social Sciences and	42	19.4
	Humanities (VNU-HCM)	51	23.5
	HCM City University of Education	39	18.0
	Hue University		
4. Position	Monitor	11	5.0
	Board of Class	21	9.7
	Youth Student Association	21	9.7
	Committee Member	0	0.0
	Other	164	75.6
5. Years of study	First year	111	51.1
	Second year	87	40.1
	Third year	1	0.5
	Alumni	18	8.3

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As illustrated in the table, 54.8 % of the sample is female and 86.7 % of the participants are in department of education management. The majority of students have no position in the class (75.6%), while there is 24.4% of the students hold the position as monitor, board of class or youth student association members. Half of the students are at the first year (51.1%), 40.1% are at the second year students and 8.3% are alumni.

4.2 Students and alumni opinions about the need of Master Degree in Education Management in Vietnam higher education institutions

Opinions of students about the need of international curriculum of master degree of education management in Vietnam higher education institutions were presented in table 75 as follows.

Table 75: Students and Alumni's Opinions about Need of International Curriculum in Education Management

Part II: Opinions	**$\bar{X}$**	**S.D**	**Meaning of scale**	**Rank**
1. Vision and Mission **1.1. Vision and Mission of your Institution** **1.1a. Vision of your institution**				
1.1. To be a leading university in Education, meeting national and international quality standards	4.43	0.82	High	1
1.2. To be an innovative global leader in education and research	4.11	0.94	High	2
Total	**4.27**		**High**	**3**
1.1b. Mission of your institution				
1.1.3. To create, disseminate, preserve and apply knowledge for the betterment of global society.	4.50	3.62	Very High	1
1.1.4. To foster innovation, enterprise, discovery and lifelong learning in the globalization of education.	4.18	0.93	High	3
1.1.5. To serve for the national development in international integration and globalization.	4.32	0.88	High	2
Total	**4.33**		**High**	**1**
1.2. Vision and Mission of your Faculty of Education				
1.2a. Vision of your faculty of education 1.2.1. To be a distinctive educational institution in the era of globalization	4.21	1.02	High	1
1.2.2. To be committed to offering educational services to society as the most important responsibility	4.19	1.04	High	2
Total	**4.20**		**High**	**5**
1.2b. Mission of your faculty of education 1.2.3. To develop leadership skills for students to lead organizations and initiatives in the 21st Century	4.14	1.07	High	1
1.2.4. To develop graduates with the international and intercultural capacity to inspire and improve individual learning outcomes, outstanding quality postgraduate studies for professionals	4.11	1.06	High	2

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Part II: Opinions	$\bar{X}$	**S.D**	**Meaning of scale**	**Rank**
1.2.5. To develop future generations of scholars, teachers, information professionals, and institutional leaders	4.05	1.08	High	3
Total	**4.10**		**High**	11
2. Goals, Objectives of an international curriculum in Education Management (Master Degree).				
2.1. Prepare graduates to work and live in a global society	4.30	0.91	High	2
2.2. Equip students the organizational management skills and policy background to develop education systems, with a global perspective	4.26	0.85	High	3
2.3. Equip graduates with transformational leadership skills for 21st century leaders the social and cultural diversity setting	4.21	0.88	High	5
2.4. Encourage students to use knowledge, diverse cultural frames of reference in education to think critically and solve problems	4.31	0.84	High	1
2.5. Equip graduates with international perspectives and competences to take job on in a global environment	4.23	0.92	High	4
Total	**4.26**		High	**4**
3. Expected learning outcomes of an international curriculum in Education Management (Master Degree). **3.1. Knowledge**				
3.1.1. Ability to apply advanced local, international and intercultural knowledge of contemporary management issues and educational challenges	4.20	0.85	High	3
3.1.2. Apply the latest research findings in the aspects of Education Management studied	4.21	0.80	High	1
3.1.3. Demonstrate contemporary knowledge in Education reform, leadership, entrepreneurship in education, Education change, Education organizations, assessment and quality, and school management	4.21	0.90	High	1
3.1.4. Demonstrate knowledge of the interrelatedness of local and international issues, trends and systems in education	4.12	0.85	High	4
3.1.5. Demonstrate knowledge of university autonomy and social responsibility in the context of international integration	4.05	0.97	High	5
Total	**4.16**		**High**	**6**
3. 2. Skills				
3.2.1. Ability to conduct a multi-perspectives analysis in education management issues	4.18	0.88	High	2
3.2.2. Ability to generate and evaluate complex ideas, concepts and models related to educational leadership and management issues in the local and global context	4.11	0.88	High	4
3.2.3. Ability to conduct a substantial research based project related to educational leadership from a variety of different perspectives	4.07	0.86	High	5

Part II: Opinions	$\bar{X}$	**S.D**	**Meaning of scale**	**Rank**
3.2.4. Ability to demonstrate creativity and critical thinking in tackling challenges related to educational leadership and management issues in local and global education setting	4.15	0.86	High	3
3.2.5. Ability to interact and collaborate with others effectively, including in teams, in the work place and in culturally diverse context	4.25	0.84	High	1
Total	**4.15**		**High**	**7**
3.3. Attitudes				
3.3.1. Ability to interact and collaborate with others effectively, including in teams, in the work place and in culturally diverse context	4.42	0.73	High	1
3.3.2. Demonstrate a willingness to engage in local, global, international and intercultural problem solving in education management setting	4.28	0.77	High	3
3.3.3. Demonstrate appreciation and respect for the values and knowledge's of local and other cultures in their perspectives	4.24	0.78	High	4
3.3.4. Demonstrate an understanding of multicultural perspectives to seek out international/intercultural opportunities in personal and professional development	4.39	2.87	High	2
3.3.5. Ability to understand and respect interdependence of work and life in a globalized world	4.19	0.84	High	5
Total	**4.30**		**High**	**2**
4. Program Structure of an international curriculum in Education Management (Master Degree).				
4.1. Master Degree of Education Management is a program with one year full time for course work and two year full time for research	4.15	0.90	High	2
4.2. Master Degree of Education Management comprises four modules focus on key subjects areas such as policy, management, leadership and research and evaluation in education and a dissertation	4.18	0.95	High	1
4.3. Students have to complete program with minimum 50 credits for required and selective courses and 10 credits for dissertation or thematic paper	4.10	0.97	High	4
4.4. This is an interdisciplinary program drawing on policy, sociology, political science, economics, history and contemporary policy-making, which acknowledges the 'problem solving' appeal of Education Management	4.00	0.98	High	5
4.5. The program provides an excellent opportunity for in-depth study of current issues in the management of education and training programs through internships or student exchange	4.12	0.98	High	3
Total	**4.11**		**High**	**8**
5. Learning Experiences and Instruction of an international curriculum in Education Management (Master Degree)				
5.1. Instructor encourages critical thinking of students through independent study and field experience	4.24	0.87	High	1

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5.2. Instructor applies peer teaching and working in groups to develop student's international and intercultural competences	4.13	0.94	High	2
5.3. Instructor provides complex problems and challenges facing local and international public education in his/her subject	4.04	0.98	High	3
5.4.Instructor offers internships/placements opportunities for students in international or intercultural agencies	3.99	1.08	High	5
5.5. Instructor uses e-learning platform including learning management system, online courses, websites, electronic links and networks, social media etc. to complement his/her teaching	4.02	1.03	High	4
Total	**4.08**		**High**	**13**
6. Assessment of student of an international curriculum in Education Management (Master Degree).				
6.1. Instructor provides assessment feedback to students on their performance to improve learning	4.10	0.96	High	1
6.2. Instructor assesses student's ability to gather and apply knowledge in and across disciplines in a global context	4.04	0.89	High	2
6.3. Instructor uses reflective written task such as report writing or word assignment to reflect students' progress of international and intercultural knowledge, skills and attitudes	3.98	1.06	High	4
6.4. Instructor uses the percentage of student's attendance at courses, tutorials, seminars and workshops relevant to international events and topics as part of student assessment	3.93	1.05	High	5
6.5. Instructor focuses on students abilities to communicate, negotiate, problem solving in a range of international and intercultural situation	4.04	1.00	High	2
Total	**4.02**		**High**	**15**
7. Instructor's quality and international experience of an international curriculum in Education Management (Master Degree).				
7.1. Instructor actively engages in professional associations at local and international level.	4.09	0.92	High	2
7.2. Instructor achieves high quality, high impact research projects in education management issues.	4.09	0.95	High	2
7.3. Instructor experiences international and intercultural perspectives during their overseas study or work	4.08	0.97	High	5
7.4. Instructor is author of local and international journals, book chapters, conference papers, and projects	4.04	0.97	High	6
7.5. Instructor has influential voices in organizational management, public policy and education reform	4.09	0.98	High	2
7.6. Instructor seeks continuing education and training to stay up-to-date on new developments as well as for professional development	4.17	0.88	High	1
Total	**4.09**		**High**	**12**

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Part II: Opinions	**$\bar{X}$**	**S.D**	**Meaning of scale**	**Rank**
8. Student services and Learning Resources of an international curriculum in Education Management (Master Degree).				
8.1. The university provides pre-arrival information packages including web-based information and orientation activities for students.	4.17	1.00	High	1
8.2. The university offers extra-curriculum for students such as pre-sessional English and pre-master's academic preparation course.	4.04	0.98	High	3
8.3. The university provides supportive learning and social spaces for local and international students	4.03	0.99	High	4
8.4. The university provides and supports for on-campus activities such as cultural events, international education week, and international friendship club for local and international students	4.02	0.97	High	6
8.5. The university provides counseling and guidance to support for local and international students	4.05	0.96	High	2
8.6. The university provides inbound and outbound students going for overseas internships or exchange programs	4.03	1.02	High	4
Total	**4.06**		**High**	**14**
9. Strategy of an international curriculum in Education Management (Master Degree).				
9.1. The university/ faculty invests in strategic partnerships with world-class institutions	4.15	0.89	High	2
9.2. The university/ faculty enhances the cooperation with local and international organizations	4.17	0.91	High	1
9.3. The university/ faculty develops international and intercultural competences for academic and support staffs	4.07	0.97	High	4
9.4. The university/ faculty requires the integration of international languages into existing disciplines	4.05	1.02	High	6
9.5. The university/ faculty offers financial incentives to propose internationalization strategy and plans	4.06	1.05	High	5
9.6. The university promotes and encourages faculty to carry out collaborative research with other local and overseas organizations and universities	4.15	0.86	High	2
Total	**4.11**		**High**	**8**
10. Program Evaluation of an international curriculum in Education Management (Master Degree).				
10.1. The university/ faculty develops a plan for internal audit of the Education Management (Master Degree) curriculum	4.18	0.99	High	1
10.2. The university/ faculty develops a plan for external audit the Education Management (Master Degree) curriculum by international experts or agencies	4.10	1.03	High	3
10.3. The university/ faculty has a system /mechanism to assure the quality of international curriculum in Education Management (Master Degree)	4.14	1.03	High	2

Part II: Opinions	**$\bar{X}$**	**S.D**	**Meaning of scale**	**Rank**
10.4. The university uses key performance indicators to measure the outcomes or achievements of the international curriculum in Education Management (Master Degree)	4.09	1.06	High	4
10.5. The university/ faculty uses the results of curricular auditing to improve quality of international curriculum in Education Management (Master Degree).	4.07	1.06	High	5
Total	**4.11**		**High**	**8**
	4.15		**High**	

Table 75 shows the total mean of expected situation of international curriculum for master degree of education management in Vietnam Higher Education is high ($\bar{X}$ = 4.15). The highest mean of expected situation is about mission of institution ($\bar{X}$ = 4.33), next is the attitude of the expected learning outcomes ($\bar{X}$= 4.30), vision of the institution (the $\bar{X}$ = 4.27). The lowest mean belongs to assessment of student of international curriculum of education management ($\bar{X}$= 4.02).

Based on the results of the students' and alumni survey, to support for internationalize the master degree curriculum in education management, the dimensions for developing and managing the international curriculum of master degree in Education Management are displayed in figure 13:

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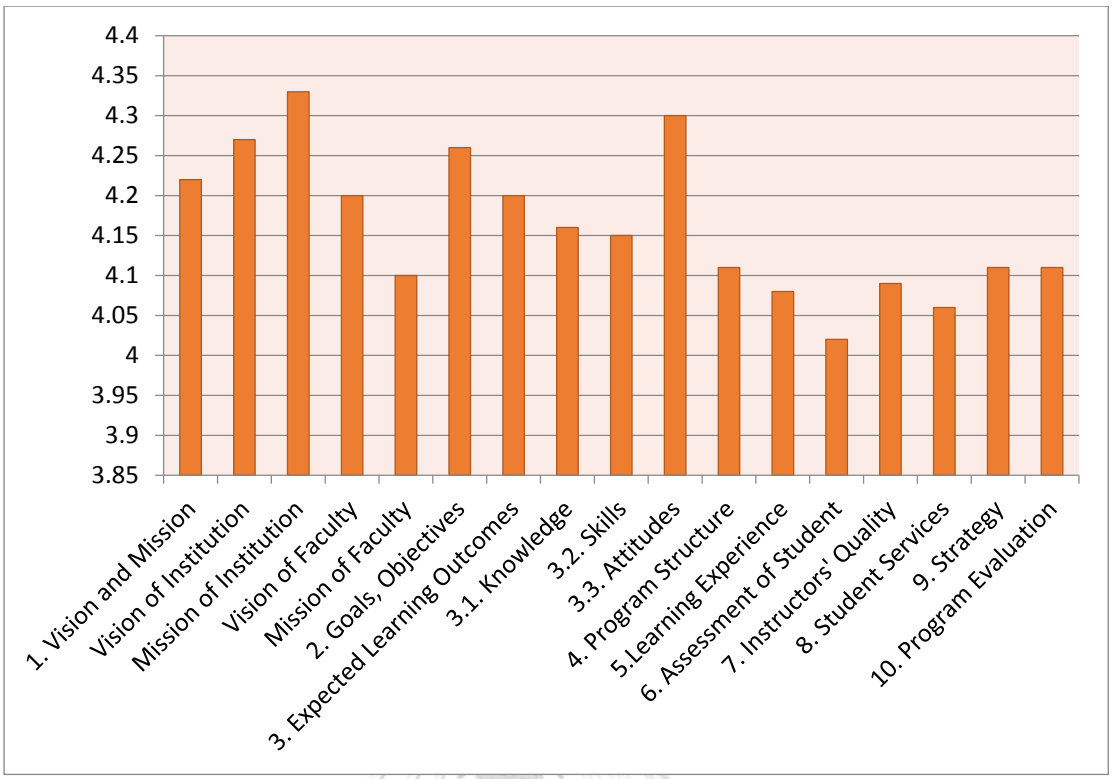

Figure 13: Dimensions of International Curriculum in Education Management

Figure 13 displays the result of the need for the master international curriculum of education management in Vietnam higher education. The first priority is about mission of the institution ($\bar{X}$ = 4.33), followed by the attitudes of students ($\bar{X}$ = 4.30). Next are the vision of the institution ($\bar{X}$ = 4.27), goals of the international curriculum ($\bar{X}$ = 4.26), vision of the faculty of education ($\bar{X}$ = 4.20). Lastly are knowledge ($\bar{X}$ = 4.16) and skills ($\bar{X}$ = 4.15) that students can gain from the international curriculum of master degree in education management.

The following paragraphs present the detail priorities of each dimension that chosen by students and alumni.

Dimension 1: Mission of the institution

The total mean of expected situation of mission of institution is high ($\bar{X}$ = 4.33). The highest choice of the university mission is “to create, disseminate, preserve and apply knowledge for the betterment of global society” ($\bar{X}$ = 4.50), next is “to serve for the national development in international integration and globalization” ($\bar{X}$= 4.32). The lowest choice is “to foster innovation, enterprise, discovery and lifelong learning in the globalization of education” ($\bar{X}$ = 4.18).

Dimension 2: Expected learning outcomes (attitudes) of an international curriculum in Education Management

The total mean of expected situation of expected learning outcomes (attitudes) of an international curriculum of education management is high ($\bar{X}$ = 4.30). The highest choice of the university mission is “ability to interact and collaborate with others effectively, including in teams, in the work place and in culturally diverse context” ($\bar{X}$ = 4.42), next is “demonstrate an understanding of multicultural perspectives to seek out international/intercultural opportunities in personal and professional development” ($\bar{X}$= 4.39). The lowest choice is “ability to understand and respect interdependence of work and life in a globalized world” ($\bar{X}$ = 4.19).

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Dimension 3: Vision of institution

The total mean of expected situation of vision of institution is high ($\bar{X}$ = 4.27). The highest choice of the university vision is “to be a leading university in education, meeting national and international quality standards” ($\bar{X}$ = 4.43), next is “to be an innovative global leader in education and research” ($\bar{X}$= 4.11).

Dimension 4: Goals, objectives of an international curriculum in Education Management

The total mean of expected situation of goals, objectives of an international curriculum in education management is high ($\bar{X}$ = 4.26). The highest choice of this dimension is “encourage students to use knowledge, diverse cultural frames of reference in education to think critically and solve problems” ($\bar{X}$ = 4.31), next is “prepare graduates to work and live in a global society” ($\bar{X}$= 4.30). The lowest choice is “equip graduates with transformational leadership skills for 21st century leaders the social and cultural diversity setting” ($\bar{X}$ = 4.21).

Dimension 5: Vision of faculty of education

The total mean of expected situation of vision of faculty of education is high ($\bar{X}$ = 4.20). The highest choice of this dimension is “to be a distinctive educational institution in the era of globalization” ($\bar{X}$ = 4.21), next is “to be committed to offering educational services to society as the most important responsibility” ($\bar{X}$ = 4.19).

Dimension 6: Expected learning outcomes (knowledge) of an international curriculum of education management

The total mean of expected situation of expected learning outcomes (knowledge) of an international curriculum of education management is high ($\overline{X}$ = 4.16). The highest choice of this dimension is “apply the latest research findings in the aspects of Education Management studied” and “demonstrate contemporary knowledge in educational reform, leadership, entrepreneurship in education, educational change, educational organizations, assessment and quality, and school management“ ($\overline{X}$ = 4.21), next is “ability to apply advanced local, international and intercultural knowledge of contemporary management issues and educational challenges” ($\overline{X}$= 4.20). The lowest choice is “demonstrate knowledge of university autonomy and social responsibility in the context of international integration” ($\overline{X}$ = 4.05).

Dimension 7: Expected learning outcomes (skills) of an international curriculum in Education Management

The total mean of expected situation of expected learning outcomes (skills) of an international curriculum of education management is high ($\overline{X}$ = 4.15). The highest choice of this dimension is “ability to interact and collaborate with others effectively, including in teams, in the work place and in culturally diverse context “ ($\overline{X}$ = 4.25), next is “ability to conduct a multi-perspectives analysis in education management issues” ($\overline{X}$= 4.18). The lowest choice is “ability to conduct a substantial research based project related to educational leadership from a variety of different perspectives” ($\overline{X}$ = 4.07).

Dimension 8: Program structure, strategy, program evaluation of an international curriculum in Education Management

In this dimension, three components including program structure, strategy and program evaluation of an international curriculum of education management have the same total mean at about 4.11.

Program structure of an international curriculum in Education Management

The total mean of expected situation of program structure of an international curriculum of education management is high ($\bar{X}$ = 4.11). The highest choice of this dimension is "Master Degree of Education Management comprises four modules focus on key subjects areas such as policy, management, leadership and research and evaluation in education and a dissertation" ($\bar{X}$ = 4.18), next is "Master Degree of Education Management is a program with one year full time for course work and two year full time for research" ($\bar{X}$= 4.15). The lowest choice is "this is an interdisciplinary program drawing on policy, sociology, political science, economics, history and contemporary policy-making, which acknowledges the 'problem solving' appeal of education management" ($\bar{X}$ = 4.00).

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Strategy of an international curriculum in Education Management

The total mean of expected situation of strategy of an international curriculum of education management is high ($\bar{X}$ = 4.11). The highest choice of this dimension is "the university/ faculty enhances the cooperation with local and international organizations " ($\bar{X}$ = 4.17), next is "the university/ faculty invests in strategic partnerships with world-class institutions" and "the university promotes and encourages faculty to carry out collaborative research with other local and overseas organizations and universities" ($\bar{X}$= 4.15). The

lowest choice is “the university/faculty requires the integration of foreign languages into existing disciplines” ($\bar{X}$ = 4.05).

Program evaluation of an international curriculum in Education Management

The total mean of expected situation of program evaluation of an international curriculum of education management is high ($\bar{X}$ = 4.11). The highest choice of this dimension is “the university/ faculty develops a plan for internal audit of the Education Management (Master Degree) curriculum “ ($\bar{X}$ = 4.18), next is “the university/ faculty has a system /mechanism to assure the quality of international curriculum in Education Management” ($\bar{X}$= 4.14). The lowest choice is “the university/ faculty uses the results of curricular auditing to improve quality of international curriculum in Education Management (Master Degree)” ($\bar{X}$ = 4.07).

Dimension 9: Mission of faculty of education

The total mean of expected situation of mission of faculty of education is high ($\bar{X}$ = 4.10). The highest choice of this dimension is “to develop leadership skills for students to lead organizations and initiatives in the 21st Century “ ($\bar{X}$ = 4.14). Next is “to develop graduates with the international and intercultural capacity to inspire and improve individual learning outcomes, outstanding quality postgraduate studies for professionals” ($\bar{X}$= 4.11). The lowest choice is “to develop future generations of scholars, teachers, information professionals, and institutional leaders.” ($\bar{X}$ = 4.05).

Dimension 10: Instructor's quality and international experience of an international curriculum in Education Management

The total mean of expected situation of instructor's quality and international experience of an international curriculum of education management is high ($\bar{X}$ = 4.09). The highest choice of this dimension is "Instructor seeks continuing education and training to stay up to-date on new developments as well as for professional development " ($\bar{X}$ = 4.17). Next is "Instructor actively engages in professional associations at local and international level"; Instructor achieves high quality, high impact research projects in education management issues"; and "Instructor has influential voices in organizational management, public policy and education reform" ($\bar{X}$= 4.09). The lowest choice is "instructor is author of local and international journals, book chapters, conference papers, and projects." ($\bar{X}$ = 4.04).

Dimension 11: Learning experiences and instruction of an international curriculum in Education Management

The total mean of expected situation of learning experiences and instruction of an international curriculum in education management is high ($\bar{X}$ = 4.08). The highest choice of this dimension is "instructor encourages critical thinking of students through independent study and field experience " ($\bar{X}$ = 4.24). Next is "instructor applies peer teaching and working in groups to develop student's international and intercultural competences" ($\bar{X}$= 4.13). The lowest choice is "instructor offers internships/ placements opportunities for students in international or intercultural agencies" ($\bar{X}$ = 3.99).

Dimension 12: Student services and learning resources of an international curriculum in Education Management

The total mean of expected situation of student services and learning resources of an international curriculum in education management is high ($\bar{X}$ = 4.06). The highest choice of this dimension is "the university provides pre-arrival information packages including web-based information and orientation activities for students" ($\bar{X}$ = 4.17). Next is "the university provides counseling and guidance to support for local and international students" ($\bar{X}$= 4.05). The lowest choice is "the university provides supportive learning and social spaces for local and international students" ($\bar{X}$ = 4.02).

Dimension 13: Student assessment of an international curriculum in Education Management

The total mean of expected situation of student assessment of an international curriculum in education management is high ($\bar{X}$ = 4.02). The highest choice of this dimension is "instructor provides assessment feedback to students on their performance to improve learning " ($\bar{X}$ = 4.10). Next is "instructor assesses student's ability to gather and apply knowledge in and across disciplines in a global context" ($\bar{X}$= 4.04). The lowest choice is "instructor uses the percentage of student's attendance at courses, tutorials, seminars and workshops relevant to international events and topics as part of student assessment" ($\bar{X}$ = 4.93).

5. Summary of instructors and students survey result

5.1. Instructors survey result

In short, the results from survey the instructor's opinions show that the current state of education management curriculum at master degree is at moderate level, with the total mean is ($\bar{X}$ =3.47) and the expectation for the international curriculum is rated high at ($\bar{X}$ = 4.23).

More specifically, the data show that most dimensions of the current education management are at moderate level such as learning experiences and instruction, assessment of student, instructor's quality and international experience, student services and learning resources, student services and learning resources, strategy of an international curriculum, program evaluation of an international curriculum in education management. So, there is a need to improve all of these above dimensions as the good preparation for developing the international curriculum. Moreover, the result from the PNI modified (Modified Priority Need Index) analysis reflected the need and differences between the desirable status and current status. Based on the PNI rating, these dimensions are classified in the following sequence: (1) The strategy of an international curriculum (PNI modified = 0.30), (2) the program evaluation of an international curriculum (PNI modified = 0.29), (3) student services and learning resources (PNI modified = 0.26), (4) vision of institution (PNI modified = 0.23), (5) learning experience and instructions and program structure of an international curriculum (PNI modified = 0.22).

For the strategy of an international curriculum, it is suggested that the university and faculty consider about the financial incentives to propose internationalization strategy and plans, the international and intercultural competences for academic and support staffs, the integration of international languages into existing disciplines, the strategic partnerships with world-class institutions and the cooperation with local organizations.

Relating to program evaluation, the university/ faculty need to develop a plan to evaluate the international curriculum by international experts or agencies, develop a system /mechanism to assure the quality of international curriculum, use key performance indicators to measure the outcomes or achievements of the international curriculum, and improve quality of international curriculum after evaluation.

The university and faculty should provide inbound and outbound students opportunities for overseas internships or exchange programs, provide counseling and guidance to support local and international students, offer extra-curriculum for students such as pre-sessional English and pre-master's academic preparation courses and provide supportive learning and social spaces for local and international student as well as to provide and support for on-campus activities such as cultural events, international education week, and international friendship club for local and international students.

Next is the vision of the institution to become an innovative global leader in education and research, to be a leading university in education, meeting national and international quality standards. Program structure aims to an interdisciplinary program drawing on policy, sociology, political science, economics, history and contemporary policy-making, which acknowledges the 'problem solving' appeal of education management in both national and global contexts. Besides, the curriculum adequately addresses the international dimension of the program through its contents, English/international languages and learning opportunities such as regional or international exchanges, internships, study trips, collaborative research and evaluation in education and a dissertation. The curriculum is structured and flexible enough to allow students to pursue different areas of specialization to meet their need and interests.

Lastly, learning experience and instructions of an international curriculum of education management relate to instructor uses e-learning platform including learning management system, online courses, websites, electronic links and networks, social media etc. to complement his/her teaching. Instructors apply peer teaching and working in groups to develop student's international and intercultural competences. Instructors offer internships/ placements opportunities for students in international or intercultural agencies.

5.2 Student survey results

Despite instructors' survey about the current state and the need of international curriculum of education management, the survey from students and alumni focus on the need of this international curriculum. The results show the total mean of expected situation of international curriculum for master degree of education management in Vietnam Higher Education is high ($\bar{X}$ = 4.15). The highest mean or highest need is about mission of institution ($\bar{X}$ = 4.33), next is the attitude (the expected learning outcomes) of the curriculum ($\bar{X}$= 4.30), then the vision of the institution (the $\bar{X}$ = 4.27), goals, objectives of an international curriculum, and expected learning outcomes (knowledge, and skills) of the curriculum.Based on the research results, the dimensions for developing the international curriculum included these issues:

- Firstly, mission of the institution includes "to create, disseminate, preserve and apply knowledge for the betterment of global society" and "to serve for the national development in international integration and globalization".
- Expected learning outcomes (attitudes) of an international curriculum of education management mention the "ability to interact and collaborate with others effectively, including in teams, in workplace and in culturally diverse context", "demonstrate an understanding of multicultural perspectives to seek out international/intercultural opportunities in personal and professional development".
- Vision of institution aims "to be a leading university in education, meeting national and international quality standards" and "to be an innovative global leader in education and research".
- Goals, objectives of an international curriculum in education management are "encourage students to use knowledge, diverse cultural frames of reference in education to think critically and solve problems"; "prepare graduates to work and live in a global society".

- Vision of faculty of education is being suggested “to be a distinctive educational institution in the era of globalization” and “to be committed to offering education service to society as the most important responsibility”.

- Expected learning outcomes (knowledge) of an international curriculum of education management include “apply the latest research findings in the aspects of educational management studied” and “demonstrate contemporary knowledge in educational reform, leadership, entrepreneurship in education, educational change, education organizations, assessment and quality, and school management“, the “ability to apply advanced local, international and intercultural knowledge of contemporary management issues and education challenges”.

- Expected learning outcomes (skills) of an international curriculum of education management are “ability to interact and collaborate with others effectively, including in teams, in the work place and in culturally diverse context”, and the “ability to conduct a multi-perspectives analysis in education management issue”.

6. Summary the findings of objective 1

By interviewing and surveying the current state and the need of developing international curriculum in Vietnam higher education, the researcher found that most respondents mentioned about the importance and the possibilities of developing an international curriculum.

The findings from the study include two big issues. The first finding concerned the policy, the goals, and reasons as well as the challenges in the context of internationalization of curriculum in Vietnam. The second finding relates to the suggestions for developing and managing an international curriculum.

At present, there are many national and university policies advocating the importance of internationalization in higher education. With the targets reaching the advanced level and high ranking in the ASEAN region by 2030 and the requirement of training skilled labor to serve for national development, many universities are requested to improve their current curriculum as well as to innovate them to adapt with the local and global context. Many reasons for this issue are given but the reasons being recognized by international standards or international academic community and improving their own quality of curricula, teaching and learning are the most concerning issues. So far, the strategy to develop and manage the international curriculum management model focuses largely on improving international experience and competence of instructors and administrators, reviewing and developing the curriculum basing on stakeholders and social needs, and well - supporting for student learning.

The other important finding is about the international curriculum of education management at master degree. They cover all the aspects of the curriculum such as vision, mission, goals, program structure, learning outcomes, student's assessment, learning experiences and instructions, instructor's quality and international experience, student's support and services of an international curriculum in education management. Moreover, to enhance for the international curriculum, there are many suggestions about strategies and evaluation of an international curriculum.

The following tables show the summary of the need to develop an international curriculum for master degree of education management.

Table 76: Vision and Mission

Documents analysis	Interview Results	Survey Results	Summary
Vision of the institution			
Being a leading research university in education, meeting national and international quality standards	To be one of the leading universities in Southeast Asia, a national and international center for collaborative research and development. To become one of the top university systems in Asia and the hub of science, technology, culture, and knowledge of Viet Nam.	To be a leading university in education, meeting national and international quality standards. To be an innovative global leader in education and research	To be a leading research university in education in Vietnam and in Southeast Asia.
Mission of the institution			
To train managers, teachers. To be an excellent leading institution that meets the needs of the country and society. To serve for the national development and international integration.	N/A	To create, disseminate, preserve and apply knowledge for the betterment of global society.	To preserve, create and serve for the national development and the betterment of global society.

Table 77: Goals, Objectives of International Curriculum in Education Management

Documents analysis	Interview Results	Survey Results	Summary
To foster the graduates' competence as an education administrator, lecturer, and researcher. To train students have acquired the theoretical, empirical, practical knowledge of leadership, management to solve education problems and to manage the institutions effectively. To train students who are able to continue their studies in Ph.D. degree.	Prepare graduates to have good foundation knowledge, skills in education management, to work well in international environment. Graduates have competence to apply knowledge and skills in their jobs as an education manager. Graduates have capacity in making decision and conducting educational research.	Prepare graduates to work and live in a global society.	Prepare graduates to have good foundation knowledge, skills in education management to work and live in a global society. To foster the graduates' competence as an education administrator, lecturer, researcher and to be able to study in Ph.D. degree.

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Table 78: Learning Outcomes of International Curriculum in Education Management

Document Analysis	Interview Results	Survey Results	Summary
Knowledge			
The students will be able to apply the basic theoretical knowledge in Education Management such as state management, governance in an institution, finance management, human resource management, quality management, and international integration in their future jobs. The students will be able to apply the knowledge of education research to do a thesis or research paper.	The students will be able to achieve good foundation and specialized knowledge in education management to solve practical problem.	The students will be able to apply the latest research findings in the aspects of Education Management studied. The students will be able to demonstrate contemporary knowledge in educational reform, leadership, entrepreneurship in education, education change, education organizations, assessment and quality, and school management. The students will be able to apply advanced local, international and intercultural knowledge of contemporary management issues and challenges in relation to education.	The students will be able to demonstrate and apply the theoretical knowledge in educational reform, leadership, entrepreneurship in education, educational change, education organizations, assessment and quality, and school management to solve practical problem. The students will be able to apply the latest research findings, advanced local, international and intercultural knowledge of contemporary management in education.
Skills			
The students will be able to solve the problems in education management. The students will be able to self-study, to think critically and creatively. The students will be able to use the information technology and international languages effectively. The students will be able to communicate effectively with their colleagues, students, and parents.	The students will be able to achieve skills in: ▪ International language ▪ Critical thinking ▪ Problem-solving ▪ Research ▪ Communication ▪ Employability ▪ Entrepreneurship ▪ Risk management	The students will be able to interact and collaborate with others effectively, including in teams, in the work place and in culturally diverse context. The students will be able to conduct a multi-perspectives analysis in education management issues.	The students will be able to self-study, to think critically and creatively to solve the problems in education management. The students will be able to interact and collaborate with others effectively, with their colleges, students, and parents. The students will be able to use the information technology and international languages effectively to serve for their better careers.

Table 78: Learning Outcomes of International Curriculum in Education Management (cont)

Attitudes			
The students will be able to develop their personal and professional ethics, and citizenship. The students will appreciate and serve their community through many diversity activities.	The students will be able to appreciate other cultures and diversity. The students will be able to appreciate their careers.	The students will be able to demonstrate an understanding of multicultural perspectives to seek out international, intercultural opportunities in personal and professional development.	The students will be able to develop their personal and professional ethics, and citizenship. The students will be able to demonstrate an understanding and appreciate other cultures and perspectives.

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Table 79: Program Structure of International Curriculum in Education Management

Documents analysis	Interview Results	Survey Results	Summary
The total credits are from 55 credits to 65 credits (depending on each institutions) Type of program: coursework and research program. Time: 1.5 – 2 years. Curriculum structure: Part 1: General knowledge Part 2: Foundation knowledge and Specialized knowledge Part 3: Thesis.	Two type of curriculum: coursework and research program. Curriculum structure: three blocks of knowledge: general, foundation and specialized knowledge. Time: 1.5 – 2 years	This is an interdisciplinary program drawing on policy, sociology, political science, economics, history and contemporary policy-making, which acknowledges the 'problem solving' appeal of Education Management. The curriculum adequately addresses the international dimension of the program through its contents, English/international languages and learning opportunities such as regional or international exchanges, internships, study trips, collaborative research and projects.	Total credits of the program: 55 – 65 credits. Type of program: interdisciplinary coursework and research program. Curriculum structure: General, foundation and specialized knowledge, thesis. Curriculum content: addresses the international dimension of the program through English/international courses and international experience learning opportunities through regional or international exchanges, internships, field trips, collaborative research and projects.

Table 80: Learning Experiences and Instruction of International Curriculum in Education Management

Documents analysis	Interview Results	Survey Results	Summary
N/A	Apply lecturing, discussion, group assignment, case studies, inviting experts and information technology in teaching. Focus on independent study Teach less learn more methods. Apply co-teaching in some training courses and seminar.	Instructor applies peer teaching and working in groups to develop student's international and intercultural competences. Instructor applies peer teaching and working in groups to develop student's international and intercultural competences. Instructor offers internships/ placements opportunities for students in international or intercultural agencies. Instructor offers internships/placements opportunities for students in international and intercultural agencies.	Instructor applies lecturing, discussion, group assignment, case studies, co-teaching to develop student's international and intercultural competences. Instructor offers independent study/ internships/ placements/ opportunities for students.

Table 81: Students Assessment of International Curriculum in Education Management

Documents analysis	Interview Results	Survey Results	Summary
N/A	Instructors follow the national and university assessment regulations. Instructors apply a test including one quiz, midterm and final written exam for each subject. Instructors should focus on formative assessment and competence assessment. It is suggested to apply 4 point-scales (A, B, C, D) in grading.	Instructor uses the percentage of student's attendance at courses, tutorials, seminars and workshops relevant to international events and topics as part of student assessment. Instructor focuses on students' abilities to communicate, negotiate, problem solving in a range of international and intercultural situation	Instructors follow the national and university assessment regulations. Instructors focus on formative assessment, competency-based assessment.

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Table 82: Instructors Quality of International Curriculum in Education Management

Documents analysis	Interview Results	Survey Results	Summary
N/A	Instructors achieve good international language and information technology skills in teaching.	Instructor achieves high quality, high impact research projects in education management issues. Instructor has influential voices in organizational management, public policy and education reform. Instructor develops international and intercultural perspectives during their overseas study or work	Instructors are high quality; achieve high impact research projects in education management issues, good international language and information technology skills. Instructor has international and intercultural experience, perspectives in education management issues.

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Table 83: Student Services and Learning Resources of International Curriculum in Education Management

Documents analysis	Interview Results	Survey Results	Summary
N/A	N/A	The university provides inbound and outbound students going for overseas internships or exchange programs. The university provides counseling and guidance to support for local and international students. The university offers extra-curriculum for students such as pre-sessional English and pre-master's academic preparation courses. The university provides supportive learning and social spaces for local and international students. The university provides pre-arrival information packages including web-based information and orientation activities for students.	The university provides inbound and outbound students with overseas internships, counseling and guidance to support local and international students. The university offers pre-arrival information packages, extra-curriculum, and social spaces for students. The university provides supportive learning and social spaces for local and international students. The university provides pre-arrival information packages including web-based information and orientation activities for students.

Table 84: Strategy of International Curriculum in Education Management

Documents analysis	Interview Results	Survey Results	Summary
To developing joint – training programs, To enhance the cooperation with international organizations. To enhance the quality of training and research, meeting the national and international standards. To improve the quality of administrators and academic staffs. To improve the quality of student services. To develop good governance and quality assurance in the institution.	Develop a legal mechanism for developing and implementing the international programs. Provide more autonomy for university. Improve the international language and IT skills for instructors. Staff development, good salary policy. Develop a distinctive and competence-based curriculum. Develop websites, blackboards, playgrounds and activities for students. Review, update, and replace the outdated curriculum. Invite educational experts as developing and evaluating the curriculum. Develop connections with industry and employers. Attract potential students by greater marketing projects. Recruit and well-pay for the qualified lecturers. Develop the scheme for tuition fee of international programs.	The university/ faculty offers financial incentives to propose internationalization strategy and plans. The university/ faculty develops international and intercultural competences for academic and support staff. The university promotes and encourages faculty to carry out collaborative research with other local and overseas organizations and universities. The university/ faculty requires the integration of international languages into existing disciplines. The university/ faculty invests in strategic partnerships with world-class institutions. The university/ faculty enhances the cooperation with local and international organizations.	The government provides more autonomy, offers financial incentives to propose internationalization strategy and plans. The government/university develops a legal mechanism for developing and implementing the international programs. The university/faculty review, updates, and develop a distinctive and competence-based curriculum. The government/university invests staff development, good salary policy. The university promotes the strategic partnerships with world-class institutions; collaborate with other local and overseas industry and organizations. The university develops good governance and quality assurance in the institution. The university attracts potential students, develop the scheme for tuition fee and market the international programs.

Table 85: Program Evaluation of International Curriculum in Education Management

Documents analysis	Interview Results	Survey Results	Summary
At least every 2 years, the university and faculty conduct assessment and update regularly the subject contents and teaching methods according to the feedback from stakeholders.	Develop criteria for quality assurance of international programs. Develop the capacity of national accreditation agencies. Accredit the international programs by national and international agencies. Publicize the accreditation status of the international programs. Conduct feedback from employers, students and alumni about the effectiveness of the curriculum.	The university/ faculty develops a plan for external audit of the Education Management (Master Degree) curriculum by international experts or agencies. The university/ faculty has a system /mechanism to assure the quality of international curriculum in Education Management (Master Degree). The university uses key performance indicators to measure the outcomes or achievements of the international curriculum in Education Management (Master Degree). The university/ faculty uses the results of curricular auditing to improve quality of international curriculum in Education Management.	The university and faculty conduct assessment and regularly update the contents and teaching methods every 2 years. The university/ faculty develops a plan for external audit of the program. The university/ faculty has a system /mechanism/KPI to assure the quality of international curriculum.

In conclusion, based on the data from the above tables, the table below shows the summarized information for the development of the international curriculum management model of master degree of education management.

Table 86: Summary Objective 1

<table>
<tr><td colspan="3">Vision of the Vietnam higher education institution
▪ To be a leading research university in education in Vietnam and in Southeast Asia.</td></tr>
<tr><td>Mission of the Vietnam higher education institution
▪ To preserve, create and serve for the national development and the betterment of global society.</td><td colspan="2">Strategy of the internationalization
▪ The government provides more autonomy, offers financial incentives to propose internationalization strategy and plans.
▪ The government/university develops a legal mechanism for developing and implementing the international programs.
▪ The university/faculty reviews, updates, and develops a distinctive and competence-based curriculum.
▪ The government/university invests staff development, good salary policy.
▪ The university promotes the strategic partnerships with world-class institutions; collaborate with other local and overseas industry and organizations.
▪ The university develops good governance and quality assurance in the institution.
▪ The university attracts potential students, develop the scheme for tuition fee and market the international programs.</td></tr>
<tr><td colspan="3">Goals, objectives of the international curriculum
▪ Prepare graduates to have good general, foundation and specialized knowledge, skills in education management, research ability and be able working and living in a global society.
▪ To foster the graduates' competence as an educational administrator, lecturer, researcher and to be able to continue studying in Ph.D. degree.</td></tr>
<tr><td colspan="3">Learning outcomes</td></tr>
<tr><td>Knowledge
▪ The students will be able to demonstrate and apply the theoretical knowledge in educational reform, leadership, entrepreneurship in education, educational change, educational organizations, assessment and quality, and school management to solve practical problem.</td><td>Skills
▪ The students will be able to self-study, to think critically and creatively to solve the problems in education management.
▪ The students will be able to interact and collaborate with others effectively, with their colleges, students, and parents.</td><td>Attitudes
▪ The students will be able to develop their personal and professional ethics, and citizenship.
▪ The students will be able to demonstrate an understanding and appreciate other cultures and perspectives.</td></tr>
</table>

▪ The students will be able to apply the latest research findings, advanced local, international and intercultural knowledge of contemporary management in education.	▪ The students will be able to use the information technology and international languages effectively to advance their careers.	

Program structure

- Total credits of the program: 55 – 65 credits.
- Type of program: interdisciplinary coursework and research program.
- Curriculum structure: General education, foundation knowledge and specialized knowledge, thesis.
- Curriculum content: addresses the international dimension of the program
- through English/international courses and international experience learning opportunities through regional or international exchanges, internships, study trips, collaborative research and projects.

Learning experience and instruction

- Instructor applies lecturing, discussion, group assignment, case studies, co-teaching to develop student's international and intercultural competences.
- Instructor offers independent study/ internships/ placements/ opportunities for students.

Students assessment

- Instructors follow the national and university assessment regulations.
- Instructors focus on formative assessment, student's competence assessment.

Instructors 'quality and international experience

- Instructors are high quality, achieve good international language and information technology skills.
- Instructor has international and intercultural experience and perspectives in education management issues.

Students support and service:

- The university provides inbound and outbound students opportunities for overseas internships, counseling and guidance to support for local and international students.
- The university offers pre-arrival information packages, extra-curriculum, and social spaces for students.

Program evaluation:

- The university and faculty conduct assessment and regularly update the contents and teaching methods every 2 years.
- The university/ faculty develops a plan for external audit of the program.
- The university/ faculty has a system /mechanism/KPI to assure the quality of international curriculum.

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Part III: Documentation analysis from international universities

Based on the objective two of the research "to analyze good practices about internationalization of curriculum of Master Degree of Education Management in international universities", the data were collected from other educational institutions, which offered the master degree of education management around the world. Those sources of information were integrated to identify general requirements and good practices that affect the internatinal curriculum in education management.

To analyze good practices in international universities, the researcher selected samples of the study program from the top 100 QS World University Rankings by Subject Education in 2017 and the top 100 QS Asia Rankings in 2017 as in the following tables.

Table 87: List of Selected International Universities

Number	Name of HEIs	Name of Programs	Top 100 QS World University Rankings
1	Harvard University, USA	MA Degree of Education Policy and Management	2nd
2	University of Melbourne, Australia	MA of Education (Education Management)	5th
3	King's College London, UK	MA of Education Management	34th
4	National Institute of Education, Nanyang Technological University, Singapore	Master of Art (Education Management)	3rd (Top 100 QS Asia Rankings in 2017)
5	Mahidol University, Thailand	Master of Education Management	61th

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In Table 87, there are institutions that are at the top five from the QS World University Rankings and Top 100 QS Asia Rankings. They are Harvard University (USA), University of Melbourne (Australia), and National Institute of Education, Nanyang Technological University (Singapore). The other two universities namely; King's College London (UK) and Mahidol University (Thailand) are in the top 100 QS World University Rankings and Top 100 QS Asia Rankings. All of the five institutions have a long history in developing international curriculum and are popular in offering educational disciplines. The five institutions were selected by stratified and purposive sampling, in which three of them are from the Western Countries and two of the institutions are from ASEAN region. The selection provides a broad picture of internationalization of curriculum among the different regions and countries. To investigate about how to develop and manage the curriculum in these international institutions, the researcher analyzes the good practices of international education curriculum from the following dimensions:

1. Vision and mission of the international institution
2. Goals/objectives of the curriculum of master degree of education management
3. Learning outcomes of the curriculum of master degree of education management
4. Strategy of the curriculum of master degree of education management.
5. Program structure of the curriculum of master degree of education management
6. Student admission of the curriculum of master degree of education management
7. Student assessment of the curriculum of master degree of education management

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8. Learning experience and instructions of the curriculum of master degree of education management.

9. Instructors quality

10. Student support and services of the curriculum of master degree of education management.

The detailed information is analyzed in the following tables.

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Table 88: Dimension 1: Vision and Mission of the International Institutions

Harvard Graduate School of Education, (U.S.A)	Melbourne Graduate School of Education, (Australia)	King's College London (U.K)	National Institute of Education (NTU, Singapore)	Faculty of Social Science and Humanities (Mahidol University, Thailand)	Summary
Vision of the institution					
We are committed to creating and sustaining the conditions that enable all Harvard College students to experience an unparalleled educational journey that is intellectually, socially, and personally transfor mation. Learn to change the world	Being one of the finest universities in the world, contributing to society in ways that enrich and transform lives.	King's is recognized as a thought leader on interdisciplinary themes of global significance.	An Innovative Global Leader in Research and Education in Science and Technology	Link and serve responsibly and effectively to create a fair and happy society.	Learn to change the world. One of the finest universities in the world. An innovative global leader in research and education A thought leader on interdisciplinary themes of global significance.
Mission of the university					
We aspire to become the best provider of human resources services at Harvard University.	Graduate School of Education is a society in which education enables full and equitable participation.	King's provides an internationalized curriculum and student experience, which creates global citizens connected to international networks, and employable anywhere in the world.	NIE is committed to become an institute of distinction.	Promotes fairness and social well-being. Improve quality of life and work environment.	To become the best provider of human resources services. To create global citizens connected to international networks, and employable anywhere in the world.

Table 89: Dimension 2: Goals/Objectives of the International Curriculum of Education Management

Harvard Graduate School of Education, (U.S.A)	**Melbourne Graduate School of Education, (Australia)**	**King's College London (U.K)**	**National Institute of Education (NTU, Singapore)**	**Faculty of Social Science and Humanities (Mahidol University, Thailand)**	**Summary**
Preparing educators and reform advocates influencing education policy and practicing on a broad scale. The program will give students the organizational leadership skills and policy background to build education systems.	The course aims to provide a blend of practical knowledge, conceptual frameworks and state-of-the-art research, and distinguishes itself from other Australian Education Management courses by emphasizing a global perspective.	Offer an opportunity to reflect on current management practice in schools, colleges and universities. Contextualize current education management issues in relation to historical, economic and political factors. Provide a critical guide to the extensive education management literature.	The program aims to enable participants to develop the knowledge, skills and capability to lead their organizations effectively at a time of rapid change. This program pursues three broad aims: (i) to enable aspiring leaders in education to become more informed about critical issues in Education Management, and thus to apply intellectual approaches to their work (ii) to help them cope positively and effectively with the management challenges that are currently impacting on education (iii) to enable them to acquire a recognized and valued postgraduate award.	The students are encouraged to think critically to solve problems regarding Education Management and to develop the transformational leadership skills for 21st century leaders	Influencing education policy and practicing on a broad scale. Gives students the organizational leadership skills and policy background to build education systems. Integrates practical knowledge, conceptual frameworks and state-of-the-art research, with a global perspective. To develop the transformational leadership skills for 21st century leaders. To encourage critical thinking in solving problems regarding Education Management.

Table 90: Dimension 3: Learning Outcomes of the International Curriculum of Education Management

Harvard Graduate School of Education, (U.S.A)	Melbourne Graduate School of Education, (Australia)	King's College London (U.K)	National Institute of Education (NTU, Singapore)	Faculty of Social Science and Humanities (Mahidol University, Thailand	Summary
Through a flexible curriculum that balances policy, management, and research, students will dive deeply into issues like: -The racial and economic achievement gap -The role of charter schools in education reform -Leadership in social-change organizations -Entrepreneurship in education -The use of data to improve teaching and learning Focus on social justice Flexible and balanced curriculum. Diverse and supportive cohort.	**Knowledge**: An advanced knowledge and understanding of current management issues and challenges in relation to education; An in-depth knowledge and understanding of various conceptual frameworks and theoretical perspectives presented in the course; An understanding and application of the latest research findings in the aspects of Education Management studied **Skills**: the capacity to understand and analyze advanced case studies of significant problems and issues experienced	This is an interdisciplinary program drawing on policy, sociology, political science, economics, history and contemporary policy-making, which acknowledges the 'problem solving' appeal of Education Management but also aims to critically examine its claims and premises. The program includes the study of educational reform, leadership, education change, appraisal and teacher development, education markets, managerialism, school effectiveness, school improvement, education evaluation, the relationship between policy and practice, issues of power and	The program will equip candidates with the necessary knowledge, skills and capability to lead their organizations effectively at a time of rapid change. It also provides an excellent opportunity for in-depth study of current issues in the management of education and training programs. The content includes topics about organizational learning and development, quantitative and qualitative research methods, assessment quality and standards,	The program emphasizes on the understanding the ways of life and cultures of other ASEAN countries and global society.	**1. Knowledge:** An advanced knowledge and understanding of current management issues and challenges in relation to education. An understanding and application of the latest research findings in the aspects of Education Management studied Including the study of educational reform, leadership, Entrepreneurship in education, education change, educational organizations, assessment and quality, school principles. **2. Skills:** The capacity to understand and analyze advanced case

Table 90: Dimension 3: Learning Outcomes of the International Curriculum of Education Management (cont.)

Harvard Graduate School of Education, (U.S.A)	Melbourne Graduate School of Education, (Australia)	King's College London (U.K)	National Institute of Education (NTU, Singapore)	Faculty of Social Science and Humanities (Mahidol University, Thailand	Summary
Cambridge and Boston internships.	at senior levels in educational settings; A global perspective in tackling management issues in education; cognitive, technical and creative skills to generate and evaluate complex ideas concepts and models related to leadership and management issues in educational settings; capability to design, evaluate, implement, analyze, theories about developments that contribute to the discipline of educational leadership and	authority, class, gender, race and ethnicity and the micro politics of educational organizations.	Educational philosophy, supervisory leadership and curriculum design, school principles, servant leadership.		studies of significant problems and issues experienced at senior levels in educational settings. A global perspective in tackling management issues in education. Capability to design, evaluate, implement, analyze, about developments that contribute to the discipline of educational leadership and management practice. Conduct a substantial research based project related to education leadership in an education setting

Table 90: Dimension 3: Learning Outcomes of the International Curriculum of Education Management (cont.)

Harvard Graduate School of Education, (U.S.A)	Melbourne Graduate School of Education, (Australia)	King's College London (U.K)	National Institute of Education (NTU, Singapore)	Faculty of Social Science and Humanities (Mahidol University, Thailand	Summary
	management practice or scholarship; **Application of knowledge and skills**: an appreciation of professional responsibilities and ethical principles associated with leading educational organizations; conduct a substantial research based project related to education leadership in an educational setting; demonstrate creativity and initiatives.				**3. Attitudes:** An appreciation of professional responsibilities and ethical principles associated with leading educational organizations.

Table 91: Dimension 4: Strategy of the International Curriculum of Education Management

Harvard Graduate School of Education, (United Stage of American)	Melbourne Graduate School of Education, (Australia)	King's College London (U.K)	National Institute of Education (NTU, Singapore)	Faculty of Social Science and Humanities (Mahidol University, Thailand	Summary
American education needs strong, reform-minded, idealistic leaders who are committed to equity and excellence in our schools.	Teaching, Learning and Student experience (1) high quality learning and teaching, (2) student experience, (3) career development. Research Excellence and Impact (4) Research quality and Performance, (5) Research focus and scale, (6) Research Collaboration, partnership and impact; (7) Graduate research) Enriching Work through Engagement (8) Public engagement; (9) Industry engagement; (10) International engagement; (11) Alumni and supporters	Five strategies priorities in 2029 as follows: Educate to inspire and improve. Research to inform and innovate Serve to shape and transform A civic university of the heart of London An international community that serves the world.	Research: Teaching Talent Relating to internationalization: Develop NIE as an international destination and knowledge hub for the educational research. Develop an international outreach strategy including the exploration of international program. Establishing a new NIE international partnership model.	The goals/strategy of the departments include: Goal 1: Produce graduates who are leaders in integrated learning for social justice. Goal 2: Create an integrated knowledge based on research and academic service to society. Goal 3: There are academic networks with both local and international organizations. Goal 4: Effective management.	Attract the best international minds - Internationalize curriculum and student experience - Invest in strategic partnerships with world-class institutions. - Aim to high quality learning and teaching -Become an international destination and knowledge hub for the educational research. -Develop an international outreach strategy including the exploration of international program -Establish an international partnership model.

Table 92: Dimension 5: Program Structure of the International Curriculum of Education Management

Harvard Graduate School of Education, (U.S.A)	Melbourne Graduate School of Education, (Australia)	King's College London (British)	National Institute of Education (NTU, Singapore)	Faculty of Social Science and Humanities (Mahidol University, Thailand	Summary
EPM is a course work; one-year, full-time master's program. Master of Education candidates must complete courses carrying a minimum of 32 credits. At least 50% of the total earned credits must be taken at the Graduate School of Education, and individual programs may have additional requirements. Transfer credit from other institutions is not accepted. A thesis or comprehensive exam is not required.	Course work: 1 year full-time or 2 years part-time; Research: 18 months full-time or 3 years part-time plus a 20,000-word thesis and a research methodology component. 50 credits	The MA comprises four 30-credit modules and a 60-credit dissertation.	Complete 8 courses plus a dissertation (Dissertation option), or Complete 10 courses (Coursework-only option	Plan A2: 36 credits (required: 18, elective: 6, thesis: 12) Plan B: 36 credits (required: 18, elective: 12, thematic paper: 6).	Year of study: 1 year full-time or 2 years part-time; Three type of structure: course work, research, and credit modules, including required, elective courses and thesis. Credits are about 36 to 50 credits with a thesis.

Table 93: Dimension 6: Students' Admission of the International Curriculum of Education Management

Harvard Graduate School of Education, (U.S.A)	Melbourne Graduate School of Education, (Australia)	King's College London (U.K)	National Institute of Education (NTU, Singapore)	Faculty of Social Science and Humanities (Mahidol University, Thailand	Summary
N/A	N/A	It is recommended that applicants have some relevant professional experience, either in teaching or in other educational practice such as policy. However, applications from candidates who do not have any experience but who do have relevant academic qualifications will be considered. English proficiency: 7.5 IELTS (for international students).	A good Bachelor's degree At least two years of managerial experience in either the public or private sector. Applicants must be heads of school departments, vice-principals or principals of schools, inspectors and senior officers of MOE, faculty members of universities and polytechnics or supervisors and managers in the public or private sectors	Candidates must hold a Bachelor's degree in any suitable field from a program guaranteed by the Office of Higher Education Committee with a GPA of no less than 2.50 and / or 2 years of work experiences. Exceptions to the above items may be made by the Program Committee TOEFL Internet-based score of 54 or IELTS score of 5 or MU GRAD TEST score of 60.	Candidates must hold a bachelor's degree in any suitable field. GPA of no less than 2.50 and / or 2 years of work experiences. Have some relevant professional experience, either in teaching or in other education practice such as policy TOEFL Internet-based score of 54 or IELTS score of 5.0

Table 94: Dimension 7: Students Assessment of the International Curriculum of Education Management

Harvard Graduate School of Education, (U.S.A)	**Melbourne Graduate School of Education, (Australia)**	**King's College London (U.K)**	**National Institute of Education (NTU, Singapore)**	**Faculty of Social Science and Humanities (Mahidol University, Thailand**	**Summary**
Two grading systems are used at HGSE: letter grade, and satisfactory ("SAT")/no credit ("NCR"). Letter grades are A, A-, B+, etc., down to D-; F is failing.	Assessment is designed in each subject. For example: School effectiveness and Improvement -A report that reviews the effectiveness of a school. (2,500 words), mid semester, (50%) - A report that, based on the first assessment task, constructs a plan for school improvement (2,500 words, end of semester, (50%) - This subject has a minimum hurdle requirement of 80% attendance at all tutorials, seminars and workshops.	Assessment methods will depend on the modules selected. The 30-credit taught modules are normally assessed with a 6,000-word assignment The 60-credit dissertation is assessed with an extended piece of writing of 16,000 words. There are no examinations.	Assessment takes several forms and these are specific to each course. Lecturers use a combination of continuous assessment, tests, essay-type assignments and case study analyses. In some cases, oral presentations or similar activities may replace written tasks. Tools for assessment: assessment framework for subject and dissertation (manual). Clear requirements on Critical Inquiry (CI) and Dissertation. The CI paper shall be between 4,000 to 6,000 words in length and 15,000 words excluding appendices, tables, references for dissertation.	Assessment methods will depend on the modules/subject selected Writing report/word assignment with 600 words. Dissertation with 16.000 words. 80% attendance at all tutorials, seminars and workshops	Assessment methods will depend on the modules/subject selected. Lecturers use a combination of continuous assessment, tests, essay-type assignments and case study analysis. In some cases, oral presentations or similar activities may replace written tasks. Normally assessed with a 6,000-word assignment. Dissertation with 16.000 words. Two grading systems are used: letter grade, and satisfactory ("SAT")/no credit ("NCR"). Letter grades are A, A-, B+, etc., down to D-; F is failing.

Table 95: Dimension 8: Learning Experience and Instructions of the International Curriculum of Education Management

Harvard Graduate School of Education, (U.S.A)	**Melbourne Graduate School of Education, (Australia)**	**King's College London (U.K)**	**National Institute of Education (NTU, Singapore)**	**Faculty of Social Science and Humanities (Mahidol University, Thailand**	**Summary**
Rich and multi-dimensional learning experience. -Problem solving skill by analyzing the complex challenges in public education in America. - Innovative, research-driven education reform -Independent study and field experience.	Clinical teaching: focus on individual students' learning growth monitoring and evaluating their impact on learning and adapting the lesson to meet the need of each student. Education software designed to support teachers and teacher candidates across all sectors of education. - Visible classroom: cloud-based content management system for the teacher's later use.	The course combines problem solving and critical perspectives, and extensively explores practical education management problems. -20 hours of lectures and seminars, -280 hours of independent study. - 10.5 hours of academic study skills workshops - for dissertation, nine hours of one-to-one supervision and 24 hours of research methods lectures + 567 hours of independent study for the dissertation module.	Lessons are interactive and insightful, discussion are robust". Provide opportunities for students to explore and research on different aspects of education. In subjects: to generate suggested potential solution(s) to address the problem.	In order to prepare students to meet global challenges, the program also emphasizes on the understanding the ways of life and cultures of other ASEAN countries and global community. The Students are encouraged to think critically to solve problems regarding Education Management and to develop the transformational leadership skills for 21st century leaders.	1. rich and multi-dimensional learning experience 2. problem solving by the complex challenges facing public education 3. Independent study and field experience 4. Clinical teaching: focus on individual students' learning growth 5. Education software designed to support teachers 6. Lectures and seminars, 7. Summer programs (oversea) Summer weekend, summer study visit, and summer short courses. 8. The emerging ubiquity of content poses challenges for students and learning, but also new opportunities to expand teaching and learning.

Table 96: Dimension 9: Instructor's quality of the International Curriculum of Education Management

Harvard Graduate School of Education, (U.S.A)	**Melbourne Graduate School of Education, (Australia)**	**King's College London (U.K)**	**National Institute of Education (NTU, Singapore)**	**Faculty of Social Science and Humanities (Mahidol University, Thailand**	**Summary**
Members of faculty are actively engaged in the world of education policy. They are pioneering researchers in family engagement and community organizing for school reform.	Academics are high quality, high impact research projects. Professional staff provides strategic management, leadership and support in student services, marketing and communications, business services and research and project administration.	Staff has international reputations in their field, allowing students to learn the most advanced current thinking and develop students' ideas with leading experts.	This program offers the expertise of local faculty members as well as overseas experts at relevant points. They are also familiar with the context in which students work and will help students to apply their studies realistically to their situations. The faculty members also have an international perspective, since many of them have studies or worked overseas. Characteristics of faculty: main areas in education management, authors of journals, book chapters, conference papers, projects,, outstanding research, local and international rewards, work experience including administration	N/A	1. Faculty members are actively engaged in the world of education policy. 2. Faculty members are high quality, high impact research projects. 3. Staffs have international reputations in their field, allowing students to learn the most advanced knowledge and skills. 4. The expertise of local faculty members as well as overseas experts at education management subjects. 5. The faculty members have an international perspective, since many of them have studies or worked overseas. 6. They are authors of journals, book chapters, conference papers, projects.

Table 97: Dimension 10: Students Support and Services of the International Curriculum of Education Management

Harvard Graduate School of Education, (USA)	**Melbourne Graduate School of Education, (Australia)**	**King's College London (U.K)**	**National Institute of Education (NTU, Singapore)**	**Faculty of Social Science and Humanities (Mahidol University, Thailand**	**Summary**
The Office of Student Affairs collaborates with students, scholars and other offices throughout Harvard University to enhance the international character of our school, and to help our students build connections and share their values and stories across the Harvard Graduate School of Education and the larger Harvard community	Environment is supportive and student-focused Buildings are designed for graduate education students, offering a range of contemporary learning and social spaces.	Summer programs (both in London and overseas; King's faculties and staff to ensure students experience globally renowned, research-led teaching): summer weekend, summer study visit, and summer short courses. Student's life (clubs, society, shops, news, channels) Accommodation (King's residence). Extra-curriculum (preparation courses: Pre-sessional English and pre-master's academic preparation courses). Facilities: Modern language center, Online course technology.	1. International student service webpage: https://www.nie.edu.sg/higher-degrees/admissions/general-entry-requirement 2. Student service center: is one-stop service center that caters to the administrative need and general enquiries of students and alumni (scope of services: accommodation, financial aid, insurance, medical scheme, part-time employments, research workstation) 3. Student Life: student clubs, student organizations, counseling,	Student services webpage: - International student activities - Visa matters - Health care - Banking - Sport and recreation - Life in Thailand Language center Job opportunities	Supportive environment offering a range of contemporary learning and social spaces. Student's life (clubs, society, shops, news, channels) Accommodation (King's residence). Extra-curriculum (preparation courses: Pre-sessional English and pre-master's academic preparation courses). Facilities: Modern language center, Online course technology.

Based on the above tables, the findings from the document analysis provide some insights about the education management curriculum at the master degree in the five international institutions. The information reflects the vision, mission, goals, and objectives of the program. More specifically, there are some programs, which identify detailed learning outcomes such as Melbourne Graduate School of Education, (Australia). The other important factors relating to the curriculum are student's assessment, learning experience; quality of faculty members, or strategy of the institutions.

Firstly, let's examine what are the vision and mission of these international universities.

Being one of the leading university in the world, the vision of Harvard Graduate School of Education, (U.S.A) is "committed to creating and sustaining the conditions that enable all Harvard College students to experience an unparalleled educational journey that is intellectual, socially, and personally transformative". For them, the graduates are the people that "learn to change the world". Meanwhile, the other universities focus on their international positions and main functions as "being one of the finest universities in the world, contributing to society in ways that enrich and transform lives" (Melbourne Graduate School of Education, Australia) or "being recognized as a thought leader on interdisciplinary themes of global significance" (King's College London). National Institute of Education (NTU, Singapore) strives to be "an innovative global leader in research and education or aims to "link and serve responsibly and effectively to create a fair and happy society" (Faculty of Social Science and Humanities, Mahidol University, Thailand). Besides the vision, these international institutions develop their missions. Generally, they expect to become the best university that provides qualified human resources and to be the place where global citizens are connected to many international networks, and their students are employable anywhere in the world.

Aims and objectives of the curriculum are to produce graduates who influence education policy and practice on a broad scale. Their objectives are training students on organizational leadership skills and policy background to build education systems, integrates practical knowledge, conceptual frameworks, and state-of-the-art research, with a global perspective. More importantly, they emphasize on the transformational leadership skills for 21st century leaders, in which they put much effort to encourage students to think critically to solve problems regarding the discipline field.

Although each of the institutions designed with different learning outcomes for the master degree in the curriculum of education management, they generally mention the graduate competencies. That is classified into knowledge, skills, and attitudes. For the knowledge, they expect their students to achieve an advanced knowledge and understanding of current management issues and challenges in relation to education. Students have the ability to understand and apply the latest research findings in the aspects of Education Management studies. The diversified topics for learning are educational reform, leadership, and entrepreneurship in education, education change, educational organizations, assessment and quality, school principles. Skills of the curriculum are capacity to understand and analyze advanced case studies of significant problems and issues experienced at senior levels in educational settings; a global perspective in tackling management issues in education, capability to design, evaluate, implement, analyze, about developments that contribute to the discipline of educational leadership and management practice, conduct a substantial research-based project related to educational leadership in an educational setting. Attitudes of curriculum mention about appreciation of professional responsibilities and ethical principles associated with leading educational organizations.

The assessment methods depend on the modules/subject selected. Normally, lecturers use a combination of continuous assessment, tests, essay-type assignments and case study analyses. In some cases, oral presentations or similar activities may replace written tasks. For the writing test, they require a 6,000-word for the assignment and for the dissertation with 16.000 words. They apply two grading systems including letter grade, and satisfactory ("SAT")/no credit ("NCR"). Letter grades are A, A-, B+, etc., down to D-; F is failing.

Learning experience and instructions refer to the teaching and learning methods. For the international institutions, rich and multi-dimensional learning experience plays an important role in their methods. They focus on problem solving by providing the complex challenges facing public education through lectures and seminars. The students are considered independent learners and they can get knowledge through field experience. Education software is designed to support teachers and students. Besides the main courses, they also offer summer programs (overseas), summer weekend, summer study visit, and summer short courses to help students having more experience.

Student's support and services include assistance, counseling, and monitoring services for students. Therefore, the above international universities create a supportive environment offering a range of contemporary learning and social spaces. They also include establishing and supporting student's life through operating many clubs, students' association, shops, channels, accommodation etc. Moreover, they also offer extra-curriculum like preparation courses, online courses about language and academic preparation courses. There are many facilities to support students 'learning such as language centers and labs.

In aligning to the vision and mission of the university, many of the strategies developed by the five international institutions aim to attract the good students around the world. One of the most important strategies is to develop an international outreach strategy including the exploration of the international program. Besides developing partnerships with world-class institutions, improving high-quality learning and teaching, being an international destination and knowledge hub for the educational research are the top strategies that these universities aim to reach in the next decade. So far, it is clear to see that each of the institution has its strategies. For example, while King's International Strategy has been designed to attract the best international minds, and to provide an internationalized experience for students through many international activities, Melbourne Graduate School of Education focuses mostly on high quality of teaching and learning, quality of research, public, industry, international engagement, and sustainable development. Meanwhile, National Institute of Education (NIE-NTU, Singapore) aims to develop NIE as an international destination and knowledge hub for the educational research and establishing it as a new NIE international partnership model. For the Faculty of Social Sciences and Humanities -Mahidol University, its goals and strategy of the department of education include produce graduates who are leaders in integrated learning for social justice, create an integrated knowledge based on research and academic service to society, develop academic networks with both local and international organizations, and being effective in management.

The Master Degree curriculum in Education Management is structured differently from each institution. In Harvard Graduate School of Education, (USA), it offers a one-year full – time coursework. The students have to complete a minimum of 32 credits with a thesis or comprehensive exam. In Melbourne Graduate School of Education, (Australia), it takes in a form of one year full-time or two years part-time for coursework. But if students take the

research course, they have to study 18 months full-time or three years part-time plus a 20,000-word thesis and a research methodology component. Similarly, in the University of Mahidol, students can learn from Plan A with 36 credits or plan B also with 36 credits but no writing thesis. King's College divides their course for four 30 credits modules with a dissertation, whereas (NTU, Singapore) requires students to complete 8 courses plus a dissertation (Dissertation option), or Complete 10 courses (Coursework-only option).

Faculty members play an important role in the success of the program. Therefore, the above international institutions value highly faculty quality. For example, in Harvard Graduate School of Education, (USA), faculty members who associated with the educational policy management program are actively engaged in the world of education policy. Another case comes from Melbourne Graduate School of Education where their academics are undertaking high quality, high impact research projects. To conduct the international program, they require their staff to have international reputations in their fields so that these instructors can lead students to learn the most advanced knowledge and skills. Normally, their faculty members are the local as well as overseas experts in Education Management subjects and most of them have an international experience, perspective because they have studied or worked overseas. Many of them are authors of journals, book chapters, conference papers, and projects.

The minimum graduation requirements for admission are a Bachelor's degree in any suitable field, with the GPA of no less than 2.50 and/or 2 years of work experiences. Relating to experience, those institutions indicate the candidates have some relevant professional experience, either in teaching or in other educational practice such as policy. Besides, the international student is required to meet TOEFL Internet-based score of 54 or IELTS score of 5.0.

In summary, the above analysis from five international universities about the curriculum of the Master Degree of Education Management shows good practices about the key components of the curriculum of education

management at master degree. Even though each university has its own vision, mission, goals, objectives, contents of teaching or students assessment, they have some commons in goals and objectives of the curriculum, learning outcomes, years of study, or student's admission.

Table 98: Summary of the International Curriculum of Education Management in International Universities.

<table>
<tr><td colspan="3">Vision:
An innovative global leader in research and education and learn the to transform world</td></tr>
<tr><td colspan="2">Mission:
▪ To become the best provider of human resources services.
▪ To create global citizens connected to international networks, and employable anywhere in the world.</td><td>Strategy of the internalization
▪ Attract the best international minds
▪ Internationalize curriculum and student experience
▪ Invest in strategic partnerships with world-class institutions.
▪ High quality learning and teaching
▪ An international destination and knowledge hub for the education research
▪ Develop an international outreach strategy including the exploration of international program
▪ Establishing an international partnership model</td></tr>
<tr><td colspan="3">Goals, Objectives of the curriculum
▪ To train students the organizational leadership skills and policy background to build education systems.
▪ To integrate practical knowledge, conceptual frameworks and state-of-the-art research, with a global perspective.
▪ To develop the transformational leadership skills for 21st century leaders.
▪ To encourage critical thinking in solving problems regarding education management.</td></tr>
<tr><td colspan="3">5. Learning outcomes</td></tr>
<tr><td>Knowledge:
An advanced knowledge and understanding of current management issues and challenges in relation to education.
An understanding and application of the latest research findings in Education Management</td><td>Skills:
The capacity to understand and analyze advanced case studies of significant problems and issues experienced at senior levels in educational settings.
A global perspective in tackling management issues in education.
The capability to design, evaluate, implement, analyze, about</td><td>Attitudes:
An appreciation of professional responsibilities and ethical principles associated with leading educational organizations.</td></tr>
</table>

Includes the study of educational reform, leadership, Entrepreneurship in education, education change, education organizations, assessment and quality, school principles.	developments that contribute to the discipline of educational leadership and management practice. Conduct a substantial research based project related to educational leadership in an education setting.	

Program structure

- Year of study: 2 year full-time or 3 years part-time;
- Three type of structure: course work, research, and credit modules, including required, elective courses and thesis.
- Credits are about 36 to 50 credits with a thesis

Students assessment

- Depend on the modules/subject selected.
- A combination of continuous assessment, tests, essay-type assignments and case study analysis.
- Normally assessed with a 6,000-word assignment.
- Dissertation with 16.000 words.
- Two grading systems: letter grade, and satisfactory ("SAT")/no credit ("NCR"). Letter grades are A, A-, B+, etc., down to D-; F is failing.

Learning experience and instruction

- Rich and multi-dimensional learning experience
- Problem solving by the complex challenges facing public education
- Independent study and field experience
- Clinical teaching: focus on individual students' learning growth
- Education software designed to support teachers
- Lectures and seminars,
- Summer programs (overseas)
- Summer study visits, and summer short courses.
- The emerging ubiquity of content poses challenges for students and learning, but also new opportunities to expand teaching and learning.

Instructors quality of the curriculum

- Faculty members are actively engaged in the world of education policy.
- Faculty members are high quality, achieve high impact research projects.
- Staffs have international reputations in their field, allowing students to learn the most advanced knowledge and skills.
- The expertise of local faculty members as well as overseas experts in Education Management.
- The faculty members have an international perspective, since many of them have studies or worked overseas.
- They are authors of journals, book chapters, conference papers, and projects.

Students support and service

- Supportive environment offering a range of contemporary learning and social spaces.
- Student's life (clubs, society, shops, news, channels)
- Extra-curriculum (preparation courses: Pre-sessional English and pre-master's academic preparation courses).
- Facilities: Modern language center, online course technology.

Part IV: Developing a draft of international curriculum management model in Education Management.

Based on the analysis and synthesis of results from objective 1 and objective 2, a draft of international curriculum management model is developed for a Master Degree in Education Management for Vietnam higher education institutions.

The model provides the process and guidance on how to develop and manage the international curriculum for the master degree in Education Management for Vietnam higher education institutions.

The model consists of the following main parts:

1. The rationale, objectives of the international curriculum management model for Master Degree in Education Management in Vietnam higher education institutions;

2. The goal, programs objectives, strategies of the Master Degree in Education Management for Vietnam higher education institutions;

3. The dimensions of the international curriculum management model of the Master Degree in Education Management for Vietnam higher education institutions.

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The international curriculum management model of the Master Degree in Education Management for Vietnam higher education institutions can be illustrated in the following figure and table:

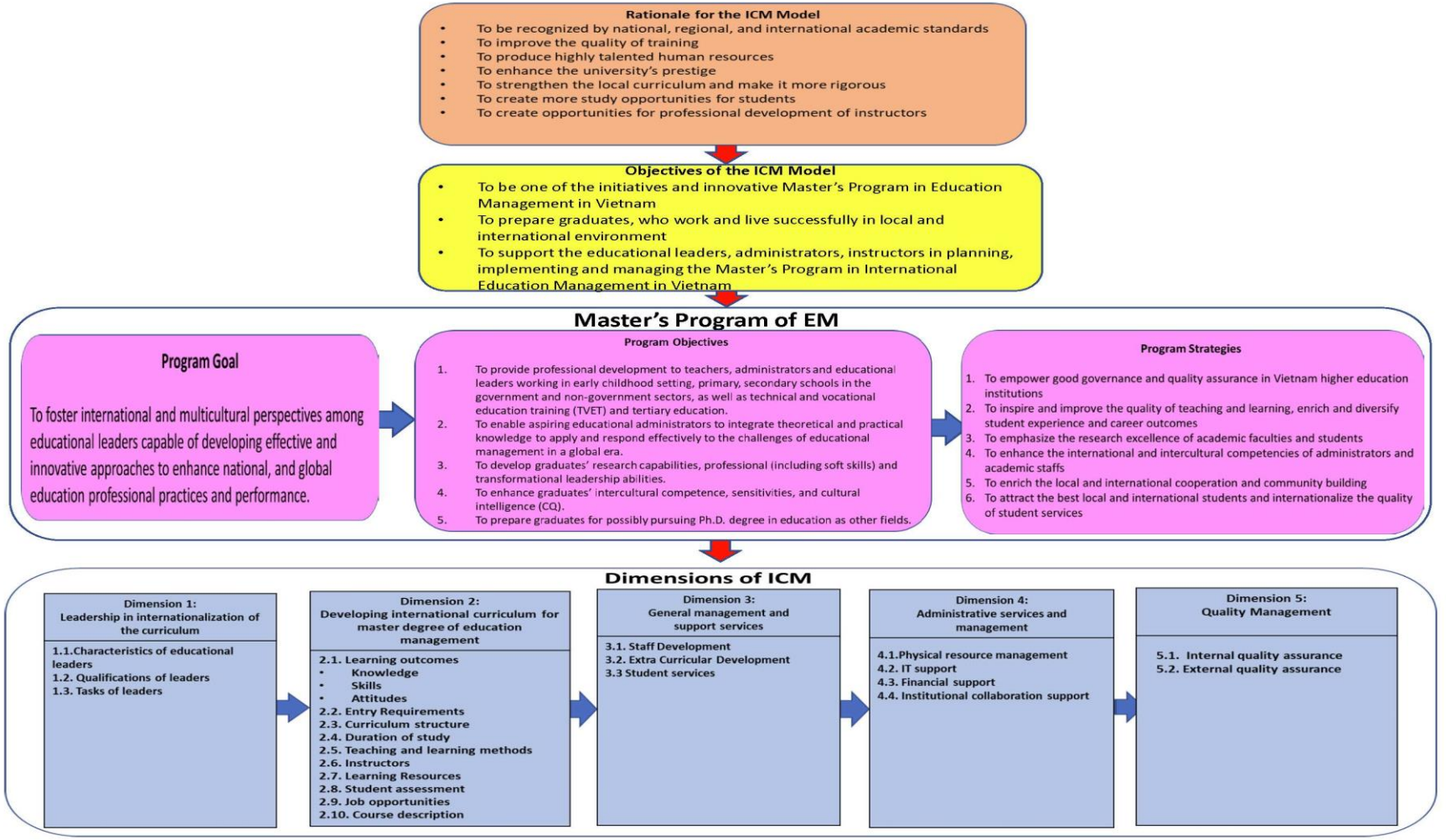

Figure 14: International Curriculum Management Model (ICM) for Master Degree in Education Management (EM).

Table 99: International Curriculum Management Model for Master Degree in Education Management

Rationale of the international curriculum management model
- To be recognized by national, regional, and international academic standards - To improve the quality of training - To produce highly talented human resources - To enhance the university's prestige - To strengthen the local curriculum and make it more rigorous - To create more study opportunities for students - To create opportunities for professional development of instructors
Objectives of the international curriculum management model
- To be one of the initiatives and innovative Master's Program in Education Management in Vietnam - To prepare graduates, who work and live successfully in local and international environment - To support the educational leaders, administrators, instructors in planning, implementing and managing the Master's Program in International Education Management in Vietnam
Goal of the Master Degree of Education Management
To foster international and multicultural perspectives among educational leaders capable of developing effective and innovative approaches to enhance national, and global education professional practices and performance.
Objectives of the Master Degree of Education Management
1. To provide professional development to teachers, administrators and educational leaders working in early childhood setting, primary, secondary schools in the government and non-government sectors, as well as technical and vocational education training (TVET) and tertiary education. 2. To enable aspiring educational administrators to integrate theoretical and practical knowledge to apply and respond effectively to the challenges of education management in a global era. 3. To develop graduates' research capabilities, professional (including soft skills) and transformational leadership abilities. 4. To enhance graduates' intercultural competence, sensitivities, and cultural intelligence (CQ). 5. To prepare graduates for possibly pursuing Ph.D. degree in education as other fields.

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Strategies of the Master Degree of Education Management
1. To empower good governance and quality assurance in Vietnam higher education institutions 2. To inspire and improve the quality of teaching and learning, enrich and diversify student experience and career outcomes 3. To emphasize the research excellence of academic faculties and students 4. To enhance the international and intercultural competencies of administrators and academic staffs 5. To enrich the local and international cooperation and community building 6. To attract the best local and international students and internationalize the quality of student services
Dimensions of the international curriculum management model
Dimension 1: Leadership in Internationalization of the Curriculum
1.1.Characteristics of educational leaders • Visionary and shared goals, strategies of international curriculum. • Flexibility and supportively in quality of teaching, learning, research and collaborations. • Innovation, open-minded, top-down and bottom up management. • Empower staff and students capacities. **1.2. Qualifications of educational leaders** • Professional ethics and competencies. • Educational management knowledge and experience. • International knowledge and perspectives and experience. • Proficiency in international languages, especially English. • Willingness to change and fulfill their roles as effective leaders **1.3. Tasks of educational leaders, instructors and staff** • University and school leaders: develop policies, strategies, mechanisms, and guidance of the international curriculum. • Instructors: develop and revise course syllabi, instructional methods and student assessment, classroom management, and allocate resources. • Support staff: plan, allocate resources, and manage change.
Dimension 2: Developing International Curriculum for Master Degree in Education Management
2.1. Learning outcomes **Knowledge** • Demonstrate and apply basic, practical and advanced knowledge in education management to solve the educational practical problems.

- Apply knowledge of educational research in both thesis and career.

Skills

- Develop self- study, critical thinking and creativity skills.
- Develop interactive, cooperative, IT, international language and research skills.

Attitudes

- Develop the international and intercultural perspectives in education management and leadership.
- Develop professional ethics and responsibilities.

2.2. Entry Requirements

- B.A Degree from an accredited university.
- Minimum English language proficiency B2 (CEFR), 4.5 (IELTS), 450 (TOEFL).
- Committee selection and interview.

2.3. Curriculum structure

- Plan A: Coursework (54 credits)
- Plan B: Coursework and research (54 credits)
- Plan C: Research (54 Credits)

2.4. Duration of study

- Full-time: 1 – 2 years
- Part-time: 2 – 5 years

2.5. Teaching and learning methods

- Lecture, seminars, group assignments, case studies, team teaching.
- Utilizing ICT such as websites, electronics networks, chat groups.
- Self-directed, independent study and field experience inside and outside the country.
- Learning in diverse and cross-cultural groups.

2.6. Instructors

- Proficiency in international language and IT.
- International and administrative experience.
- High impact research and publications.
- Participate in local and international professional networks.

2.7. Learning Resources

- Physical and electronic collections.
- Multimedia labs.
- Digital learning resources.

2.8. Student assessment

- Measure students' performance and competence
- Quiz, word assignment, projects, case studies analysis.
- Grading scale: A, B, Non satisfactory

2.9. Job opportunities

- To work as an educational manager; a lecturer, researcher
- To possibly continue their studying in Ph.D. Degree in Education Management

2.10. Course description

- Describe briefly main content of each course from page 343 to 352

Dimension 3: General Management and Support Services

3.1. Staff Development

- English language and IT capacities
- International and intercultural knowledge and skills.
- Develop collaborative research.
- Recruit international lecturers and Vietnamese lecturers (abroad studying experience).

3.2. Extra Curriculum Development

- Pre-sessional English and pre-master academic courses, seminars, academic study skills
- Students' collaborative programs (local and international collaborative internship programs with educational organizations, industries, and communities).
- Counseling and guidance
- On-campus activities (student's club, playground).

3.3 Student services

- In-bound and out-bound services
- Student service center (support for accommodation, financial aid, insurance, employment)
- Student service webpage

Dimension 4: Administrative Service and Management

4.1.Physical resource management

- Modern library, international textbook, journals.
- International standard infrastructure and facilities
- Working spaces and victual classroom, multimedia room.

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4.2. IT support

- Website, blackboards, educational software.
- Technology-based strategy
- Data system and dashboard connecting international lectures and students.

4.3. Financial support

- Public funding for research, IT, modern facilities, materials
- Develop financial strategy
- Budget for instructors and students to attend international conferences
- Develop competitive tuition fee scheme

4.4. Institutional collaboration support

- Develop strategic partnerships with world-class institutions
- Cooperate with local and international institutions and professional networks.

Dimension 5: Quality Assurance Management
5.1. Internal quality assurance • A systematic/mechanism to assure quality assurance • Criteria/key performance to measure the outcomes • Feedback from stakeholders • Expert evaluation • Internal audit of curriculum **5.2. External quality assurance** • Benchmarking and collaborating with the international universities • Assessment by national and international accreditation agencies.

1. Rationale, objectives of the international curriculum management model for Master Degree in Education Management in Vietnam Higher Education Institutions

1.1. Rationale

The need to internationalize the Master's Program in International Education Management has increasingly developed through Vietnamese vision, mission, academic strategies institutions, and annual planning which has, in turn, stimulated investments in developing curriculum with international and global perspectives and partners.

Many national, university policies mention the importance of internationalization in higher education. With the targets of reaching the advanced level and high ranking in the ASEAN region by 2030 and the required skillful labors to serve for national development, many universities are requested to adapt with the national and global context in developing and improving their curriculum. Among the reasons for internationalization of curriculum, being recognized by regional and international standards or international academic community and improving the quality of curriculum, teaching and learning are the most critical issues. The goals and objectives of internationalization are to produce highly talented human resources who can work in local and international environment, to enhance the university prestige, to strengthen the local curriculum, to create more study opportunities for

students, to be recognized by regional and international institutions, to improve the quality of training and to create the opportunities for professional development of lecturers.

In that context, most of educational institutions and faculties in Vietnam aim to focus on training the next generation of education managers, researchers, officers, and teachers to meet the need of the country and to serve the national development and international integration through a wide variety of local and international programs. One of them is the Master's Program in International Education Management, which targets at meeting the national and international academic requirements and standards.

The development of an international curriculum to address these important issues can ensure that graduates receive instruction and guidance closely relating to their need and competencies. This factor helps graduates to make a successful career in becoming global educational managers, teachers and researchers in their institutions. However, the development of curricula needs to be supported by a systemic management that ensures the implementation and the achievement of the objectives of the curriculum. Therefore, the model of international curriculum management is developed to help higher education institutions in Vietnam and their education managers, instructors and students in developing, implementing and managing the curriculum successfully and effectively.

1.2 Objectives of the international curriculum management model

1. To be one of the initiatives and innovative international master degree curriculum in education management in Vietnam, achieving the national, regional and international standards and recognition.

2. To prepare graduates who are the future educational leaders, managers, instructors, and researchers in Vietnam to work and live

successfully in a local and international environment in the twenty-first century.

3. To support the educational leaders at ministry level, administrators and instructors at university and faculty level in planning, implementing and managing the international curriculum for master degree of education management successfully and effectively.

2. Goal, program objectives and strategies of the Master Degree in Education Management in Vietnam Higher Education Institutions.

2.1. Goal of the Master Degree in Education Management

Goal of the master degree of the international curriculum of education management is to foster international and multicultural perspectives among educational leaders capable of developing effective and innovative approaches to enhance national, and global education professional practices and performance.

2.2. Objectives of the Master Degree in Education Management

The curriculum emphasizes three main objectives:

1. To provide professional development to teachers, administrators and educational leaders working in early childhood setting, primary, secondary schools in the government and non-government sectors, as well as technical and vocational education training (TVET) and tertiary education.

2. To enable aspiring educational administrators to integrate theoretical and practical knowledge to apply and respond effectively to the challenges of education management in a global era.

3. To develop graduates' research capabilities, professional (including soft skills) and transformational leadership abilities.

4. To enhance graduates' intercultural competence, sensitivities and cultural intelligence (CQ).

5. To prepare graduates for possibly pursuing Ph.D. degree in education.

2.3. Strategies of the international curriculum management model

1. To internationalize the curriculum, it is necessary to set up the following priority strategies:

2. To empower good governance and quality assurance in Vietnam higher education institutions, in which the government provides more autonomy, offers financial incentives to propose international strategies and plans.

3. To inspire and improve the quality of teaching and learning, enrich and diversify student experience and career outcomes, sustenance of international curriculum and establishing a legal mechanism for developing and implementing the international curriculum.

4. To emphasize the research excellence of academic staff and students, collaboration, partnership and impact on graduate training and research.

5. To enhance the international and intercultural competencies of administrators and academic staffs.

6. To attract the best local and international students and internationalize the quality of student services.

7. To enrich the local and international cooperation and community building that serves the society development.

3. Five dimensions of the international curriculum management model

The international curriculum management model embraces five dimensions namely leadership; developing international curriculum for master degree in Education Management; general management and support services, administrative service and management; and quality management. It helps

Vietnam higher education institutions in developing, implementing and managing the master degree in education management.

Dimension 1: Leadership in internationalization of the curriculum

Curriculum development and management is the essential function of school leadership, which determines the outcomes of the curriculum. Many people in an institution such as rector, university curriculum council, dean, head department and academic staff, or support staff carry out the leadership role. Therefore, to develop and manage an international curriculum for master degree in education management, leadership is considered the first important dimension of the model.

To prepare for students to work and live effectively in the national and global environment, it is suggested that the Vietnamese educational leaders need to have the strong, reform-minded as well as to commit the excellence in academic to help the institutions reaching the national and international targets and standards in education.

Dimension 1 reflects the important characteristics, qualifications and main tasks of the educational leadership in the international master degree program of education management in Vietnam higher education institutions.

1.1. Characteristics of educational leaders

To develop and implement the international master degree program of education management, the educational leaders in Vietnam higher education institutions are required to have a good vision of nationalization and globalization. Besides, they are those who will share the goals, concepts of international curriculum and motivate other people such as instructors, support staff and students to engage in the whole process. They offer and support for the quality of internationalization of training and research, the establishment of student and staff development and mobility programs, strengthening in local and international student recruitment, especially taking a broad view on

strategic development and implementation of the international master degree program of education management.

Moreover, contemporary universities are nowadays considered as an enterprise less dependent on state funding. Therefore, the educational leaders need to be more active and innovative in creating the local and international networks with organizations, businesses, employers, who support curriculum development, implementation and research by offering field trip opportunities or practical projects as well as sponsoring scholarships for lecturers and students. They are required to have flexible and innovative ability to increase the institution's budget and prestige for the international master degree program of education management.

It is crucial for university leaders to use information technology as an effective tool to develop and manage the international master degree program of education management and to inspire commitment, share information and support collaborations among university managers, lecturers, students, employers, and alumni to accomplish the vision, mission, goals of the international master degree program of education management from the top-down and bottom up management. The managers can use the new technologies such as Facebook, YouTube, and mobile service to publicize and market the program inside and outside the country, as well as to monitor and articulate many academic regulations, guidance, activities, and decision-making in distance. Meanwhile, the instructors can apply information communication technology (ICT) as a tool to support the teaching and learning activities such as designing online activities, interactive platforms, and e-clubs.

Leading the Master's Program in International Education Management requires the leaders to have the ability to listen and understand the staff and students' readiness in academic activities and to have a desire to change, influence on individuals and institutions, building community in the workplace, empower staff and students capacities, and to make them understand the

purpose of the internationalization. Moreover, they are capable to attract qualified local and international instructors and students; to cooperate with world-class educational organizations to help the Master Degree in Education Management being recognized in both national, and international contexts.

In summary, the characteristics of educational leaders of Master Degree in Education Management can be described in the following table:

Table 100: Characteristics of Effective Leadership

Characteristics of effective leadership
1. Demonstrate vision and have a broad view on strategic development and implementation of an international curriculum. 2. Be supportive of the quality of internationalization in training and research, staff development and mobility programs. 3. Have ability to execute, empower, innovate, adapt, and deliver the policy in uncertain situations. 4. Use information technology as an effective tool in management, teaching and learning. 5. Utilize both top-down and bottom up management 6. Have the ability to empower staff and students 7. Have the ability to attract qualified local and international instructors and students. 8. Contribute to social development 9. Attract the external fund raising such as getting research grants.

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1.2. Qualifications of educational leaders of the Master Degree in Education Management

The national qualification framework of educational leadership includes professional competencies in their fields, school strategic management capacity, organizational management and staff development capacity,

functional management capacity, development of partnerships and school culture capacity.

Also, to develop and implement the Master's Program in International Education Management effectively, leaders are required to have:

1. Educational management knowledge and experience through attending national and international trainings

2. International knowledge and perspectives through their international education and experience,

3. Proficiency in international languages, especially in English

4. Willingness to change and fulfill their roles as effective leaders.

1.3. Tasks of educational leaders, instructors and support staff

To develop and implement Master Degree in Education Management, it is necessary to define the tasks of leadership in curriculum management. They can be classified at three levels including strategic, tactical and operational leadership in the institution.

1.3.1. University and school leaders

Leadership positions: educational leaders in government agencies or HEIs such as President, Rector, Vice President, Vice Rector, Dean and Director.

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a. Analyze and synthesize the international, regional and national contexts and the needs of internationalization of the curriculum. The contexts are key external macro-*environment* elements affecting the design and output of HEIs' curriculum internationalization. They consist of four key external macro-environment elements as follows:

- Regional and international trends and development in higher education
- National and university policy of the international curriculum of master degree of education management

- National, regional and international qualifications frameworks and best practices in internationalization of curriculum in higher education;

- Stakeholders' need from policy-makers, administrators, employers, students, alumni, professional bodies etc.

b. Develop the philosophy of the international curriculum.

c. Develop and articulate the vision and mission, philosophy, objectives of the international curriculum.

d. Develop and follow-up with the international strategy and long-term strategic plans and anticipate problems and issues.

e. Develop legal mechanisms for developing and implementing the international programs, reaching educational standards of top-ranking universities in ASEAN and Asia.

f. Develop guidance on how to develop and implement international programs.

g. Develop the curriculum and manage across many disciplines and subjects systematically.

h. Support for university autonomy and cooperation with international countries.

1.3.2. Instructors

a. Setting goals, objectives, explicit learning outcomes of the courses

b. Develop and revise course syllabus, instructional methods and student assessment to achieve the learning outcomes

c. Day-to-day classroom management and providing support to students

d. Carry out course evaluation and provide feedback for curriculum improvement.

e. Implementing curriculum

f. Monitoring lesson plans

g. Allocating resources and evaluating students competencies

h. Promoting students' learning and growth.

1.3.3. Support staff

a. Develop tactical plans to achieve the long-term strategic objectives of internationalization of the curriculum over the duration of the study program.

b. Plan and allocate resources and work allocation to meet the program learning outcomes.

c. Share the goals and values of the program curriculum among the staff.

d. Deal with the change in the internationalization process and the curriculum

Dimension 2: Developing International Curriculum for Master Degree in Education Management

Name of the Program Degree: Master Degree in Education Management.

The principles of developing the international curriculum management model for Master Degree in Education Management are based on the interview and need assessment results about vision and mission of the Vietnam higher education institutions and faculty of education as follows:

Vision of the university is to be innovative in leading research universities in education in Vietnam and Southeast Asia, to be a leading university in education, meeting national and international standards. The related mission of the university is to create, disseminate, preserve and apply knowledge for the betterment of society.

Vision of the faculty of education is to be committed to offering educational service to society as the most important responsibility. The related mission of the faculty of education is to develop graduates with the

international and intercultural capacity to inspire and improve individual learning outcomes, and produce postgraduates with high quality.

Moreover, the model also emphasizes backward design, competency-based education, coupled with curriculum management theories and concepts.

To develop the international master degree curriculum of education management, the competency-based model is adopted in developing the graduate competencies, which emphasizes the employability of the graduate in terms of attitude, knowledge and skills. Moreover, to create the consistency and alignment between the graduate competencies and the courses of the international master degree curriculum of education management, the curriculum focuses on three main stages of backward design model, including identifying the expected learning outcomes, determining the criteria for student assessment, and designing learning experience and instruction of the curriculum. Besides, it is important to have the alignment between the learning outcomes, student assessment and teaching and learning in developing the international curriculum for Master's Degree in Education Management.

The program is designed based on the flexible structure and content that balances on four main issues including educational policy and leadership, school management, educational research, globalization and cultural issues based on attending courses, practicum and writing a thesis.

The program is driven by two important teaching and learning philosophies and concepts, including student-centered and tetrahedron model for teaching and learning excellence. Firstly, the purpose of applying student-centered in teaching and learning in the program aims to develop learners' critical thinking, and self-directed learning. Whereas student-centered instruction focuses on developing students' attitudes, skills and practices through project-based learning, hands-on activities and practices about leadership and management in education that enable lifelong learning and problem solving. In the meantime, student-centered learning encourages

students to select what study plan, courses they want to learn and how they can learn because the purpose of program is emphasizing personalized learning, individual reflective of student's interests, abilities, and learning styles. Also, student-centered learning fosters students' abilities related to how to learn and develop a commitment to lifelong learning, stay motivated and learn while gaining real-world experiences and at the same time balance the interest of the students against the required a minimum level of proficiency and competence to succeed as educational leaders, managers, instructors, and researchers. Secondly, to promote the program's teaching and learning excellence, it is important to apply the tetrahedron model, which integrates the cognitive and affective domains in teaching and learning (Fry and Kamatu, 2017).

To be competitive and attract the best students and maximize the marketing of the program inside and outside the country, the program need to have distinctive elements and aims to provide effective professional development to teachers, administrators and educational leaders working in early childhood setting, primary, secondary schools in the government and non-government sectors, as well as technical and vocational education training (TVET), and tertiary education. The program is open to all students who hold the B.A degree from an accredited university with minimum English language requirements at B2 level (CEFR), 500 TOEFL, 5.5 IELTS.

2.1. Learning outcomes of the Master Degree in Education Management

By the end of the program, students will be able to acquire the knowledge, skills and attitudes in education management as follows:

Knowledge:

1. The students will be able to demonstrate and apply the basic and practical knowledge in state management, educational reform, policies, leadership, strategies, entrepreneurship in education, educational change,

educational organizations, assessment and quality, and school management to solve practical problems.

2. The students will be able to apply the latest research findings, advanced local, international and intercultural knowledge of contemporary management in education. They need to understand an evidence-based approach to leadership.

3. The students will be able to demonstrate an advanced knowledge and understanding of current management issues and challenges in relation to education management.

4. The students will be able apply knowledge in management, autonomy, finance, human resources, and quality management, international cooperation in educational institutions.

5. The students will be able to apply knowledge of educational research methodology in doing a thesis and in subsequent career development.

6. Students will be able to develop new knowledge; some will continue to study at the doctoral level.

Skills:

1. The students will be able to self-study, to think critically and creatively to solve diverse educational problems.

2. The students will be able to understand and analyze advanced case studies of significant problems and issues experienced at senior levels in Education settings.

3. The students will be able to design, evaluate, implement, analyze developments that contribute to the discipline of educational leadership and management practice.

4. The students will be able to conduct a rigorous educational research independently.

5. The students will be able to use the information technology and international languages effectively to serve their career development.

6. The students will be able to achieve professional skills and soft skills such as teamwork and communications to deal with big problems.

7. The students will be able to interact and collaborate with their colleagues, students, and parents effectively.

Attitudes:

1. The students will be able to develop a local and global perspective in tackling challenging management issues in education.

2. The students will be able to develop their professional ethics, and citizenship.

3. The students will be able to demonstrate an understanding and appreciate other cultural perspectives.

4. The students will be able to appreciate the professional responsibilities and ethical principles associated with leading education organizations.

5. The students will be able to engage in community service actively.

2.2 Entry Requirements

The goal is to recruit for both top talent and national/cultural diversity. All candidates admitted to the Master Degree in Education Management must satisfy the following minimum common entrance requirements:

1. Candidates must be holders of a Bachelor Degree from an accredited university.

2. The minimum English language requirements for local students of this course are B2 level (according to CEFR – Common European Framework Reference).

3. International students whose first language is not English and graduates of universities with non-English instruction are required to submit an official test of English as a International language (TOEFL) or International English Language Testing System (IELTS) with the equivalent score of local students.

An official Test of English as a International Language (TOEFL = 500), (CEFR = B2) or International English Language Testing System (IELTS = 5.5) scores. To select the applications, the selection committee will consider:

Prior academic performance; and

The professional experience; and

The record of research activity and/or publications and the capacity to undertake research.

Student's personal statements

Applications may be made online. Hard copies of all supporting documents are to be official certified and must be submitted within the stipulated date of online submission.

2.3 Curriculum structure of the Master Degree in Education Management

The program provides a solid foundation in contemporary educational policy and reform, leadership, educational change, school management; educational research skills, and contemporary educational policy and reform, leadership training relating to some of the key strategic and international educational management issues confronting organizations today.

The program offers three options as illustrated in Figure 15 with descriptions indicated below.

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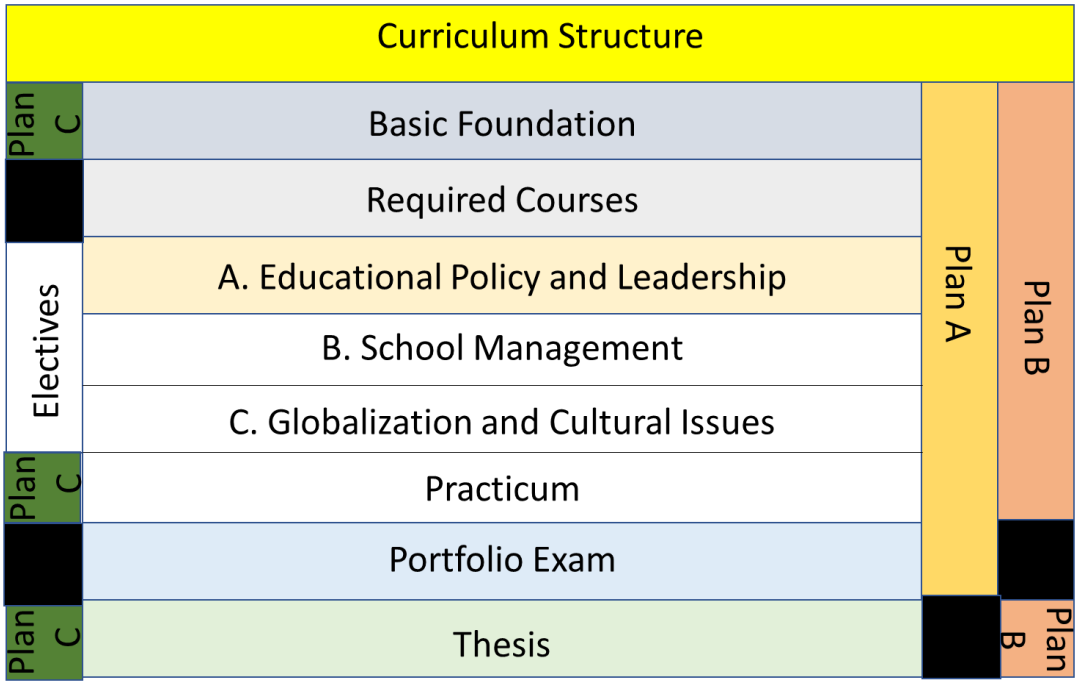

Figure 15: Curriculum Structure of the Master Degree in Education Management

- Plan A (Coursework): the curriculum comprises 54 credits on 2 basic foundation courses, 5 required courses, 3 elective courses, one practicum and portfolio exam.

- Plan B (Coursework and Research): the curriculum includes 54 credits with 2 basic foundation courses, 5 required courses, 2 elective courses, one practicum and thesis.

- Plan C (Research): the curriculum includes 54 credits with 2 basic foundation courses, one practicum and thesis.

The curriculum offers the flexible studying plans. Whereas plan A is designed for educational leader, manager or entrepreneur, plan B is more beneficial for graduates who not only want to become an educational manager but a teacher or a researcher. More specifically, plan C emphasizes on research, which appropriate for students who want to continue their Ph.D. study in Education Management or other relevant disciplines in the future.

The program is centered on the concept and execution of self-directed learning where student works with advisors, working professionals and peers to create their own curriculum, tailored to fit their personal interests. Each student will propose a big idea, reflections or professional development plan relevant their courses through the portfolio exam and thesis after completing their basic foundation courses, required courses and elective courses.

Table 101: Summarizes the Credits of Each Study Plan

Curricula credits	**Plan A**	**Plan B**	**Plan C**
Basic foundation	2 courses (16 credits)	2 courses (16 credits)	2 courses (16 credits)
Required courses	5 courses (15 credits)	5 courses (15 credits)	0
Elective courses	3 courses (12 credits)	2 courses (6 credits)	0
Practicum	5 credits	5 credits	5 credits
Portfolio exam	6 credits	0	0
Thesis		12 credits	33 credits
Total credits requited for graduation	54 credits	54 credits	54 credits

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Students will be required to register for and pass all basis foundation, required and elective courses, practicum and portfolio or thesis with 54 credits before graduation.

The details of each study plan A, B, C are shown in following table:

Plan A

Table 102: Curriculum Structure of Plan A

Course name		**Credit**
I. Basic Foundation		**16**
1	Social and Political Foundations of Education	4
2	Other Language	12
II. Required courses		**15**
1	Recent Development in Educational Management and Leadership	3
2	Development of Learning Organizations	3
3	Cross Cultural and Ethical Perspectives on Leadership	3
4	Research and Evaluation Methods in Education	3
5	Final Capstone Seminar	3
III. **Elective Courses** Student takes at least one courses of each component A, B, C		**12**
A. Educational Policy and Leadership		
1	Entrepreneurship and Change Management in Education	3
2	Contemporary Theories related to Educational Policy and Practice	3
B. School Management		
3	International Human Resource and Finance Development and Management	3
4	Role of ICT in Education: Critical Perspectives	3
5	Quality Assurance in Education	3
C. Globalization and Cultural Issues		
6	Diversity and Equity in Education	3
7	Cross Cultural and International Research	3
8	International and Comparative Education	3

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9	Learning in a Globalizing World: Pedagogy for Cultural Awareness and Mindfulness	3
IV. Practicum		**5**
1	Option 1: Internship (Hands- on Experience - documenting best practices in educational management)	5
2	Option 2: International collaborative programs with local and international partners	5
V. Portfolio Assessment		**6**
Total credits		**54**

Plan B

Table 103: Curriculum Structure of Plan B

Course name		**Credit**
I. Basic Foundation		**16**
1	Social and Political Foundations of Education	4
2	Other Language	12
II. Required courses		**15**
1	Recent Development in Education Management and Leadership	3
2	Development of Learning Organizations	3
3	Cross Cultural and Ethical Perspectives on Leadership	3
4	Research and Evaluation Methods in Education	3
5	Final Capstone Seminar	3
III. **Elective Courses** Student takes at least one courses of each component A, B, C		**6**
A. Educational Policy and Leadership		
1	Entrepreneurship and Change Management in Education	3
2	Contemporary Theories related to Educational Policy and Practice	3

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B. School Management		
3	International Human Resource and Finance Development and Management	3
4	Role of ICT in Education: Critical Perspectives	3
5	Quality Assurance in Education	3
C. Globalization and Cultural Issues		
6	Diversity and Equity in Education	3
7	Cross Cultural and International Research	3
8	International and Comparative Education	3
9	Learning in a Globalizing World: Pedagogy for Cultural Awareness and Mindfulness	3
IV. Practicum		**5**
1	Option 1: Internship (hands-on experience - documenting best practices in educational management)	2
2	Option 2: International collaborative programs with local and international partners	2
V. Thesis		**12**
Total credits		**54**

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Plan C

Table 104: Curriculum Structure of Plan C

Course name		**Credit**
I, Basic Foundation		**16**
1	Social and Political Foundations of Education	4
2	Other Language	12
II. Practicum		**5**
1	Option 1: Internship (hands on experience - documenting best practices in education management)	5

2	Option 2: International collaborative programs with local and international partners	5
III. Thesis		**33**
Total credits		**54**

2.4. Duration of study

Master Degree in Education Management shall, in accordance with the rules and regulations for the master degree program of Vietnamese institutions, extend for a period from one year to two years for full-time students and from two to five years for part-time students.

2.5. Teaching and learning methods

Learning and teaching activities of the master international curriculum of education management provide a learning experience that develops practical knowledge, research, international and intercultural skills of graduates.

The role of instructors is to create the learning environment and to assist students to achieve the expected learning outcomes. To support the master international curriculum, a variety of teaching methods can be applied as follows:

Instructors widen the scope of the subject to include international and intercultural perspectives, content and context.

Instructors apply lecturing, discussion, group assignment, case studies, team teaching, which help students to develop their intercultural engagement and cross-cultural skills in education management.

Instructors widen the local and international collaborations to support for the internships and placements in educational institutions and agencies.

The other teaching method is inviting local and international experts who have international experience to share their practical and expertise on issues relating to education management.

Instructors focus on both formative assessment and student's competency assessment. They are expected to enhance the ubiquity of teaching and learning opportunities by utilizing the information community technology such as websites, electronic networks, email chat groups as well as creating more learning activities with the principle "teach less learn more". On the other hand, students focus more on independent study and field experience,

To achieve a multi-dimensional learning experience, students are encouraged to analyze, solve and generate suggested potential solutions for the complex challenges facing education management through case studies or doing assignment and project. Besides, it is suggested that students have to extensively explore critical perspectives in practical education management problems or propose an innovative, research – driven education reform.

Moreover, learning in groups is an effective method to develop the intercultural competence of students, so it is necessary to assign students in diverse groups with a clear purpose, provide some training to develop teamwork and communication skills for students, especially as working in cross - cultural groups.

To support for students' progress, it is necessary to take into account the background and interests of students such as the need to learn, apply learning by doing, giving continuous feedback, and exploring practical issues from the students' various cultural view of points.

A wide variety of pedagogies including lectures, seminars, group assignments, case studies are used throughout the program with a selection of guest speakers who have both national and international experiences relevant to the areas on policies in internationalization in higher education and education management.

For the coursework, students will have lectures and seminars and be expected to undertake independent study. For a research course, there will be

supervision and independent study. Students can select to take the study visit inside or outside the country as a practicum course.

2.6. Instructors

One of the first priorities to support the master international curriculum of education management is instructor's quality and competence so that they can lead students to become highly qualified national and international employees and citizens.

The instructors have a qualified educational background in educational leadership and management; good qualified English and have a record of, or demonstrated potential for, research and publication in national and international leading academic journals.

The instructors are local distinguished educational scholars who have international and administrative experience in their own fields.

The instructors are willing to collaborate with colleagues, graduate students, and have a commitment to serve for the better community.

It is required that instructors achieve high quality, high impact research projects in education management issues, with an international perspective.

Instructors have participated in organizational management, public policy and education reform and have local and international reputations in their field.

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Instructors achieve good English and information technology skills.

Instructors have international and intercultural experience and perspectives in education management issues. They are the pioneering researchers in university and educational community.

They are considered as authors of journals, book chapters, conference papers, projects, outstanding research and international rewards, work experience in educational administration.

2.7. Learning Resources

The program offers the most suitable teaching and learning resources that balance the need of the students and facilitate more student engagement in learning.

The teaching and learning resources for the master international curriculum of education management include physical and electronic collections such as textbooks, local and international journals in education management, multimedia lab, digital learning resources including video, audio, text, lectures, and speeches.

2.8. Student Assessment

Assessment

All examinations for the program shall be conducted in accordance with examination regulations as stipulated in the Vietnamese university. The assessment methods of each subject are designed to measure the performance or competence of students and will depend on the courses selected.

The subjects taught are normally assessed with a quiz, 1.500 - word assignment and case study analysis.

The thematic paper is assessed with an extended piece of writing approximately from 4,000 to 6,000 words in length and for dissertation not exceeding 15,000 words in length.

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Grading Scale

The grading scale for the program shall be carried out according to the scale A (Excellent), B (Good), and U (Unsatisfactory).

To graduate, a student shall be required to take and pass all the scheduled courses within the stipulated period. They must maintain a grade point average of at least a B (3.00) each academic year; attain at least grade point 3.00 (grade B) in every course. The grade point average is weighted for each course based on the number of course credits. The grading scale can be transferred into other grading systems such as percentage or GPA according to

the requirements of each subject as in the following: Grade A (Excellence): 4.0; Grade B (Good): 3.0; Grade U (Unsatisfactory): 0.0.

2.9. Job opportunities

It is expected that after graduation, students can have the opportunities to work as an educational manager; a lecturer, researcher at university, college, institutions, and research centers in local, regional and international environment. Furthermore, they can possibly continue studying in Ph.D. Degree in Education, or other related fields.

2.10. Course Description

Social and Political Foundations of Education (3 credits)

This course examines the principles and basic concepts of the social and politics of education in Vietnam and other countries. It considers the key contents of the worldview, educational philosophy, and state education policy to help students apply those above foundations into their research, teaching, and management as a teacher, researcher, and an educational manager.

Understanding current education context requires a thorough grasp of the role, responsibilities, and challenges facing state governments in the execution of their leadership role in education.

This course immerses students in the realities of state governance in education. It begins with a thorough consideration of the state's role in education, state education policy, and current issues in state policy. Students will be introduced to the processes, players, and factors influencing the development of state education policy.

Other languages (12 credits)

The foundation of Western languages such as English, German, French course or Asian language such as Chinese, Japanese, Thai, which provides further assistance to develop students' language proficiency in five areas: listening, speaking, reading, writing and translation in international environment.

This course is designed to create an international language environment for students to practice their oral conversation skills. The classroom instructions will be targeting on the features and themes. By participating in various forms of classroom activities, students are expected to use international language accurately and to clearly express their thoughts, thereby improving students' intercultural communicative competence.

Recent Development in Education Management and Leadership (3 credits)

The last decades have seen profound changes in the demands placed on schools and those who manage them. School principals, administrators, teachers need to be alert to a wide range of issues arising from questions about education quality, equity and accountability, questions about organizational change and the difficulties faced by schools required to succeed in an education 'market'. In this course, students will go beyond mere 'problem-solving' techniques to adopt a more purposeful and critical analysis of the problems facing educational institutions today, both in the Vietnam and around the world.

Development of Learning Organizations (3 credits)

This course aims to explore and promote deep appreciation about the concept of organizational learning and organizational development and management within the Vietnamese and other international education system. Students are expected to understand the rationale of school initiatives and processes that will impact the work of school leaders, and teachers, to be aware of the challenges, diverse and multiple roles that are played by school leaders and teachers in the education system to become innovative, effective practitioners. This course requires students to construct their own theory linking organizational learning and a number of selected themes of organizational development based on literature review and analysis.

Cross Cultural and Ethical Perspectives on Leadership (3 credits)

Every leader has a unique view of what it means to be in a leadership position. The purpose of this course is to show that many factors contribute to our perspective on leadership, including individual differences and our cultural, social, political and historical environment. To understand this in a meaningful way is to become a more effective organizational contributor who promotes respect, mutual understanding and collaboration in which differences among people are understood and celebrated. The course begins with the concept of contemporary leadership, the relation between ethics and leadership in the context of educational practice in the Vietnamese and global school systeand then compares and contrasts students' view of leadership with the rich and complex Vietnamese and other cultural and ethical perspectives through analyzing the interesting case study of the subtle and fundamental ways in which leadership impacts what we do, believe and expect of others and ourselves.

Research and Evaluation Methods in Education (3 credits)

This course aims to cultivate rigorous mindsets and necessary inquiry skills for doing quantitative and qualitative research in education and critically analyzing education issues. Students will learn some fundamental concepts of research, such as variables and their relationships, research questions, hypothesis testing, sampling, effect size, statistical significance, reliability and validity, and the capability to prepare 'instruments' for testing 'generalizations' or confirming 'transferability' in small and contrasting settings. Students will also be exposed to different types of quantitative and qualitative research design and learn how to evaluate the quality of a research study.

Final Capstone Seminar (3 credits)

The goal of this course is to assist students in the integration of their academic study of education management and their experiences in preparation for their roles as members of the contemporary work force.

Students will analyze and synthesize the concept of management in education using national, international, cultural, ethical, sociological, and historical perspectives to explore and reflect on personal values, knowledge, management skills, and in-depth analysis of various education management themes.

Entrepreneurship, and Change Management in Education (3 credits)

This course focuses on how leaders of organizations, large and small, public and private, translate good ideas into action. These ideas may be entrepreneurial in nature and entail starting new ventures, or they may be entrepreneurial in nature and entail implementing new initiatives within existing organizational structures.

The course will focus on how leaders can shape and influence complex decision processes regarding innovative and entrepreneurial ideas most effectively. The course will examine both those decisions that were flawed and those that were successful in order to derive lessons about leadership and learning in dynamic, complex, and highly uncertain organizational environment.

Contemporary Theories related to Educational Policy and Practice (3 credits)

This course is oriented towards helping students appreciate the concepts and theories in educational policy and practice, and explore skills necessary to act upon organizational challenges. The aim of this course is to examine ways in which the effectiveness and success of educational policy can be sustained within the complexity of changing human and organizational systems. Thus, this course is directed toward the objectives to help students more

understanding how structure, system, managerial processes and human capital are interdependent and operated; and to develop the strategy implementation in contemporary organizations.

Role of ICT in Education: Critical Perspectives (3 credits)

Information and communication technology (ICT) is an increasingly important component in the education sector. Effective educational processes require teachers and school leaders to be competent with the use of technology in the curriculum as well as understand the policies and standards that shape technology integration in schools. This course is designed to help teachers and school leaders observe, plan, apply and integrate instructional technologies through the learning process and in the school curriculum. Moreover, the course offers the strategic use of ICT to enhance both the academic performance of students and the professional development of teachers in schools.

International Human Resources and Finance Development and Management (3 credits)

This course examines the international human resource and finamce development and management of an educational organization in the local and international context. Key functions in human resources management such as recruitment, selection, development, appraisal, retention, compensation, and labor relations are examined. Implications of legal and global environments are appraised and current issues such as diversity training, sexual harassment policies, and rising benefit and costs are analyzed. Best practices of employers of choice are considered. The course also considers why and how education is funded. It focuses on theoretical and practical aspects of developing and managing finance in an educational organization.

Quality Assurance in Education (3 credits)

The course aims to introduce students to the basic concepts of assurance in education. It focuses on the criteria and standards for ensuring valid and

reliable outcome measures of performance and management. The course will discuss the function of quality assurance for setting standards and improving practice, the purposes of assessment to guide learning, enhance teaching, communicate to stakeholders, and conduct research.

Diversity and Equity in Education (3 credits)

Education continues to face challenges promoting broad access and equity for a diverse array of students, faculty, and staff. Meeting this challenge requires an appreciation of education's history relative to diversity and equity, exploring and understanding the issues that lie ahead, and learning from the promising efforts and practices that have been developed at a variety of institutions to advance diversity and equity. Race and ethnicity, social class, and gender will serve as initial topics for the course. Students will learn how education has struggled (and succeeded) in advancing equity and diversity within each topic, and will consider the ways in which these topics interact.

Cross Cultural and International Research (3 credits)

The course aims to acquaint students with methodological questions of cross-cultural research. As a first step, it discusses what research methods have been developed and what theoretical grounds they are based on in cultural and cross-cultural psychology. The course leads students through the questions that must be taken into account while planning a sound cross-cultural research: application of culturally sensitive research methods, decolonizing methodologies, construct equivalence, sampling, translation issues, involving quantitative and qualitative methods, methodological treatment of response biases, interpretations of results, recognition of restraints, and ethics questions.

International and Comparative Education (3 credits)

This course offers students the chance to explore key educational issues from an international perspective. It will raise that critical issues and policy dilemmas facing education systems around the world. Examples include the

role of education, questions of equality and equity, education and political transition, the politics of curriculum policy making. The course will highlight the major developments and issues pertaining to a particular topic in comparative perspective, and then proceed to examine how the Vietnamese case can be better understood within the larger international context.

Learning in a Globalizing World: Pedagogy for Cultural Awareness and Mindfulness (3 credits)

This subject aims to develop students global mindset, global literacy in contexts of diversity. It develops student's perceptions, values, beliefs, identity, and altered images in a globalizing world. In addition, this course introduces cultural and economic globalization, its impacts on educational policy and practice, and related issues of school change, curriculum reform and new pedagogy. The questions such as does a multilingual education better prepare our young to participate in today's world, how can education enhance people's motivation to learn languages and to get acquainted with other cultures, how to assess intercultural competence and other "soft skills" are the main topics of the course.

Dimension 3: General management and support services

Academic management systems are established to support and sustain the education management programs in HEIs. It consists of staff development, and co- an

3.1 Staff development

To adapt to the changing need of internationalization of curriculum and to provide the requisite levels of service, both academic and administrative staff need appropriate training. Training provision has to align with institutional and faculty strategy, it gives administrative staff not only the appropriate skills and competencies to support the internationalization plan, but also builds their confidence and commitment to making an active contribution through the development and delivery of high quality services.

It is necessary to offer a systematic training to specific administrative need as well as the formal recognition for career advancement. English language competencies and information technology skills are considered the key skills that emerged from the study as important for academic and administrative staff need.

Moreover, training is not only about gaining appropriate international and intercultural knowledge and skills but also how to communicate in a multicultural environment, build teams and shared values and commitment to each other.

Besides, the university/faculty promotes and encourages academic staff to carry out collaborative research with other local and overseas organizations and institutions.

To improve the internationalization level of universities as well as to enlarge lecturers' competencies for the master international curriculum of education management, there are two major ways of improving the quality of lecturers of the program. Firstly, there is a need to recruit international lecturers who have an international background coupled with an understanding of educational background in Vietnam. Secondly, there is a need to recruit and invite Vietnamese lecturers with study abroad experience with short and long-term education management background.

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3.2 Co- and extra-curricular development

To provide students with global, international, and intercultural opportunities, the master international curriculum of education management needs to offer extra-curricular activities for students besides the official curriculum as mentioned in Dimension Two. The extra-curriculum may include pre-sessional English and pre-master academic preparation courses for first-year students, seminars, and academic study skills through training workshops, local and international internships/placements/opportunities for students.

In addition, students are expected to have global experience and research in education management, supportive courses through summer weekend course, and study visit with diversity activities relating to national and multicultural topics to foster the international opportunity and environment in the institution.

It is also necessary to provide counseling and guidance to support local and international students such as academic tutors to help students use online techniques, and mentoring to eliminate gaps in knowledge and skills in the program.

A number of on-campus activities can be developed to enrich student's life such as special events or clubs to pursue student's discussions, and engagement in the real society and professional environment in education. Those activities will encourage not only instructors but also students to engage in multicultural and international networks and community.

3.3 International student services management

To encourage student's experience in international and intercultural learning, Master's Program in International Education Management emphasizes providing both inbound and outbound students overseas internships or collaborative programs with international partners.

It is suggested that the office of student affairs collaborates with students, scholars and other educational organizations to enhance the international character of the institution, to help students share their values and stories across the faculty and in the larger community.

There is a need to establish an international student service center that caters to the administrative need and general enquiries (scope of services: accommodation, financial aid, insurance, medical scheme, part-time employment, research workstation) and a student's service webpage in order to assist students to major or cope with international student activities and student

life such as visa matters, healthcare, banking, sports, and recreation, language, and job opportunities.

Dimension 4: Administrative services and management

Another important dimension of the international curriculum management model for the Master's Program in International Education Management is non-academic supporting services and management. They include physical resource management, information technology and data management, finance and collaboration and partnerships.

4.1 Physical resource management

To promote the success of the Master's Program in International Education Management, it is necessary to focus attention to physical development such as a modern library, international textbooks, and journals for postgraduate students.

Moreover, the standards of buildings, classrooms, laboratories, tools and equipment, facilities need to be improved to adapt to the requirements of the program. Buildings are designed for graduate education students with diversity of sizes and learning purposes to offer students a range of contemporary learning and social spaces.

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More specifically, the institution provides supportive learning and social spaces for teaching and learning, as well as spaces for counseling, teamwork and individual study.

For the classroom, it is required to develop a virtual classroom, in which instructors can utilize a cloud-based content management system for later use.

4.2 IT and data support

Technology-enhanced education should play an integrated part of the academic activities and environment. With support from the IT community, the uses of digital technologies help students to achieve deeper learning and easier access to data and knowledge from various forms of digital and blended learning, especially for part-time students.

Since the master international curriculum of education management adopts competency-based education that emphasizes student's mastery of knowledge and skills, the digital teaching and learning as well as assessment will allow students to access and demonstrate their knowledge and skills through a big and diverse source of learning information. Therefore, the need to develop websites, blackboards, and apply ICT in teaching and learning as well as create appropriate and effective educational software to support teacher and students across all the sectors of education is highly recommended.

Developing the technology-based strategy to support leaders and instructors in better understanding how to improve student learning. Moreover, instructors focus on applying the ICT to the design, implementation, and evaluation of students learning through the open web-based tool.

It is suggested that designing a data system and dashboard with web-based applications for providing and analyzing institutional data across a variety of metrics will support managers in better decision making. Furthermore, the institution can use information technology to connect their colleagues around the world and enable students, whom might go abroad or study at home to gain an experience in global cultures. For instance, the institution can use video-conferencing to connect with international partners in courses and enhance its students' understanding of global issues from different perspectives, of international languages and cultures and of career opportunities.

4.3 Financial support

Solid financing support is one of the backbones of the success of the institution and master international curriculum of education management. So, it is necessary to support educational research, technology, modern facilities and quality materials by public funding. But because public resources are scarce, the institution will also need to use them more efficiently and effectively and be innovative in mobilizing alternative resources. Moreover, it is suggested that

the institution needs to develop the financial strategy to attract the funding, sponsorships, and scholarships from the enterprises and other organizations.

One of the most critical issues is to have more budgets to send Vietnamese instructors and students to attend international seminars, workshops, and internships so as to enhance their international and intercultural competencies and experience.

To recruit and attract students from inside and outside country, it is recommended that institutions need to develop appropriate scheme for the tuition fee of the international curriculum and have a good salary policy to attract and keep qualified instructors.

4.4 Collaboration and partnerships development

To develop the mutual cooperation between international office and faculty, the university/faculty invests in strategic partnerships with world-class institutions. Based on this cooperation, the managers and instructors can promote the internationalization of master education management curriculum such as revise learning outcomes, benchmark the quality of training, teaching and learning activities to improve existing curriculum to be on par with international standards.

The other channel to enhance the cooperation is to engage in community service and activities, in which the university and faculty focus the cooperation with local and international institutions or majoring in local and international professional networks.

Dimension 5: Quality assurance management

Quality assurance is a requirement of internationalization of curriculum. It is not only the foundation of the curriculum and management process but also the quality recognition of the curriculum. Without effective quality assurance systems in place the quality of the internationalization process and the curriculum cannot be sustained in the long term.

The quality assurance embraces both internal and external quality assurance systems as follows:

5.1. Internal quality assurance

Internal quality assurance consists of quality plan, mechanisms and KPIs and curriculum enhancement. In order to enhance and support for the master international curriculum of education management achieving the national and international academic quality standards, the following list of activities describes the need for internal quality assurance management of the curriculum. They include:

- Developing a system or mechanism to assure the quality of international curriculum of Education Management (master degree).
- Developing criteria and key performance indicators to measure the outcomes or achievements of the international curriculum of Education Management (master degree).
- Conducting feedback from employers, students and alumni about the effectiveness of the curriculum.
- Inviting educational experts as developing and evaluating the curriculum.
- Developing a plan and conducting the external audit of the Education Management (master degree) curriculum by international experts or agencies and utilizing the results of curricular auditing to improve quality of international curriculum of Education Management (master degree).

5.2. External quality assurance

External quality assurance consists of national, regional and international accreditation of the education management programs. To support for external quality assurance management, the government should develop the capacity of national accreditation agencies and implementing assessment of international programs by national and international agencies and standards as well as publicizing the accreditation status of international programs.

Part V: Verification of the international curriculum management model in Education Management

To validate the model, an educational expert panel including two international experts and six local experts from different universities in Vietnam was invited to review the draft international curriculum management model of Master Degree of Education Management in Vietnam.

5.1 Background information of the focus group

The background information of the educational expert panel is presented in following table:

Table 105: Background Information of Focus Group Members

Number	Name	Position	Specialization and Work experience
1	Prof. Dr. Fry, Gerald W.	Professor of International/Intercultural Education, Department of Organizational Leadership, Policy College of Education and Human Development	Interdisciplinary and international Program
2	Dr. Tran Thi Hong	Vice Rector, Nguyen Tat Thanh University	Internationalization of joint-degrees program.
3	Dr. Ly Minh Chau	Senior lecturer, International Institute, University of Economics, Ho Chi Minh City	Internationalization in Higher Education International Curriculum of Joint Degree
4	Dr. Nguyen Duc Chinh	Vice Dean of Medical Faculty (take charge of Academic and International Relation)	Education Management, Governance and Leadership in Higher Education.
5	Dr. Nguyen Van Danh	Dean, University of Education, Ho Chi Minh University	Education Management Teaching and Learning
6	Assoc.Prof. Dr. Pham Van Thuan	Vice Rector, University of Education, VNU-HN	Education Management
7	Dr. Nguyen Thi Hao	Vice Dean, Faculty of Education, University of Social Science and Humanities	Policy, Leadership and Education Management

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Number	Name	Position	Specialization and Work experience
8	Dr. Le Thi Hong Gam	Lecturer, Quality Assurance and Strategic Development Department, University of Thu Dau Mot, Binh Duong	Education and Student assessment
9	Mr. Andrew Marchand	Project Researcher, University of Thu Dau Mot, Binh Duong	Curriculum Development and Management

The focus group was held at the Social Science and Humanities University, where six experts attended the meeting, while three experts sent their feedback about the model by email.

The content of the discussion focuses on the significant and possibility of the international curriculum management model of Master Degree of Education Management in Vietnam. Most of the experts highly value the importance of internationalization of curriculum in Vietnam higher education institutions and the possibilities of the international curriculum management model in Vietnamese universities. Besides the benefits and initiative idea of the model, there are areas that needed improvement such as learning outcomes, entry requirements, curriculum structure, teaching and learning methods, and quality assurance of the Master Program in international education management. The detailed discussion can be summarized in the following table

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Table 106: Learning Outcomes of International Curriculum for Master's Program in International Education Management

Feedback from Meeting						Feedback Online			Summary
Expert 1	Expert 2	Expert 3	Expert 4	Expert 5	Expert 6	Expert 7	Expert 8	Expert 9	
Revise the spellings of the attitudes of learning outcomes: "Develop the international and intercultural perspectives in Education management and leadership".	Pay attention to the alignment between learning outcomes, teaching and learning and assessment according to backward design.	N/A	N/A	N/A	The learning outcomes of the curriculum have more emphasized on students international, intercultural competencies	N/A	N/A	Emphasizing on students international, intercultural competencies	1.Revise the spellings of the attitudes of learning outcomes: "Develop the international and intercultural perspectives in education management and leadership". 2. Emphasize the alignment between learning outcomes, teaching and learning and assessment in the principle of curriculum development and course structure. 3. Emphasizing on students international, intercultural competencies

Table 107: Entry Requirements

Feedback from Meeting						Feedback Online			Summary
Expert 1	Expert 2	Expert 3	Expert 4	Expert 5	Expert 6	Expert 7	Expert 8	Expert 9	
Candidates must be holders of a Bachelor Degree from an accredited university. International students submit an official test of English with the comparable scores of local students.	N/A	The program should accept all B.A Degree majors. Increase the English proficiency scores of student's enrollment to 5.5 (IELTS), and 500 (TOEFL).	N/A	N/A	N/A	Candidates must be holders of a Bachelor Degree from an accredited university	N/A	N/A	1. Candidates must be holders of a Bachelor Degree from an accredited university. 2. International students submit an official test of English with the comparable scores of local students. 3. Increase the English proficiency scores of student's enrollment to 5.5 (IELTS), and 500 (TOEFL).

Table 108: Curriculum Structure

Feedback from Meeting						Feedback Online			Summary
Expert 1	Expert 2	Expert 3	Expert 4	Expert 5	Expert 6	Expert 7	Expert 8	Expert 9	
Restructure the sequenced chronologically of the figure 15 about curriculum structure. Revise some capitalized spelling mistakes on page 18. Revise and restructure the courses to avoid the overlapping between courses. Correct the course names. Put final capstone seminar at the end of the course to help students reflect on the main content of the curriculum.	Portfolio exam is the good way to measure student's competencies Train student evidence-based decision	More flexible on credits for each plan. For example, regulating the minimum and maximum the credits of each plan to graduate from 50 credits to 60 credits.	N/A	Develop the interdisciplinary and initial program.	Pay attention on the gaps between international curriculum and the current context. The curriculum needs to be decentralized in Vietnam context through the course "Social and Political Foundations of Vietnamese Education".	N/A	Develop the inter-disciplinary and initial program.	N/A	Develop the inter-disciplinary and initial program. Restructure the sequenced chronologically of the figure 15 about curriculum structure. Revise the courses to avoid the overlapping between courses. Correct the name of some courses. Put final capstone seminar at the end of the course to help students reflect on the main content of the curriculum. More flexible on credits for each plan. Decentralized the international curriculum in Vietnam context through the course "Social and Political Foundations of Vietnamese Education".

Table 109: Teaching and Learning Methods

Feedback from Meeting						Feedback Online			Summary
Expert 1	Expert 2	Expert 3	Expert 4	Expert 5	Expert 6	Expert 7	Expert 8	Expert 9	
N/A	N/A	Focus on teaching good practices and internships.	E-learning classroom Create more learning space. Apply active learning.	Project-based, progressive learning center, problem solving in teaching and learning. Refer the pedagogy philosophy of the program in teaching and learning.	N/A	Apply active learning, project – based learning, problem solving.	Using ICT in teaching and learning.	Using ICT in teaching and learning.	Focus on teaching good practices and internships. Using ICT, E-learning classroom. Create more learning space. Apply active learning, project – based learning, problem solving. Refer the pedagogical philosophy of the program in the principle of curriculum development and teaching and learning.

Table 110: Quality Assurance of the Program

Feedback from Meeting						Feedback online			Summary
Expert 1	Expert 2	Expert 3	Expert 4	Expert 5	Expert 6	Expert 7	Expert 8	Expert 9	
N/A	N/A	N/A	Develop indicators of international curriculum to benchmark with other relevant programs. Revise the term "quality assurance management" of the dimension 5 into "Quality Management"	N/A	N/A	Develop indicators of international curriculum to manage the quality of the program.	N/A	Evaluate the international curriculum and benchmark with other relevant programs.	Develop indicators of international curriculum, evaluate and benchmark its quality with other relevant programs. Revise the term "quality assurance management" of the dimension 5 into "Quality Management"

5.2. Opinions of the Focus Group

In short, there are many useful opinions given out by both the experts who majored in the meeting and the experts who sent feedback online. The main aspects are suggested as follows:

5.2.1. Learning outcomes of the program

Students should know and be able to do after the course or program to enhance their competencies and more effectively contribute to society. The learning outcomes of the Master Program in international education management in Vietnam higher education institutions need to emphasize the application and integration of knowledge, especially on three aspects. Firstly, strengthening the international and intercultural perspectives in education management and leadership to make it more innovative and comparable. Second, pay more attention on the alignment between learning outcomes, teaching and learning and assessment. Lastly, it is important to focus on the context and potential applications of education management knowledge and skills, help students connect learning in various contexts, and help teachers in teaching and assessment. It shows the link between the knowledge and the attitudes and values of curriculum.

5.2.2. Entry requirements

To attract the best international and local students, it is not obligated to recruit students who hold education degree and background; the candidates should be holder of a Bachelor Degree from an accredited university, with the minimum English language proficiency at B2 (CEFR), 5.5 (IELTS), 500 (TOEFL).

5.2.3. Curriculum structure

The curriculum structure should be driven by university vision, mission and strategic plan and the program objectives as well as learning outcomes. The curriculum is built on a credit-unit system, with flexibility and choices from 50 to 60 credit units and covers both in the selection of courses

and in the sequence and pace of electives. The structure of the curriculum needs to be restructured according to a chronological sequence. There are some courses that have the overlapping contents, which need to be deleted or revised. To help the students reflect their knowledge, skills and attitudes, it is necessary to add a “final capstone seminar” at the end of the curriculum. Also, there is a need to decentralization the international curriculum in Vietnam context through the course “Social and Political Foundations of Vietnamese Education”.

5.2.4. Teaching and learning methods

It is important to articulate the pedagogical philosophy of the program in the principle of curriculum development and teaching and learning. The articulation of the philosophy of teaching would help teachers and students to have a clearer vision of teaching and learning to give the stability, continuity, and long-term guidance in focusing their teaching and learning goals.

Also, it helps them to visualize what activities should be in the classroom and the learning environment that the teachers should create for students.

Besides, the program design should be developed on a person-centered planning approach for each student and includes academic, social, and vocational experiences that are created to foster exploration and personal growth.

Students work closely with support staff throughout the program to self-determine goals in academic, social, and vocational areas as steps toward meeting their overall program goals. Students create and maintain a portfolio that documents their experiences. Each student presents his or her portfolio as the culminating experience at the completion of the program.

The following teaching and learning methods are suggested by the experts including teaching good practices and create internships opportunities for students learning, apply active learning, project – based learning, problem solving, apply e-learning in classroom, and create more learning spaces.

5.2.5. Quality Management

To reach national and international quality standards, it is suggested that leaders and managers develop indicators of international curriculum to benchmark and improve the curriculum of Master Program of education management with other relevant international and prestige programs.

Part VI: Modification and development of the complete international curriculum management model in Education Management.

Based on the result from focus group, the new international curriculum management model for Vietnam Higher Education Institutions is revised and developed as in the following figure and table.

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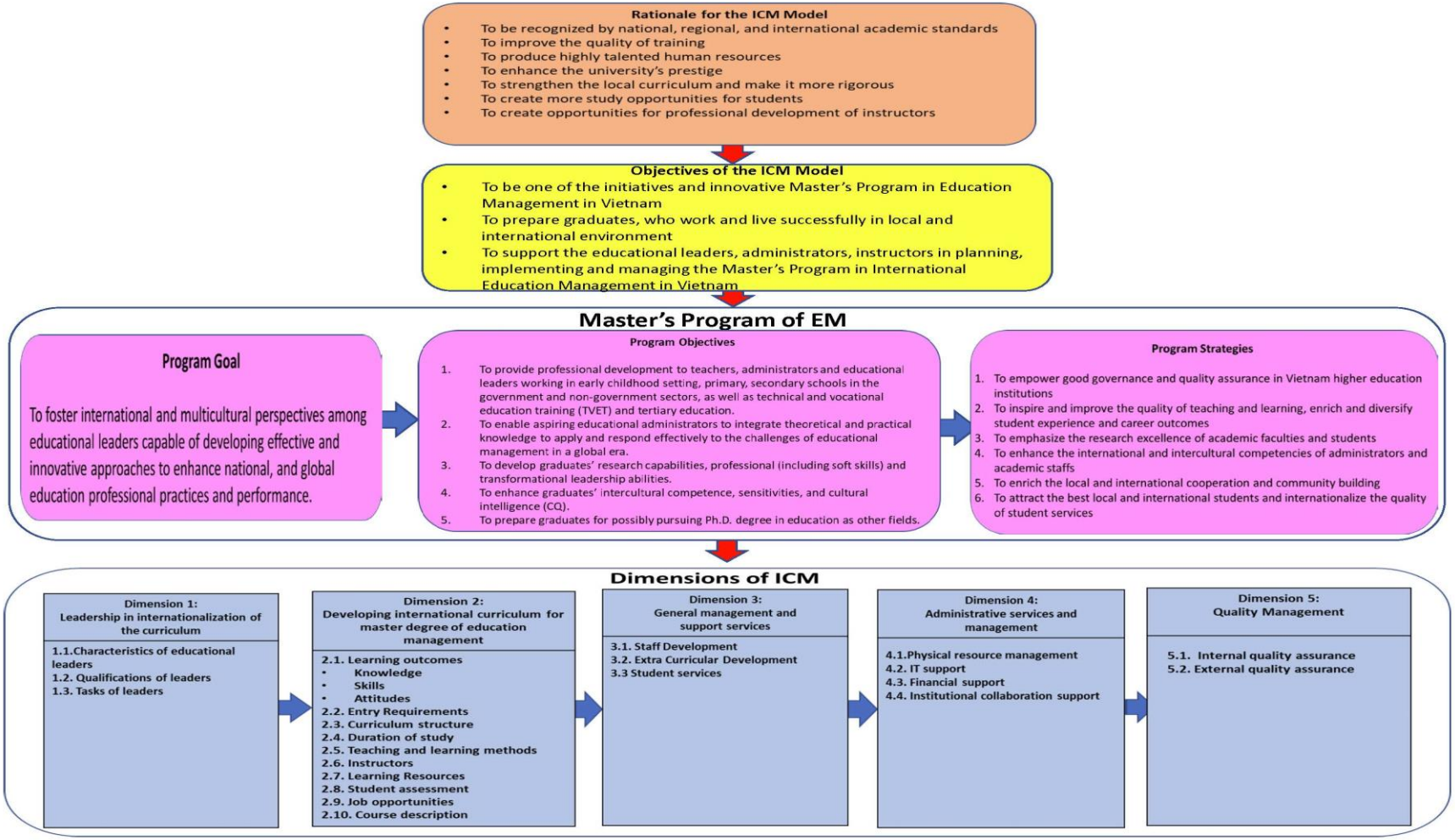

Figure 16: The New International Curriculum Management Model of Master Degree in Education Management for Vietnam Higher Education Institutions

The details of the model are illustrated in the Table 111

Table 111: The revised International Curriculum Management Model of Master Degree in Education Management for Vietnam Higher Education Institutions

Rationale for the international curriculum management model
- To be recognized by national, regional, and international academic standards - To improve the quality of training - To produce highly qualified human resources - To enhance the university's prestige - To strengthen the local curriculum and make it more rigorous - To create more study opportunities for students - To create more opportunities for instructors to develop professional careers.
Objectives of the international curriculum management model
- To be one of the initiatives and innovative Master's Program in Education Management in Vietnam - To prepare graduates, who work and live successfully in local and international environment - To support the educational leaders, administrators, instructors in planning, implementing and managing the Master's Program in International Education Management in Vietnam
Goal of the the Master Degree in Education Management
To foster international and multicultural perspectives among educational leaders capable of developing effective and innovative approaches to enhance national, and global education professional practices and performance.
Program objectives of the Master Degree in Education Management
1. To provide professional development to teachers, administrators and educational leaders working in early childhood setting, primary, secondary schools in the government and non-government sectors, as well as technical and vocational education training (TVET) and tertiary education. 2. To enable aspiring educational administrators to integrate theoretical and practical knowledge to apply and respond effectively to the challenges of educational management in a global era.

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3. To develop graduates' research capabilities, professional (including soft skills) and transformational leadership abilities.
4. To enhance graduates' intercultural competence, sensitivities, and cultural intelligence (CQ).
5. To prepare graduates for possibly pursuing Ph.D. degree in education and other related fields.

Strategies of the international curriculum management model

1. To empower good governance and quality assurance in Vietnam higher education institutions
2. To inspire and improve the quality of teaching and learning, enrich and diversify student experience and career outcomes
3. To emphasize the research excellence of academic faculties and students
4. To enhance the international and intercultural competencies of administrators and academic staffs
5. To enrich the local and international cooperation and community building
6. To attract the best local and international students and internationalize the quality of student services.

Dimensions of the international curriculum management model

Dimension 1: Leadership in internationalization of the curriculum

1.1.Characteristics of educational leaders

- Visionary and shared goals, strategies of international curriculum.
- Flexible and supportive of quality of teaching, learning, research and collaborations.
- Innovation, open-minded, top-down and bottom up management.
- Empower staff and students capacities.

1.2. Qualifications of educational leaders

- Professional ethics and competencies.
- Educational management knowledge and experience.
- International knowledge and perspectives and experience.
- Proficiency in international languages, especially English.
- Willingness to change and fulfill their roles as effective leaders

1.3. Tasks of educational leaders, instructors and staff

- University and school leaders: develop policies, strategies, mechanisms, and guidance of the international curriculum.
- Instructional leadership: empower student's competencies, develop and revise course syllabi, instructional methods and student assessment, classroom management, and allocate resources.
- Support staff: develop goal, objectives, curriculum, and plans, allocate resources, and manage change.

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Dimension 2: Developing international curriculum for Master Degree in Education Management

2.1. Learning outcomes

Knowledge

- Demonstrate and apply basic international, practical and advanced knowledge in education management to solve the educational practical problems.
- Apply international knowledge of educational research in both thesis and career.

Skills

- Develop self- study, critical thinking and creativity skills.
- Develop interactive, cooperative, IT, international language and research skills.

Attitudes

- Develop the international and intercultural perspectives in education management and leadership.
- Develop professional ethics and responsibilities.

2.2. Entry Requirements

- B.A Degree from an accredited university.
- Minimum English language proficiency B2 (CEFR), 5.5 (IELTS), 500 (TOEFL).
- Pass committee selection and interview.

2.3. Curriculum structure

- Plan A: Coursework (50 - 54 credits)
- Plan B: Coursework and research (50 - 60 credits)
- Plan C: Research (54 – 60 Credits)

2.4. Duration of study

- Full-time: 1 – 2 years
- Part-time: 2 – 5 years

2.5. Teaching and learning methods

- Lecture, seminars, group assignments, case studies, hand-on activities, active learning, project – based teaching and learning.
- Utilizing ICT such as websites, electronics networks, chat groups.
- Self-directed, independent study and field experience inside and outside the country.
- Learning in diverse and cross-cultural groups.

2.6. Instructors

- Proficiency in international language and IT.
- International and administrative experience.
- High impact research and publications.
- Participate in local and international professional networks.

2.7. Learning Resources

- Physical and electronic collections.
- Multimedia labs, e-library.
- Digital learning resources.

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2.8. Student assessment

- Measure students' performance and competence
- Quiz, word assignment, projects, case studies analysis.
- Grading scale: A, B, U (unsatisfactory)

2.9. Job opportunities

- To work as an educational leader, manager; entrepreneur, lecturer, researcher
- To possibly continue their studying in Ph.D. Degree in Education or related degrees.

2.10. Course description

- Describe briefly main content of each course (more detail in below attachment)

Dimension 3: General management and support services

3.1. Staff Development

- English language and IT capacities
- International and intercultural knowledge and skills.
- Develop collaborative research.
- Recruit international lecturers and Vietnamese lecturers (studying abroad experience).

3.2. Co and extra - curricular development

- Pre-sessional English and pre-master academic courses, seminars, academic study skills
- Students' cooperative programs (local and international collaborative internship programs with Educational organizations, industries, and communities).
- On-campus activities (student's club, playground).

3.3 Student services

- In-bound and out-bound services
- Counseling and guidance for international students
- Student service center (support for accommodation, financial aid, insurance, employment)
- Student service webpage

Dimension 4: Administrative services and management

4.1.Physical resource management

- Modern library, international textbook, journals.
- International standard infrastructure and facilities
- Working spaces and virtual classroom, multimedia room.

4.2. IT support

- Website, blackboards, educational software.
- Technology-based strategy
- Data system and dashboard connecting international lectures and students.

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4.3. Financial support • Public funding for research, IT, modern facilities, materials • Develop financial strategy • Budget for instructors and students attend international conferences • Develop competitive tuition fee scheme **4.4. Institutional collaboration support** • Develop strategic partnerships with world-class institutions • Cooperate with local and international institutions and professional networks.
Dimension 5: Quality management
5.1. Internal quality assurance • A systematic/mechanism to assure quality assurance • Criteria/key performance to measure the outcomes • Feedback from stakeholders • Tracer study of student's employability. • Expert evaluation • Internal audit of curriculum **5.2. External quality assurance** • Benchmarking and collaborating with the international universities by using the international curriculum indicators. • Assessment by national and international accreditation agencies.

The following paragraphs explain more detail about the revised international curriculum management model.

6.1. Rationale, objectives, program goals, objective and strategies

The international curriculum management model includes the rationale, objectives, program goals, objective and strategies. To implement the international curriculum management model effectively, it is driven by five distinctive dimensions: including (1) leadership in internationalization of the curriculum; (2) developing international curriculum for Master Degree in Education Management; (3) general management and support services, (4) administrative services and management; and (5) quality management.

6.2. Leadership in internationalization of the curriculum

The model emphasizes (1) characteristics of educational leaders such as rector, dean, administrators, and instructors (2) qualifications of educational leaders, (3) tasks of educational leaders, instructors and support staff.

The educational leaders are required to have good visionary on internationalization and have the ability to share goals, strategies of international curriculum to instructors, support staff students. They are also flexible and supportive of quality of teaching, learning, research and collaborations, as well as empower staff and students capacities. The qualifications of leaders include professional ethics and competencies, educational management knowledge and experience, international knowledge and perspectives and experience, especially proficiency in international languages such as English. The tasks of educational leaders include developing policies, strategies, mechanisms, and guidance of the international curriculum, whereas the task of instructors include empowering student's competencies, developing and revising course syllabi, instructional methods and student assessment, classroom management, and allocating resources. For the support staff, they develop goals, objectives, curriculum, and plans, allocate resources, and manage change.

6.3. The new international curriculum for Master Degree in Education Management

The Master Degree in Education Management has a holistic, international and distinctive international curriculum, which aims to produce qualified and competitive educational leaders and administrators, meeting national, regional and international academic standards. The international curriculum is designed based on the learner – centered philosophy and a tetrahedron model for teaching and learning excellence.

The curriculum emphasizes practical, professional development and provision of international, intercultural competences to leaders, administrators, entrepreneurs, instructors and researchers in education management. Also, the curriculum demonstrates three important domains of the competency-based outcome concept including practical, advanced knowledge, critical thinking,

creative, soft skills and international, intercultural attitudes in education management and leadership.

The teaching and learning methods include lecture, seminars, group assignments, and case studies, hands-on activities, active learning, project – based teaching and learning. Beside, utilizing ICT such as websites, electronics networks, chat groups to learn from diverse and cross-cultural groups are designed and implemented. Students are encouraged to become self-directed learner, independent study and field experience inside and outside the country.

Student assessment focuses on measure students' performance and competence through the quiz, word assignment, projects, and case studies analysis. The grading scale used including A, B, U (unsatisfactory).

To attract the best students and enhance marketing of the program, the curriculum structure is designed in a flexible way with three study plans, including coursework, coursework and research, and only research with both full and part time study duration.

It is expected that after graduation, students can have the opportunities to work as an educational manager; a lecturer, researcher at university, college, institutions, research centers in local, regional and international environment. Furthermore, they can possibly continue studying in Ph.D. Degree in Education, or other related fields.

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Relating to the course description, the following course are applied in the new model:

Social and Political Foundations of Education (3 credits)

This course examines the principles and basic concepts of the social and politics of education in Vietnam and other countries. It considers the key contents of the worldview, educational philosophy, and state education policy to help students apply those above foundations into their research, teaching, and management as a teacher, researcher, and an educational manager.

Understanding current education context requires a thorough grasp of the role, responsibilities, and challenges facing state governments in the execution of their leadership role in education.

This course immerses students in the realities of state governance in education. It begins with a thorough consideration of the state's role in education, state education policy, and current issues in state policy. Students will be introduced to the processes, players, and factors influencing the development of state education policy.

Other languages (12 credits)

The foundation of Western languages such as English, German, French course or Asian language such as Chinese, Japanese, Thai, which provides further assistance to develop students' language proficiency in five areas: listening, speaking, reading, writing and translation in international environment.

This course is designed to create an international language environment for students to practice their oral conversation skills. The classroom instructions will be targeting on the features and themes. By participating in various forms of classroom activities, students are expected to use international language accurately and to clearly express their thoughts, thereby improving students' intercultural communicative competence.

Recent Development in Education Management and Leadership (3 credits)

The last decades have seen profound changes in the demands placed on schools and those who manage them. School principals, administrators, teachers need to be alert to a wide range of issues arising from questions about education quality, equity and accountability, questions about organizational change and the difficulties faced by schools required to succeed in an education 'market'. In this course, students will go beyond mere 'problem-solving' techniques to adopt a more purposeful and critical analysis of the

problems facing educational institutions today, both in the Vietnam and around the world.

Development of Learning Organizations (3 credits)

This course aims to explore and promote deep appreciation about the concept of organizational learning and organizational development and management within the Vietnamese and other international education system. Students are expected to understand the rationale of school initiatives and processes that will impact the work of school leaders, and teachers, to be aware of the challenges, diverse and multiple roles that are played by school leaders and teachers in the education system to become innovative, effective practitioners. This course requires students to construct their own theory linking organizational learning and a number of selected themes of organizational development based on literature review and analysis.

Cross Cultural and Ethical Perspectives on Leadership (3 credits)

Every leader has a unique view of what it means to be in a leadership position. The purpose of this course is to show that many factors contribute to our perspective on leadership, including individual differences and our cultural, social, political and historical environment. To understand this in a meaningful way is to become a more effective organizational contributor who promotes respect, mutual understanding and collaboration in which differences among people are understood and celebrated. The course begins with the concept of contemporary leadership, the relation between ethics and leadership in the context of educational practice in the Vietnamese and global school systeand then compares and contrasts students' view of leadership with the rich and complex Vietnamese and other cultural and ethical perspectives through analyzing the interesting case study of the subtle and fundamental ways in which leadership impacts what we do, believe and expect of others and ourselves.

Research and Evaluation Methods in Education (3 credits)

This course aims to cultivate rigorous mindsets and necessary inquiry skills for doing quantitative and qualitative research in education and critically analyzing education issues. Students will learn some fundamental concepts of research, such as variables and their relationships, research questions, hypothesis testing, sampling, effect size, statistical significance, reliability and validity, and the capability to prepare 'instruments' for testing 'generalizations' or confirming 'transferability' in small and contrasting settings. Students will also be exposed to different types of quantitative and qualitative research design and learn how to evaluate the quality of a research study.

Final Capstone Seminar (3 credits)

The goal of this course is to assist students in the integration of their academic study of education management and their experiences in preparation for their roles as members of the contemporary work force.

Students will analyze and synthesize the concept of management in education using national, international, cultural, ethical, sociological, and historical perspectives to explore and reflect on personal values, knowledge, management skills, and in-depth analysis of various education management themes.

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Entrepreneurship, and Change Management in Education (3 credits)

This course focuses on how leaders of organizations, large and small, public and private, translate good ideas into action. These ideas may be entrepreneurial in nature and entail starting new ventures, or they may be entrepreneurial in nature and entail implementing new initiatives within existing organizational structures.

The course will focus on how leaders can shape and influence complex decision processes regarding innovative and entrepreneurial ideas most effectively. The course will examine both those decisions that were flawed and

those that were successful in order to derive lessons about leadership and learning in dynamic, complex, and highly uncertain organizational environment.

Contemporary Theories related to Educational Policy and Practice (3 credits)

This course is oriented towards helping students appreciate the concepts and theories in educational policy and practice, and explore skills necessary to act upon organizational challenges. The aim of this course is to examine ways in which the effectiveness and success of educational policy can be sustained within the complexity of changing human and organizational systems. Thus, this course is directed toward the objectives to help students more understanding how structure, system, managerial processes and human capital are interdependent and operated; and to develop the strategy implementation in contemporary organizations.

Role of ICT in Education: Critical Perspectives (3 credits)

Information and communication technology (ICT) is an increasingly important component in the education sector. Effective educational processes require teachers and school leaders to be competent with the use of technology in the curriculum as well as understand the policies and standards that shape technology integration in schools. This course is designed to help teachers and school leaders observe, plan, apply and integrate instructional technologies through the learning process and in the school curriculum. Moreover, the course offers the strategic use of ICT to enhance both the academic performance of students and the professional development of teachers in schools.

International Human Resources and Finance Development and Management (3 credits)

This course examines the international human resource and finamce development and management of an educational organization in the local and

international context. Key functions in human resources management such as recruitment, selection, development, appraisal, retention, compensation, and labor relations are examined. Implications of legal and global environments are appraised and current issues such as diversity training, sexual harassment policies, and rising benefit and costs are analyzed. Best practices of employers of choice are considered. The course also considers why and how education is funded. It focuses on theoretical and practical aspects of developing and managing finance in an educational organization.

Quality Assurance in Education (3 credits)

The course aims to introduce students to the basic concepts of assurance in education. It focuses on the criteria and standards for ensuring valid and reliable outcome measures of performance and management. The course will discuss the function of quality assurance for setting standards and improving practice, the purposes of assessment to guide learning, enhance teaching, communicate to stakeholders, and conduct research.

Diversity and Equity in Education (3 credits)

Education continues to face challenges promoting broad access and equity for a diverse array of students, faculty, and staff. Meeting this challenge requires an appreciation of education's history relative to diversity and equity, exploring and understanding the issues that lie ahead, and learning from the promising efforts and practices that have been developed at a variety of institutions to advance diversity and equity. Race and ethnicity, social class, and gender will serve as initial topics for the course. Students will learn how education has struggled (and succeeded) in advancing equity and diversity within each topic, and will consider the ways in which these topics interact.

Cross Cultural and International Research (3 credits)

The course aims to acquaint students with methodological questions of cross-cultural research. As a first step, it discusses what research methods have been developed and what theoretical grounds they are based on in

cultural and cross-cultural psychology. The course leads students through the questions that must be taken into account while planning a sound cross-cultural research: application of culturally sensitive research methods, decolonizing methodologies, construct equivalence, sampling, translation issues, involving quantitative and qualitative methods, methodological treatment of response biases, interpretations of results, recognition of restraints, and ethics questions.

International and Comparative Education (3 credits)

This course offers students the chance to explore key educational issues from a macro and international perspective. It will raise that critical issues and policy dilemmas facing education systems around the world are quite often similar. Examples include the role of education in development, financing and control of education, questions of equality and equity, education and political transition, the politics of curriculum policy making. The course will highlight the major developments and issues pertaining to a particular topic in comparative perspective, and then proceed to examine how the Vietnamese case can be better understood within the larger international context.

Learning in a Globalizing World: Pedagogy for Cultural Awareness and Mindfulness (3 credits)

This subject aims to develop students global mindset, global literacy in contexts of diversity. It develops student's perceptions, values, beliefs, identity, and altered images in a globalizing world. In addition, this course introduces cultural and economic globalization, its impacts on educational policy and practice, and related issues of school change, curriculum reform and new pedagogy. The questions such as does a multilingual education better prepare our young to participate in today's world, how can education enhance people's motivation to learn languages and to get acquainted with other cultures, how to assess intercultural competence and other "soft skills" are the main topics of the course.

6.4. General management, administrative and support services

There are many supports and services that enrich the quality of teaching and learning such as co- and extra-curricular activities, student services, physical resources, ICT support, and financial support.

6.5. Quality management

The curriculum is maintained and monitored well by a quality mechanism and management at school and university levels.

In summary, with the innovative, distinctive, and holistic model Master's program developed here, it is expected that Vietnam can produce educational leaders "with the right stuff" (Hallinger, 2018) who will have the vision to help creating an education system that stands out in ASEAN for its excellence and service to the nation.

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CHAPTER V
RESEARCH FINDINGS, DISCUSSION, RECOMMENDATIONS

This chapter summarizes and highlights the objectives, population and samples, research methodology, summary of research findings, discussion, recommendations for practice, and recommendations for future research.

Objectives of the Study

1. To investigate the current state and the need of internationalization of curriculum of Master Degree in Education Management for Vietnam higher education institutions.

2. To analyze good practices for the internationalization of curriculum of Master Degree in Education Management in international universities.

3. To develop an international curriculum management model of Master Degree in Education Management for Vietnam higher education institutions.

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Population and Sample

In this study, the population was the policy makers, administrators, instructors, students and alumni from five Vietnam higher education institutions namely (1) National Academy of Education Management, (2) Ho Chi Minh City University of Education, (3) University of Social Science and Humanities, Vietnam National University Ho Chi Minh City, (4) University of Education, Vietnam National University Hanoi, and (5) Hue University.

The samples for surveying the opinions of university policy makers, administrators, instructors, students and alumni about the current state and needs of international curriculum for Master's Program in Education Management are listed as follows:

- Seven policy makers were selected by using a purposive sampling technique from Vice Director of Post Graduate Department of Higher Education (Ministry of Education); Member of National Council of Education, University President, Director of International Affairs, Director of Office for International Study Program, Vice Director of Institute for Education Research, and Head of International Relation and Research.

- Five administrators including Dean and Vice Dean from Faculty of Education in five Vietnam higher education institutions.

- 67 instructors were surveyed from five Faculty of Education in Vietnam higher education institutions.

- 217 students and alumni were selected by using multistage sampling technique from faculty of education in five Vietnam higher education institutions.

Research Methodology

This study emphasizes descriptive research. The data were collected from quantitative and qualitative methods, including document analysis from Vietnamese and international universities, focus groups, in-depth interviews of 12 key policy makers and administrators, survey of 67 faculty members and 217 students and alumni from the five Vietnamese universities offering Master Degree of Education Management.

The research instruments used in this research include:

- Two document analysis forms
- Two interview forms for policy makers and administrators
- Two questionnaires for instructors and students/alumni
- One expert checklist for focus group.

The research procedure includes the following seven steps:

- Step 1: Development of the conceptual framework related internationalization of the curriculum.
- Step 2: Document analysis from Vietnam including national, university and faculty policies, strategies and guidelines.
- Step 3: Survey opinions of policy makers, administrators, instructors and students/alumni.
- Step 4: Document analysis from five international universities.
- Step 5: Draft of an international curriculum management model for Master Degree in Education Management.
- Step 6: Review of the draft international curriculum management model of Master Degree in Education Management by conducting a focus group meeting.
- Step 7: Modification and development of a new international curriculum management model for Master Degree of Education Management in Vietnam higher education institutions.

Research Findings

The key findings of this research include: (1) the current state and the need of internationalization of curriculum of Master Degree of Education Management in Vietnam higher education institutions, (2) good practices about internationalization of curriculum of Master Degree in Education Management in international universities, and (3) a new international curriculum management model of Master Degree in Education Management for Vietnam higher education institutions.

1. The current state and the need of internationalization of curriculum of Master Degree in Education Management in Vietnam higher education institutions

There are many national and university policies mentioning the importance of internationalization in higher education. Among them are Vietnam's education must reach an advanced level in the region by 2030 and the institutions must diversify the training to serve the requirements for development of technology and professions (Resolution 29/NQ-TW), and focus on internationalization of university governance, academic programs, research and publications, curriculum and extra-curricular activities (Internationalization of Vietnam Higher Education, Giaoducthoidai.vn, 2018). More importantly, the foreign investors are allowed to cooperate and invest in education and vocational training as prescribed by Vietnam's law and the International Agreements (Development Strategy period 2016-2020, vision 2030, and Decree 73/ 2012 /ND-CP on the foreign cooperation and investment in education).

Many Vietnamese universities have the vision and mission to become the leading institution in education leadership and management in Vietnam. Their visions also focus on internationalization such as obtaining international standards and being able to offer training both regionally and internationally, becoming a university with high prestige, and meeting national and international quality standards. With the targets of reaching the advanced level and high ranking in the ASEAN region by 2030 and fulfilling the requirement of training skilled labor to serve national development, many universities are requested to improve their current curriculum as well as to innovate them to adapt with the local and global contexts.

Besides the targeted internationalization of higher education and curriculum, the government requires the higher education institutions to produce high quality curriculum based on learning outcomes which made

references to international universities in nurturing skilled labor, the gifted learners' which emphasizes personal qualities, creativity, and the ability of self-learning to serve national development (Circular 04/2016/TT-BGDĐT on Accreditation, Circular 23/2014/ TT-BGDĐT on High Quality Training Program).

The need assessment result provides the high priorities for the process of international curriculum for Master Degree in Education Management including strategy of an international curriculum of education management (PNI modified = 0.30), program evaluation (PNI modified = 0.29), student services and learning resources of an international curriculum in Education Management (PNI modified = 0.26), vision of the Vietnam higher education institution (PNI modified = 0.23), program structure, learning experience and instructions of an international curriculum in Education Management (PNI modified = 0.22).

The high need about strategy include "the university/faculty offers financial incentives to propose internationalization strategy and plans and develops international and intercultural competence for academic and support staff as well as integrates international language into existing disciplines ".

The high need about program evaluation include (1) the university/ faculty develops a plan for external audit of the Education Management (Master Degree) curriculum by international experts or agencies; (2) the university/ faculty has a system /mechanism to assure the quality of international curriculum in education management; (3) the university uses key performance indicators to measure the outcomes or achievements of the international curriculum in Education Management.

The first ranking of student services and learning resources is about "the university provides inbound and outbound students going for overseas internships or exchange programs." (PNI modified = 0.29). The second ranking is on "the university provides counseling and guidance to support local and

international students” (PNI modified = 0.28). The third ranking is “the university offers extra-curriculum for students such as pre-sessional English and pre-master's academic preparation courses” and “the university provides supportive learning and social spaces for local and international students” (PNI modified = 0.27)

The first ranking of vision is about the university has become “an innovative global leader in education and research” (PNI modified = 0.26). The second ranking is the university has a vision “to be a leading university in education, meeting national and international quality standards” (PNI modified = 0.22).

The first ranking of the curriculum structure is about “this is an interdisciplinary program drawing on policy, sociology, political science, economics, history and contemporary policy-making, which acknowledges the 'problem solving' appeal of educational management in both national and global contexts.” (PNI modified = 0.29). The second ranking is on “the curriculum adequately addresses the international dimension of the program through its contents, English/foreign languages and learning opportunities such as regional or international exchanges, internships, study trips, collaborative research and evaluation in education and a dissertation” (PNI modified = 0.24).

The first ranking of learning experience is about “instructor uses e-learning platform including learning management system, online courses, websites, electronic links and networks, social media etc. to complement his/her teaching.” (PNI modified = 0.32). The second ranking is on “instructor applies peer teaching and working in groups to develop student's international and intercultural competences” and “instructor offers internships/placements opportunities for students in international or intercultural agencies” (PNI modified = 0.25).

Relating to developing the international curriculum for Master's Program in Education Management. The suggestions mostly mention about an interdisciplinary program, addressing the international dimension of the program through its contents, English/foreign languages should be used in teaching and learning and the importance of creating more learning opportunities for students such as regional or international exchanges, internships, study trips, collaborative research and evaluation in education and a thesis.

Generally, both the institutional, national and international contexts play an important role in developing the international curriculum for Master's program in education management. In fact, to develop the new international curriculum or review and upgrade the existing curriculum to become more internationalized, universities and faculties have to refer to the international curriculum framework so that it can be equivalent to regional and international standards and be appropriate with the culture and national conditions. Universities and faculties should also develop the mechanism or key performance indicators to manage the international curriculum effectively.

2. Good practices for the internationalization of curriculum of Master Degree in Education Management in international universities

To analyze good practices about internationalization of curriculum of Master Degree of Education Management in international universities, the selected samples of the study program are among the top 100 QS World University Rankings by Subject Education in 2017 and the top 100 QS Asia Rankings in 2017 are utilized. Generally, these above universities have a very ambitious internationalization vision and mission. They aim to become the best university that provides qualified human resources and to be the place where global citizens are connected to many international networks, and their students are employable anywhere in the world.

Their master's program objectives in education management focus mainly on developing student's organizational leadership skills, practical knowledge, conceptual frameworks, educational policy background, and state-of-the-art research, with a global perspective. For the learning outcomes, they generally mention the graduate competencies, which are classified into knowledge, skills, and attitudes. They expect the students to become knowledgeable of diverse topics including educational reform, leadership, entrepreneurship, educational change, assessment and quality, and the role of school principals. Furthermore, students have the capacity to understand and analyze advanced case studies with a global perspective in tackling management issues in education, and conduct a substantial research-based project. More importantly, students are trained to have the appreciation of their professional, and be aware of ethical principles associated with educational managers and leaders.

Faculty members play an important role in the success of the program. In fact, universities require their staff to have international reputations and experience in their fields so that these instructors can lead students to learn the most advanced knowledge and skills.

The assessments methods are designed depending on the modules/subject objectives. Rich and multi-dimensional learning experience and instructions are encouraged in teaching and learning, especially problem solving is considered one of the most important techniques to train students think critically and differently. The students are considered independent learners, who can get knowledge directly through field experience.

The curriculum structure is diversified and flexible with main courses and extra-curricular activities such as summer programs (overseas), summer weekend, summer study visit, and summer short courses, preparation courses, online courses about language and academic preparation courses to help students having more experience.

Student's support and services include assistance, counseling, and monitoring services, offering a range of contemporary learning and social spaces. They also include establishing and supporting student's life through operating many clubs, students' associations, shops, channels, accommodation etc. There are many facilities to support students' learning such as language centers and labs. To attract good students around the world, the top strategies focus on international outreach, developing partnerships with world-class institutions, improving high-quality learning and teaching, being an international destination and knowledge hub for the educational research, developing academic networks with both local and international organizations, and being effective in management of the curriculum.

3. Development of a new international curriculum management model of Master Degree in Education Management for Vietnam higher education institutions

Based on the analysis and synthesis of the results, a new international curriculum management model is developed for Master Degree in Education Management in Vietnam higher education institutions.

The rationale of developing the international curriculum management model for Master Degree of Education Management in Vietnam higher education institutions is to ensure the success of students as a national and global educational manager, teacher and researcher, entrepreneur in their careers. However, the curriculum needs to be supported by a systemic management that enables the implementation and the achievement of the curriculum learning outcomes and objectives. Therefore, it is necessary to develop a new international curriculum management model for Master Degree of Education Management in Vietnam higher education institutions.

The model consists of (1) the rationale, objectives of the international curriculum management model for Master Degree in Education Management in Vietnam higher education institutions; (2) the goals, programs objectives, strategies of the Master Degree in Education Management in Vietnam higher education institutions; and (3) the dimensions of the international curriculum management model of the Master Degree in Education Management in Vietnam higher education institutions. They include leadership in internationalization, developing international curriculum for Master Degree in Education Management, general management and support services, administrative services and management, and quality management.

The figure below is the International Curriculum Management Model (ICM) for a Master Degree in Education Management (EM).

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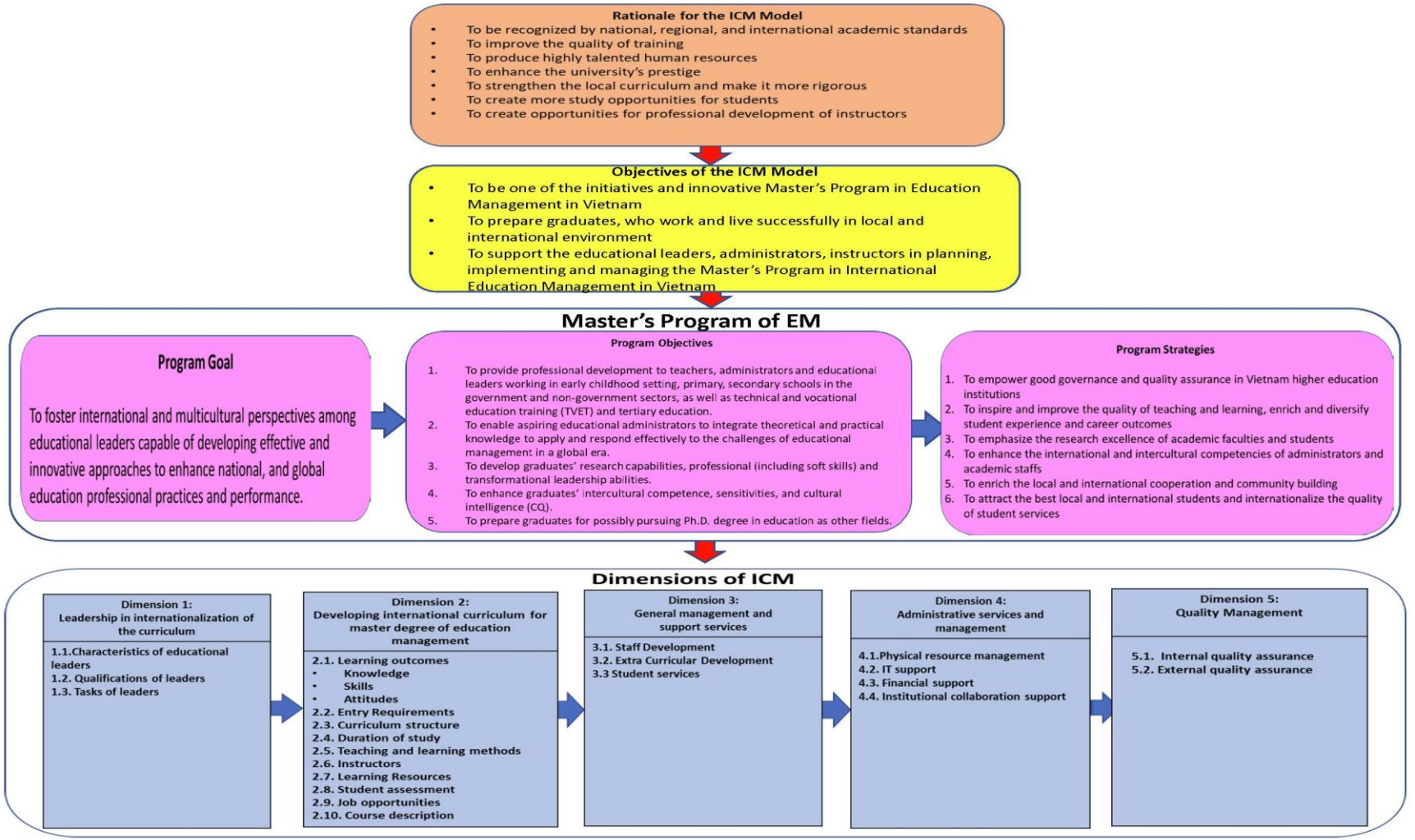

Figure 17: International Curriculum Management Model (ICM) for Master Degree in Education Management (EM).

The following paragraphs summarize the key findings related to the development of international curriculum model for Master Degree of Education Management for Vietnam higher education institutions. They are the dimensions of the international curriculum model of the Master Degree in Education Management for Vietnam higher education institutions.

4. Dimensions of the international curriculum management model of the Master Degree in Education Management

To develop and manage the new international curriculum for Master Degree in Education Management effectively, the model suggests the following dimensions:

4.1. Leadership in internationalization of the curriculum

Important characteristics, qualifications and tasks of educational leaders, instructors and staff are also presented. They provide the visionary, innovative idea, strategic planning, flexibility and competencies of the leader in the process of internationalization of the curriculum.

4.2 Development of a new international curriculum for Master Degree in Education Management for Vietnam higher education institutions.

The goal is to foster international and multicultural perspectives among educational leaders who are capable of developing effective and innovative approaches to enhance national, and global education professional practices and performance. Therefore, a new international curriculum for Master Degree in Education Management in Vietnam higher education institutions is proposed, which encompasses five program objectives to internationalize the curriculum. More specifically, to develop the international curriculum for Master Degree in Education Management, the following important aspects are incorporated into the curriculum, including learning outcomes, which focus mainly on competencies, entry requirements, curriculum structure, duration of study, teaching and learning methods,

instructors, learning resources, student assessment, job opportunities, and course description.

The learning outcomes of the curriculum include knowledge, which requires students to demonstrate and apply basic international, practical and advanced knowledge in education management to solve the educational practical problems, and apply international knowledge of educational research in both thesis and career. The skills focus on developing self- study, critical thinking and creativity skills, interactive, cooperative, IT, international language and research skills, professional ethics and responsibilities. For the attitudes, students are expected to achieve the international and intercultural perspectives in educational management and leadership.

The entry requirements of the curriculum include B.A degree from an accredited university, minimum English language proficiency B2 (CEFR), 5.5 (IELTS), 500 (TOEFL), and candidates are required to pass the committee's selection and interview.

Teaching and learning methods consist of lecture, seminars, group assignments, case studies, hands-on activities, active learning, project – based learning. Teachers utilize ICT such as websites, electronics networks, chat groups to support teaching whereas students develop self-directed, independent study and field experience inside and outside the country. More importantly, students learn in diverse and cross-cultural groups.

The instructors are proficient in international language and IT, have international and administrative experiences, get high impact research and publications as well as participate in local and international professional networks.

The learning resources used in the international curriculum include physical and electronic collections, multimedia labs, e-library, and digital learning resources.

Student assessment emphasizes measuring students' performance and competence, which includes quiz, word assignment, projects, case studies analysis, with the grading scale, including A, B, and U.

The curriculum is highly interdisciplinary. Since the current curriculum structure with so many "separate knowledge" is not adequate for addressing many current educational problems, the new curriculum offers a variety of curriculum integration options with many interdisciplinary courses such as Cross Cultural and Ehics Perspectives on Leadership, Learning in a Globalizing World: A Pedagogy for Cultural Awareness and Mindfulness, International Human Resource and Finance Development and Management are proposed into the new curriculum. Beside, to develop and implement the interdisciplinary curriculum in Education Management effectively, the international curriculum management model provides five dimensions such as (1) leadership, (2) curriculum development, (3) general management and support service, (4) administrative service and management, and (5) quality management. In dimension one, the strong commitment, broad vision on internationalization and flexibility supports from leaders is figured out clearly. In dimension 2, developing the international curriculum, the student centered approach and effective pedagogy are applied that require studtens to involve in many learning activities such as independent study, field experience, or working in cross cultural groups. Besides, the curriculum emphasizes on cooperative learning, personalized learning, and project-based learning that requires students work in teams and apply knowledge from other disciplines to solve the problems. The curriculum also applies effective examination and assessment through project assignments and case studies analysis. The dimension three and four mention many supports from the institution and faculty such as staff development, collaborative research, and student's collaborative programs. Relating to resources, the support includes modern library, infrastructure and facilities, IT support, especially financial support.

For the quality management, the curriculum is developed and improved based on stakeholders' feedback and international accreditation.

The program is designed based on the flexible structure and content that balances four main issues including educational policy and leadership, school management, educational research, globalization and cultural issues based on attending courses, practicum and thesis writing.

To attract the best students and enhance marketing of the program, the curriculum structure is designed in a flexible way with three study plans, including coursework, coursework and research, and only research with both full and part time study duration.

The program provides effective professional development for teachers, administrators and educational leaders, researchers, entrepreneurs, who are working in both government and non-government sectors, and it opens to all students who hold a B.A degree from accredited universities.

4.3 General management and support services

This dimension focuses on staff development, co- and extra-curricular development such as pre-sessional English and pre-master academic courses, seminars, academic study skills, students' cooperative programs (local and international collaborative internship programs with educational organizations, industries, and communities), developing on-campus activities such as student's club, and student services, including in-bound and out-bound services. Counseling and guidance for international students, student service center for accommodation, financial aid, insurance, and employment, and student service webpage. These are the main aspects to guarantee the achievement of the international curriculum for Master Degree in Education Management effectively.

4.4 Administrative services and management

Administrative services and management includes physical resource management such as supporting modern library, international

textbooks, journals, international standard infrastructure and facilities, working spaces and virtual classroom, multimedia room for teachers and students. Besides, there is a strong need for using the ICT in designing, teaching and learning. Financial support and institutional collaborative support from the government, and university needed more investment and support.

4.5 Quality management

This dimension emphasizes on internal quality assurance such as developing a systematic/mechanism to assure quality assurance, criteria/key performance to measure the outcomes, conducting feedback from stakeholders or implementing the tracer study on student's employability. Moreover, to enhance the quality of the international curriculum, it is essential to invite the expert team to evaluate or audit the curriculum periodically. At macro level management such as university or government, external quality assurance, benchmarking and collaborating with the international universities by using the international curriculum indicators are important, especially conducting the program assessment by national and international accreditation agencies.

In short, the research findings illustrate clearly the overall picture of the current state and the need of internationalization of curriculum for Master's program of education management in Vietnam higher education institutions. Based on data collection and analysis from many sources such as literature review, university and national policy documents, good practices from prestige international universities, interviewing and conducting surveys with the relevant experts, administrators, instructors, students, and alumni; the new international curriculum management model which is distinctive, innovative in international curriculum for Master's program of education management is developed systematically. The findings contribute to the development of international curriculum in Vietnam higher education needed in the era of globalization.

Discussion

1. The current state and the need of internationalization of the curriculum in Vietnam higher education

Internationalization of the curriculum is a topic, which discussed much as one of the top priority strategies in the nation and university, including Vietnam. The findings from chapter 4 show many issues that need to be considered when developing and managing the international curriculum in Vietnam higher education institutions. They include national and university vision, mission, policy, strategy, goals, objectives, learning outcomes, teaching and learning methods, student assessment, instructors' quality, learning resources, students' support and service, financial and IT support, facility and infrastructure, and quality management. These issues comprise all of the management functions of a university, including the teaching, research and service functions, which is confirmed to the definition of internationalization in higher education of Qiang, (2003), which includes organizational change, curriculum innovation, staff development, student mobility, and excellence of teaching and research.

Key findings relating to the context of internationalization of the curriculum in Vietnam highlight the influence of globalization, industry 4.0 and education 4.0, which requires Vietnamese higher education institutions internationalizing their curriculum to serve the national development. Besides, the ASEAN agreement in education harmonization in 21st century also requires the university to produce high qualified graduates who can live and work effectively anywhere in the world. The requirements from labor markets focus on practical skills. The above requirements have shaped the purpose, content of the current and future Vietnamese curriculum, especially how the students should best be taught in a local and global world (Qiang, 2013 and Rizvi, 2014).

Many concerns about reasons, goals and objectives for internationalization of the curriculum in Vietnam higher institutions were about reaching high ranking in Asia and ASEAN region, improving the quality of training, quality of teaching staff, and producing qualified students who can live and work effectively in both local and international contexts. This result leads to a similar conclusion about the rationale for internationalization, mentioned by Knight, 1995, Zha Qiang, 2003, De Wit 2010 and Marmolejo, 2012.

From the instructor's survey results, it is found that the total mean of current situation of international curriculum for master degree of education management in Vietnam Higher Education is at moderate level. The highest mean of current situation is about vision and mission of faculty and the attitude of the expected outcomes; next is the attitude of the current Master Degree in Education Management learning outcomes and the lowest mean belongs to strategy of an international curriculum in management. These findings are basics and consistent with the student's survey results showing that vision and mission of the institutions, attitudes of the curriculum learning outcomes are on the highest demand. Similar pattern of the results was obtained in document analysis and interviewing policy makers and administrators stating that the Vietnamese universities vision and mission aim to become the leading research universities, providing training for educational leaders, managers, teachers, and researchers. This is broadly in line with what has been found in vision and mission of other international universities "to become one of the finest, innovative and global university" such as Harvard University (USA), Melbourne University (Australia), King's College (U.K), National Institute of Education (Nanyang Technological University, Singapore) and Mahidol University (Thailand).

From the results, it is clear that there is great support and concern from government and ministry of education. For example, the government regulates, cooperates and allows international governments, organizations and individuals to invest strongly in higher education and vocational training (Vietnam higher education law, 2015). Moreover, to internationalize the curriculum, the ministry of education encourages the Vietnamese universities cooperating with international educational institutions to develop and promulgate new advanced curricular. During the period from 2008 to 2015, the government also launched the Advanced Program Project with the purpose to promote the quality of the training and curriculum. In addition, present internationalization project focuses on four key aspects, including (1) internationalization of university governance, (2) internationalization of academic programs, (3) internationalization of research and publications and (4) internationalization of extra-curricular activities. These national policy and projects are important because they show the active role and action of the government relating to the internationalization of curriculum (Leask, 2013).

The results provide evidence that there are requirements and guidelines in developing the master's degree curriculum (Circular 07/2015/TT-BGDĐT) and Circular 04/2016/TT-BGDĐT on accreditation, in which the institutions are required to develop curriculum based on learning outcomes and competence framework including knowledge, skills, and autonomy and responsible abilities. Due to this general curriculum development guidelines, many Vietnamese higher education institutions can review, update and develop their new curriculum to adapt the local and global requirements. Besides, universities and faculties have to refer to the international curriculum framework so that it can be equivalent to regional and international standards and be appropriate with the culture and national conditions. Meanwhile, international curriculum needs to be internationally oriented, and to aim at preparing students for performing (professionally and socially) in an

international and multicultural context. The international curriculum is designed for not only domestic students but also international students because as Leask (2009) mentioned internationalization of the curriculum plays an important role to embed and integrate intercultural learning into the culture of the university. Besides, it also assists managers, academic staff and support staff; and students have the opportunities to "move into different countries, different spaces and to learn from and with each other".

In general, this result ties well with the previous study, emphasized the vision for higher education in Vietnam in 2020 as Hayden and Lam noted (2006,12).

In broad outline, the higher education reform agenda envisions a system that by 2020 is three to four times larger than at present, better managed and better integrated, more flexible in providing course transfer, more focused on the commercialization of research and training opportunities, more attuned to international benchmarks of quality and more open to international engagement.

However, it is important to acknowledge that there are considerable issues need to improve at present such as developing the guidance to instruct the university and the faculty how to develop and implement the international programs; several cases show that university leaders are resistance to change (Nguyen, 2017). More specifically, there is a lack of evaluation on the effectiveness of the project and it is challenging to control the quality of training in the context of rapidly expanding enrollments (Pham, 2017).

2. The need for internationalization of the curriculum

As Vietnamese universities are expected to become the best university that provides qualified human resources and to be the place where students are connected to many international networks, and are employable anywhere in the world, the graduates are expected to have competencies and attitudes of the

capable managers, researchers in education. They need to be equipped with advanced theory and practice knowledge of leadership, management in education. More importantly, the graduates are expected to achieve the leadership skills for 21st-century leaders, be able to think critically to solve problems regarding the field of discipline as well as be able to appreciate the cultural diversity of intercultural knowledge and competence as stated by Leask (2009). Both the formal and the informal curricula can be implemented to encourage and reward intercultural engagement as well as to facilitate meaningful interaction among students from different cultural and linguistic backgrounds in and out of the classroom.

When comparing the results from instructors' survey about the needs of Master Degree of Education Management with the results of the student's survey, it can be concluded that the priorities to internationalize the Master Degree in Education Management are described as follows:

First, the results from instructors' survey identified that it is important to develop the strategy of an international curriculum including offering financial incentives, investing staff development training, applying international language in teaching and learning.

Second, the university and faculty need to conduct the program assessment by national and regional accreditation agencies and to develop a system or mechanism to control and monitor the quality of international programs.

Third, there is a need to provide student services such as counseling and guidance, offering many extra-curricular activities. The learning resources include learning space, on-campus activities or webpage information for the new international students.

The other priorities include (1) vision to become an innovative and leading university in education; (2) the interdisciplinary program structure and (3) learning experience and instructions of the curriculum such as applying e-

learning platform, ICT, team teaching, internship to encourage critical thinking and problem-solving ability of students.

The results of the student's survey about the expected situation of Master Degree in Education Management include the university mission of the institution, attitudes of students, vision, goals of the institution, knowledge and skills. The mission of the institution is highly valued by students, including "to create, disseminate, preserve and apply knowledge for the better society", or "to serve for the national development". The attitudes of the learning outcome focus on the ability to interact and collaborate with others effectively, to demonstrate an understanding of multicultural perspectives. Similar to the instructors' survey, students expected the vision of the institution "to be a leading university in education, meeting national and international quality standards". The goals and objectives of the international curriculum include encouraging students using knowledge, diverse frames of education to solve the practical problems and to prepare graduates to work and live in a global society.

Overall, the above findings are consistent with those of previous studies, which mentioned on international strategy such as active leadership, faculty opportunities, internationalizing curriculum, partnership, international language, international experience on campus, and assessing student learning outcomes supported by The American Council of Education (2009); Association of Universities and Colleges of Canada, 2009), Framework for internationalization of the curriculum (Leask, 2015); Michigan University's global learning outcomes, global competency (2015) as stated in chapter 2.

3. The new international curriculum management model

3.1. Objectives and approach of the model

The model is developed with the purpose to give greater opportunities for domestic students through the teaching and learning process, extra-curricular activities, and relationships with local culture as well as the integration of international students and scholars into campus life. This is consistent with the meaning as stated by Knight (2008), that internationalization in higher education includes a series of international activities such as academic mobility for students and teachers; international linkages, partnerships, and projects; new international academic programs and research initiatives inside and outside the campus. In addition, the model aims to prepare graduates, who work and live successfully in local and international environment and to support the educational leaders, administrators, instructors in planning, implementing and managing the Master's Program in International Education Management in Vietnam. Hence, the graduates' competencies are relevant to other ASEAN countries, as they seek to improve their training of future educational managers and leaders.

Since the model is developed based on the competency approach and the process approach that emphasizes developing international and intercultural competencies of students through a diverse dimension of support from leaderships, teaching, research and service, This is associated with four approaches that Qiang (2003) has explained including (1) the activity approach, which promotes activities such as curriculum, student/faculty exchange, technical assistance, and international students; (2) the competency approach, which emphasizes the development of skills, knowledge, attitudes and values in students, faculty and staff; (3) the process approach, which stresses integration or infusion of an international/intercultural dimension into teaching, research and service through a combination of a wide range of activities, policies and procedures.

3.2. A new international curriculum of Master Degree in Education Management

The new international curriculum for Master Degree in Education Management is developed systematically based on the need analysis, and the requirement of professional practice and citizenship as the Vietnam education law prescribed. The process ensures the involvement of participants from many sources in order to provide the deep understanding about the context of the international curriculum in Vietnam higher education system as in the suggested framework from Leask (2012, 2015) "internationalisation of the curriculum consists of two components that are curriculum design and institutional, local, national, regional and global context".

More specifically, the new international curriculum covers ASEAN Qualifications Reference Framework (AQRF, ASEAN Principles, 2016) including the use of practical, advanced theory and concepts in management to solve the problems (the cognitive competence); emphasizing the attaining of essential skills such as self- study, critical thinking, interactive, creative, IT, language and research skills (functional competence); developing the international and intercultural perspectives in management and leadership in a specific situation and the ethical competence reflects the possession of personal and professional values for the educational manager, researcher, and teacher (personal competence and professional values). With a new holistic, international, and distinctive international curriculum for Master's program of education management in Vietnam higher education institutions, it will provide the guidance for the Vietnamese university and institutions in achieving the aim of producing qualified and competitive educational leaders and administrators, meeting national, regional, and international academic standards.

3.2.1 Learning outcomes

There are requirements that the new international curriculum learning outcomes should align with other international programs; and the graduates have the ability to work and appreciate cultural diversity. The graduates are expected to achieve the problem-solving, creative, critical thinking skill, and other soft skills such as communication skills, and entrepreneurship and to have the ability to interact and collaborate with others effectively, and to demonstrate an understand of multicultural perspectives to seek out local and international opportunities in personal and professional development.

Besides, it is necessary for graduates to have skills such as educational research capability, ability to engage in effective teamwork, problem solving, self-study, critical thinking, creative thinking, appropriate use of information technology, communication and language. The attitudes of the program emphasize develop good citizenship, personal and professional responsibility and ethics, community service. The findings on the competence-based curriculum of the international curriculum are in line with the ASEAN Qualifications Reference Framework (AQRF, ASEAN Principles, 2016) which emphasizes on four basic competences such as (1) cognitive competence, (2) functional competence, (3) personal competence, and (4) ethical competence.

The international curriculum learning outcomes of the Master Degree of Education Management facilitate the development of knowledge, skills and values are consistent with Qiang (2003) and Leask (2009) of the graduates, as well as develop a multicultural attitude, the ability to appreciate cultural diversity through a list of selected courses and collaborative activities, and preparing students with intercultural knowledge and competency as stated in Leask (2009). More importantly, the international curriculum outcomes have to reflect the national identity and culture through the general education

courses, namely “Social and political foundations of Vietnam education” as quoted by Qiang (2003).

The result from the need assessment shows the necessity in developing research skills, and creativity and critical thinking in tackling challenges related to leadership and management in education. Students are also expected to have the ability to understand and appreciate the professional responsibilities and ethical principles associated with being a successful local and international educational manager and leader.

To ensure what learning outcomes or competencies that students can achieve after finishing the program, it is important to focus on the alignment between learning outcomes, teaching and learning activities and students assessment during the curriculum development and implementation process.

Students should know and be able to do after the course or program to enhance their competencies and more effectively contribute to society. The learning outcomes of the Master Program in international education management in Vietnam higher education institutions needs to emphasize the application and integration of knowledge, especially on three aspects. Firstly, strengthening the international and intercultural perspectives in educational management and leadership to make it more innovative and comparable. Second, is pay more attention to the alignment between learning outcomes, teaching and learning and assessment. Lastly, it is important to focus on the context and potential applications of educational management knowledge and skills, help students connect learning in various contexts, and help teachers in teaching and assessment. It shows the link between the knowledge, and the attitudes and values of curriculum.

3.2.2 Teaching and learning methods

It is found that the teaching and learning methods for the curriculum should be driven by the student – centered approach, which

according to Gunnel and Fowler (2015), students are able to learn in variable pace and be supported to ensure the students can access the effective learning resources any time and reusable. Also, the effective approach to teach international students includes team teaching and working in groups. Students are in groups to create a network, especially online network, running workshop, producing a university publication on teaching international students, seeding grants for improving teaching and learning (Dunn & Carroll). The instructor should apply team teaching to develop students' international and intercultural competencies, offer internship or placement opportunities for students in international and intercultural agencies and encourages critical thinking of students through independent study and field experience Also, the teaching and learning methods should focus on active learning such as analyzing case studies, internship, problem solving, and hands-on activities. Students have more opportunities to learn from the field trips and project-based learning.

Many suggestions about using Information Communication Technology (ICT) like websites, online and networks are helpful to support students learning from everywhere and every time. However, it is necessary to think critically about those tools because they can create challenges if teachers and students don't use them in an appropriate way because educators know the significance and the impact of technology on education, but many don't understand how to make good use of technology to further student learning (November, 2009).

3.2.3 Student support service

The new international curriculum management model emphasizes student's support and services. The supporting will be a student service center that caters to the international student needs and general enquiries such as accommodation, financial aid, insurance and a student's service webpage to assist students to cope with learning, activities and students' life. Comrie (2014) identified key factors influencing international students' learning

through an exploratory study at the University of the West of England (UWE): language, embedded academic culture, assessment type, understanding expectation, and sense of isolation. Besides, it is necessary to develop the courses such as English, learning skills to support students. Other guidance is needed such as in opening a bank account, finding accommodation, introducing university social and community's activities, giving academic support service and orientation activities (Carroll & Ryan, 2005). Grabove (2009) acknowledged a number of on-campus activities and special events, volunteer's opportunities, job placement service, and students clubs can support internationalization.

3.2.4. Strategy for developing international curriculum

The study shows that there are many recommendations for the internationalization of the curriculum. They include active leadership in making internationalization a priority, strategic framework for action, creating and investing in faculty opportunities in teaching and researching with foreign partners, and lastly focusing on curriculum with "an international or global focus", which aligns with the strategy suggested from the American Council of Education (2016).

The findings from interviewing and need assessment show that there is a high priority to emphasize strategic development and program evaluation because they are considered to be the key factors to support the university achieving their vision and mission. Besides, there is a need to develop the legal mechanism for international programs such as supporting university autonomy and cooperation with international universities, investing and evaluating the efficiency of the international programs, enhancing staff development and offering good salary for both local and international lecturers.

Moreover, it is important to develop not only the English language programs but also the Japanese, Chinese and ASEAN languages programs for diversity and sustainable purpose.

To attract the number of local and international students, it is necessary to develop an international environment, smart campus for lecturers, students to communicate in international language, provide the scholarship to attract best students, develop an advanced ICT system to support for teaching and learning and marketing well to popularize the international programs. The initiatives for the strategy in internationalization of curriculum consist of developing successful partnerships to support for international learning, integrating international language into courses and programs, supporting and sustaining faculties efforts to internationalize the curriculum, facilitating international and intercultural learning on campus, evaluating and measuring student learning outcomes (Association of Universities and Colleges of Canada, 2009).

3.2.5. The involvement of stakeholders

Together, the present findings confirm the important involvement of local and international stakeholders (such as government, managers, instructors, employers, and students) in developing and implementing an international curriculum.

First, teachers are the most important stakeholders because they plan, design, teach, implement and evaluate the curriculum. No doubt, teachers' influence upon learners cannot be measured. So, teachers should have full knowledge of the program philosophy, content and components of curriculum and ways of teaching (Cruz, 2015). Next, learners are the center of the curriculum development and implementation, their learning experience and opinions are very useful for reviewing, and adjusting the international curriculum. Therefore, it is necessary to get the feedback from both teachers and learners during the developing and implementing process. The government, labor market and other community agencies such as professional associations, parents association also play an important role in the curriculum development process because they can provide the knowledge and information

about the context and the needs of the training or disciplines. The findings relating to the role of stakeholders in curriculum development and implementation are directly in line with the similar results from the research project, conducted by Kioko (2015), discussed about the influence of stakeholder's involvement in curriculum implementation.

Second, there are many suggestions about how to increase and enhance the quality of the cooperation and contributions from many stakeholders. Among of them is applying the Triple Helix Model, established by Etzkowitz and Leydesdorff (1995), mentioned the cooperation between government, university and industry through many kinds of activities such as workshops, internships because when the bigger and more prestige, international companies join the activities and projects of the university and international programs, the students can achieve better results from their learning.

3.2.6. Information technology

A further point of the finding is how information technology (IT) can be used as an effective tool to develop and manage the international Master Degree of Education Management. It is suggested that the university leaders can use IT to inspire commitment, share information and support collaborations among university managers, lecturers, students, employers, and alumni to accomplish the vision, mission, and goals of the international program from the top-down and bottom up management. Also, the managers can use new technologies such as Facebook, YouTube, and mobile service to publicize and market the program inside and outside the country, as well as to monitor and articulate many academic regulations, guidance, activities, and decision-making in distance. Meanwhile, the instructors can apply information communication technology (ICT) as a tool to support the teaching and learning activities such as designing online activities, interactive platforms, and e-clubs. However, both the instructors and students need to be aware of how to apply

the IT skills appropriately for their teaching and learning since as noted by November (2009), “educators know the significance and the impact of technology on education, but many don’t understand how to make good use of technology to further student learning”.

3.2.7. Quality Management

Relating to quality management of the international curriculum of Master’s Degree of Education Management, it is necessary to conduct a survey about needs of the international curriculum. More importantly, to monitor the quality of international programs as well as to benchmark them with other relevant programs, educational leaders and managers need to develop indicators of international curriculum and conduct external assessment by international experts or agencies. The findings are in line with the requirements of quality assurance and the indicators of internationalization of the curriculum from many international educational accreditation agencies including Council for Higher Education Accreditation (CHEA) and the Dutch organization for internationalization in higher education (NUFFIC).

From the instructor’s survey, in terms of the average of PNI modified, relating to program evaluation of an international curriculum. It is found that program evaluation was the second highest ranked dimension (PNI modified = 0.29), whereas the dimension of the vision of institution was ranked only at number four (PNI modified = 0.23). Also, the gap between the current state ($\bar{X} = 3.29$) and the expected situation ($\bar{X} = 4.22$) of program evaluation are quite large compared with other dimensions. The reason for this being not highly rated may be that instructors are more academically oriented than management oriented such as vision statements.

Recommendations

Based on research findings, there are recommendations for implementation of the model and recommendations for future research.

1. Recommendations for policy and implementation of the international curriculum management model

1.1 At the policy level

To promote the development and implementation of the new international curriculum for Master's program of education management, it is essential that the government and educational leaders have many policies to support the international programs in both short and long term.

1. The government and university leaders need to strengthen the importance of the internationalization of the curriculum and put more efforts to implement for both short and long term.

2. The government should provide more autonomy for institutions, especially in developing and managing their curriculum, including international and high quality programs that teach in international language.

3. The government should develop the mechanism and guidance about how to develop and manage the international programs, such as developing policy and support for internationalization at home and encouraging the teaching of English at the university.

4. The government needs to develop the regulations or guidance relating to ethics issues in teaching and research in international programs.

5. The government to provide training to increase the international language competencies and ICT skills for the administrators and lecturers through exchange program, internship, international workshops or seminars, as well as to provide more support in increasing the number of instructors who hold Ph.D. degree by providing scholarships or grant for teaching staff to study abroad.

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6. The government should constantly nurture and attract high-qualified local and international instructors with good salary policy, enhance the accountabilities of the institutions through assessing the quality of the international programs.

7. The government should evaluate the efficiency of the programs, enhance quality of international curriculum and has a plan to benchmark its quality with other international programs. There is a necessity to apply quality assessment and accreditation according to regional and international standards to control the quality of international programs.

8. The government should provide more incentive to finance the university and instructors. The investment should be enormous, and holistic.

9. The government should develop international relation with prestigious universities around the world, and cooperate with other international institutions and organizations. More specifically, the government should create opportunities and encourage the Vietnamese universities to develop cooperation with ASEAN universities and open networks with other educational professional organizations such as World Bank, UNESCO, AUN-QA, and DAAD.

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10. The government needs to play an important role in building the connection between government, university and industry network to support for the development and management of international programs.

1.2 At Institutional level

1. The university should develop the policy, projects and activities to improve English and other international language of administrators and teaching staff.

2. The university should develop a collaborative and innovative ecosystem, especially focusing on technology - enable learning

environment, international language environment and new paradigms of quality of teaching and learning.

3. It is important to have a good policy to recruit and encourage international and local lecturers who teach the international programs such as good salary, awards for excellent teachers and staff.

4. The university should develop website, international environment and activities for students.

5. The university should develop strategies for international curriculum that can bring benefits to Vietnam economy and society.

6. The university should develop more international programs not only in English but also in other languages such as Chinese, Japanese, French, German and other ASEAN languages.

7. The university should benchmark its quality with other international relevant curriculum.

1.3 At the Faculty level

1. The faculty should consult the opinions from professional associations or experts in the disciplines to develop the international curriculum.

2. The faculty should develop more connection with industry and employers to create internship and opportunities for students.

3. To maintain an innovative and distinguished curriculum, there is a need to implement student–centered approach in international curriculum and effective pedagogical teaching and learning approaches. It is suggested the instructors apply active learning and project-based learning approach, where students independently decide and select their own learning in diverse groups, and develop their intercultural competencies. Students can interact with students from other universities in basic courses to develop the ability to work productively and collaboratively on multidisciplinary projects.

8. Since it is not easy to know and measure what students can achieve after studying the Master Degree of Education Management, it is important to regularly monitor the achievement of graduates in order to ensure the relevance of the program and the alignment between learning outcomes, student assessment and learning activities during the development and implementation of the international curriculum. There is a need to have clear expectations or requirements for student's effective learning. The correlation between learning outcomes, student's assessment, and learning activities can help students to achieve the program goal and objectives.

9. The faculty should emphasize on experience learning by operating practical courses, field trips, and study visits to expand the students learning.

10. Using technology creatively and effectively in teaching and learning. To cope with the trends in education 4.0 and the impact from globalization in higher education, it is important for the university leaders, administrators and instructors to explore the use of disruptive technology in the classrooms, virtual reality, augmented reality, online tools, artificial intelligence etc. with the purpose to enhance student learning and to nurture entrepreneurs in the industry 4.0 era. However, students need to be trained to think critically about the significant and impact of using information technology in learning.

1.4 At the Student level

1. Students should actively engage and collaborate with teachers and other students in discussion, doing group assignments, case studies, or project-based assignment.

2. Students should participate online learning from the audio-video conferencing, chat features, virtual classrooms, eLearning platform to communicate, share learning with teachers and other classmates.

3. Students should learn and improve the individual learning skills, enhance research capacity and communication skills.

4. Students should pay more attention into learning international language, such as English to improve their language proficiency, meeting the international program standards and their future jobs.

5. Students are encouraged to participate in the local and international seminars, workshops, internship, and field trip to increase their international experience in education management.

6. It is important that students need to be involved in diverse activities such as academic clubs, field trips, international week or internship, which are operated by the faculty to enhance their communication and intercultural skills.

2. Recommendations for future research

2.1 Conduct a tracer study on students' employability

The finding shows that there is a need to conduct a tracer study on student's employability of the current Master program of education management because this is the good source to support for the development of the new international curriculum for Master program of education management.

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2.2 Carrying out another research on international curriculum in other disciplines.

Based on the result of the study, and that internationalization of curriculum differs between countries, regions, universities and disciplines, it is important to carry out research in other disciplines such as science, administrative business, economics, and information technology.

2.3 Carrying out the future research about personalized curriculum development of the international curriculum in Education Management.

Based on the finding of this study, it is found that information technology would obliterate competencies of graduates at a faster rate than any previous industrial revolution. Therefore, to ensure lifelong employability of graduates, the future international curriculum in Education Management needs to be more flexible to allow for personalized or customized education to meet both individual aspirations and societal needs. The diversity or more micro-credentials, which are like mini-degrees or certifications in a specific topic area, and “design-your-own module”, or design-your-own learning journey, need to be explored.

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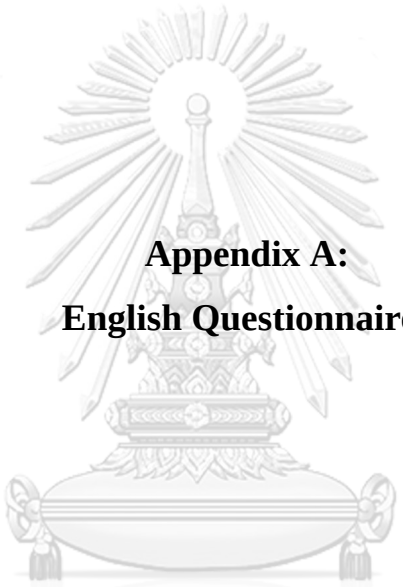
APPENDICES

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University



Appendix A:
English Questionnaires

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Chulalongkorn University

INTERVIEW FORM
POLICY MAKER

1. Introduction

This interview is conducted for the Doctoral Dissertation at the Department of Educational Policy, Leadership and Management, Faculty of Education, Chulalongkorn University, Bangkok, Thailand. The title of this Dissertation is "**Development of an International Curriculum Management Model in Education Management, Vietnam Higher Education Institutions".** The interview questions are designed to collect information on Policy and Strategy of an International Curriculum of Education Management (Master Degree) in Vietnam Higher Education Institutions.

2. Objectives of the study

2.1. To investigate the current state and the need of internationalization of curriculum for Master Degree of Education Management in Vietnam Higher Education Institutions.

2.2. To analyze good practices about internationalization of curriculum for Master Degree of Education Management in international universities.

2.3. To develop an international curriculum management model for Master Degree of Education Management in Vietnam Higher Education Institutions.

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

3. Definition of Terms

- **Internationalization in Higher Education:** Internationalization in higher education is the process of integration of international, intercultural aspects in all functions of universities, including teaching, research and service, which clearly reflect also national identity and culture.
- **International Curriculum** consists of the whole process by which, the teacher or lecturer will select and design the intended learning outcomes, students' assessment, teaching and learning activities, student services and learning resources to attain educational and individual goals in a local, national and global context.
- **International Curriculum Management Model** is a model that demonstrates how an international curriculum is developed and managed. This model involves in four stages including (1) Analysis stage that focuses on analyzing the context and the need of internationalization of curriculum, (2) Design stage that states on developing a program specification of international curriculum

including course objectives, course requirements, expected learning outcomes, student assessment, teaching and learning activities, learning resources, course structure. (3) Implementation or management stage that develops strategies to enhance the international curriculum, and (4) Evaluating stage that reviews the quality of international curriculum.

4. Use of Information

The result of this study will assist to develop the International Curriculum Management Model in Education Management, Vietnam Higher Education Institutions. Please be assured that any information that would permit identification of individual respondents will be held in strict confidence. Your respond is highly valued.

5. Interview Procedures

The interview questions are divided into three parts. Part I consists of general information about interviewee; Part II includes questions about the current state and need of internationalization of Education Management (Master Degree) curriculum in Vietnam Higher Education Institutions. Part III relates to additional comments.

6. Contact information

If you have any further questions about this interview, please do not hesitate to contact us at the following address:

Ms. Nguyen Thi My Ngoc
Higher Education Program
Department of Education Policy, Management and Leadership
Faculty of Education, Chulalongkorn University
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CHULALONGKORN UNIVERSITY

Part I: Introduction and Background

1	Institutions	Code:
2	Interviewee	Code:
3	Position	Code:
4	Gender	Code:
5	Degree	Code:

1. What is your role in your organization/council?
2. How long have you been in this position?

Part II: Policy, Strategy and Need of internationalization of curriculum in Vietnam Higher Education Institutions.

*A. National/University **policy, goals and context** about internationalization of higher education and internationalization of curriculum in Vietnam Higher Education.*

1. What are the national/university policies about internationalization in higher education and internationalization of curriculum?
2. What are the goals of internationalization of curriculum in Vietnam Higher Education Institutions?
3. What are the reasons of internationalization of curriculum in Vietnam Higher Education Institutions?
4. What are the educational reforms and innovations of the government and university in internationalization of curriculum?
5. What are the opportunities of international curriculum in Vietnam Higher Education Institutions?
6. What are the threats of international curriculum in Vietnam Higher Education Institutions?
7. What are the strengths of international curriculum **i**n Vietnam Higher Education Institutions?
8. What are the weaknesses of international curriculum **i**n Vietnam Higher Education Institutions?
9. In your opinion, what should be the policies/dimension we need to focus to support internationalization in higher education and internationalization of curriculum?

B. *Developing strategies to enhance an **international curriculum management model** in Vietnam Higher Education Institutions.*

10. What strategies that the government and university should emphasize on to develop an international curriculum in Vietnam Higher Education Institutions?
11. What are the graduate competences/graduate attributes that the government/university expected in international curriculum?
12. How could the university increase the numbers of local and international students studying in this international curriculum?
13. How could the university recruit and increase the numbers of international faculties to teach and do research in these international programs?
14. How could the government/university call for the involvement of international stakeholders in developing the international curriculum?
15. What should be the environmental/ecosystem education (such as infrastructure, facility, materials, technology…) for developing and implementing international curriculum? And how could the government/university support for these aspects?
16. What areas need to be invested by budget from the government/university to develop and implement international curriculum?

*C. **Evaluation** of an international curriculum in Vietnam Higher Education Institutions?*

17. How could the government/university ensure the quality of an international curriculum in Vietnam Higher Education Institutions?

Part III: Additional Comments

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Chulalongkorn University

18. What are other comments or suggestions you would like to add to develop an International Curriculum Management Model in Vietnam Higher Education Institutions?

Thank you for your time and contribution.

INTERVIEW FORM
ADMINISTRATORS

1. Introduction

This interview is conducted for the Doctoral Dissertation at the Department of Educational Policy, Leadership and Management, Faculty of Education, Chulalongkorn University, Bangkok, Thailand. The title of this Dissertation is "**Development of an International Curriculum Management Model in Education Management, Vietnam Higher Education Institutions".** The interview questions are designed to collect information on International Curriculum for Master Degree of Education Management in Vietnam Higher Education Institutions.

2. Objectives of the study

2.1. To investigate the current state and the need of internationalization of curriculum for Master Degree of Education Management in Vietnam Higher Education Institutions.
2.2. To analyze good practices about internationalization of curriculum for Master Degree of Education Management in international universities.
2.3. To develop an international curriculum management model for Master Degree of Education Management in Vietnam Higher Education Institutions.

3. Definition of Terms

- **Internationalization in Higher Education:** Internationalization in higher education is the process of integration of international, intercultural aspects in all functions of universities, including teaching, research and service, which clearly reflect also national identity and culture.
- **International Curriculum** consists of the whole process by which, the teacher or lecturer will select and design the intended learning outcomes, students' assessment, teaching and learning activities, student services and learning resources to attain education and individual goals in a local, national and global context.
- **International Curriculum Management Model** is a model that demonstrates how an international curriculum is developed and managed. This model involves in four stages including (1) Analysis stage that focuses on analyzing the context and the need of internationalization of curriculum, (2) Design stage that states on developing a program specification of international curriculum including course objectives, course requirements, expected learning outcomes, student assessment, teaching and learning activities, learning resources, course structure. (3) Implementation or management stage that develops strategies to enhance the international curriculum, and (4) Evaluating stage that reviews the quality of international curriculum.

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Chulalongkorn University

4. Use of Information

The result of this study will assist to develop the International Curriculum Management Model in Education Management, Vietnam Higher Education Instituttions. Please be assured that any information that would permit identification of individual respondents will be held in strict confidence. Your respond is highly valued.

5. Interview Procedures

The interview questions are divided into three parts. Part I consists of general information about interviewee; Part II includes questions about the current state and need of internationalization of Education Management (Master Degree) curriculum in Vietnam Higher Education Institutions. Part III relates to additional comments.

6. Contact information

If you have any further questions about this interview, please do not hesitate to contact us at the following address:

Ms. Nguyen Thi My Ngoc
Higher Education Program
Department of Education Policy, Management and Leadership
Faculty of Education, Chulalongkorn University
Phyathai Road, Pathumwan, Bangkok, Thailand
Email: ntmngoc@vnuhcm.edu.vn
Tel: 66-2218-2574, 0969374530
Fax: 66-2218-2574

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

Part I: Introduction and Background

1	Institutions	Code:
2	Interviewee	Code:
3	Position	Code:
4	Gender	Code:
5	Degree	Code:

1. What is your role in your institution?

2. How long have you been in this position?

Part II: Current state and need of internationalization of curriculum in Education Management (Master Degree), Vietnam Higher Education Institutions.

*A. University and Faculty **policy, goals and context** about internationalization of curriculum in Vietnam Higher Education.*

1. What are the university and faculty policies about internationalization in higher education and internationalization of curriculum?
2. What are the goals of internationalization of curriculum in your university and faculty?
3. What are the reasons of internationalization of curriculum in your university and faculty?
4. What are the opportunities of international curriculum in Education Management (Master Degree) in Vietnam Higher Education Institutions?
5. What are the threats of international curriculum in Education Management (Master Degree) in Vietnam Higher Education Institutions?
6. What are the strengths of international curriculum in Education Management (Master Degree) in Vietnam Higher Education Institutions?
7. What are the weaknesses of international curriculum in Education Management (Master Degree) in Vietnam Higher Education Institutions?
8. What are the educational policies that promote international curriculum in Education Management (Master Degree) in Vietnam Higher Education Institutions?
9. What are the educational policies that hinder international curriculum in Education Management (Master Degree) in Vietnam Higher Education Institutions?

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*B. **Goals, Objectives** of an international curriculum in Education Management (Master Degree), Vietnam Higher Education Institutions*

10. What should be the goals/objectives of an international education management (Master Degree) curriculum in Vietnam Higher Education Institutions?

*B. **Program Structure and Admission Requirement** of an international curriculum in Education Management (Master Degree), Vietnam Higher Education Institutions*

11. What should be the expected program structure of an international education management (Master Degree) curriculum in Vietnam Higher Education Institutions?
12. What should be the expected admission requirement of an international education management (Master Degree) curriculum in Vietnam Higher Education Institutions?

C. *Expected Learning Outcomes, Student Assessment, Learning and Teaching, Learning Resources and Student Services of **current** and **expected international curriculum** in Education Management (Master Degree), Vietnam Higher Education Institutions.*

13. What should be the expected learning outcomes of an international Education Management (Master Degree) curriculum? Please clarify the answer according to three aspects of students competencies:
    - Knowledge
    - Skills
    - Attitudes
14. What are the teaching and learning activities of the **current** Education Management (Master Degree) curriculum?
15. What teaching and learning activities we should concentrate and implement in **the expected** international Education Management (Master Degree) curriculum?
16. What are the student's assessment methods apply in the **current** Education Management (Master Degree) curriculum?
17. How could we assess the student's competencies (knowledge, skills, attitudes) of **the expected** international Education Management (Master Degree) curriculum?
18. How does the university and faculty support for student learning and services in the **current** Education Management (Master Degree) curriculum?
19. What learning resources and student services necessary for **the expected** international Education Management (Master Degree) curriculum (such as infrastructure, facilities, materials, on-campus activities, accommodation…)?

D. *Developing strategies to enhance* ***<u>an international curriculum management model</u>*** *in education management in Vietnam Higher Education Institutions.*

20. What strategies that the university/faculty should emphasize on to develop an international curriculum management model in Education Management (Master Degree) in Vietnam Higher Education Institutions?

E. ***<u>Evaluation</u>*** *of an international curriculum in Education Management (Master Degree) in Vietnam Higher Education Institutions?*

21. How does the university and faculty ensure the quality of an international curriculum in Education Management (Master Degree)?

Part III: Additional Comments

22. What are other comments or suggestions you would like to add more to develop an international curriculum management model in Education Management (Master Degree) in Vietnam Higher Education Institutions?

Thank you for your time and contribution.

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Chulalongkorn University

INSTRUCTOR SURVEY QUESTIONNAIRE

1. Introduction

This survey is conducted for the Doctoral Dissertation at the Department of Educational Policy, Leadership and Management, Faculty of Education, Chulalongkorn University, Bangkok, Thailand. The title of this Dissertation is "**Development of an International Curriculum Management Model in Education Management, Vietnam Higher Education Institutions".** The questionnaires are designed to collect information on International Curriculum for Master Degree of Education Management in Vietnam Higher Education Institutions.

2. Objectives of the study

2.1. To investigate the current state and the need of internationalization of curriculum for Master Degree of Education Management in Vietnam Higher Education Institutions.
2.2. To analyze good practices about internationalization of curriculum for Master Degree of Education Management in international universities.
2.3. To develop an international curriculum management model for Master Degree of Education Management in Vietnam Higher Education Institutions.

3. Definition of Terms

- **Internationalization in Higher Education:** Internationalization in higher education is the process of integration of international, intercultural aspects in all functions of universities, including teaching, research and service, which clearly reflect also national identity and culture.
- **International Curriculum** consists of the whole process by which, the teacher or lecturer will select and design the intended learning outcomes, students' assessment, teaching and learning activities to attain education and individual goals in a local and global context.
- **International Curriculum Management Model** is a model that demonstrates how an international curriculum is developed and managed. This model involves in four stages including (1) Analysis stage that focuses on analyzing the context and the need of internationalization of curriculum, (2) Design stage that states on developing a program specification of international curriculum including course objectives, course requirements, expected learning outcomes, student assessment, teaching and learning activities, learning resources, course structure. (3) Implementation or management stage that develops strategies to enhance the international curriculum.

4. Use of information

The result of this study will assist to develop the International Curriculum Management Model in Education Management, Vietnam Higher Education Institutes. Please be assured that any information that would permit identification of individual respondents will be held in strict confidence. Your respond is highly valued.

5. Instruction

The questionnaires are divided into two parts. Part I consists of general information about the survey participants; Part II includes questions about the current state, need of international curriculum for Master Degree of Education Management and open question.

In Part I, please use a "√" when you agree with the questions that require marking in a box or write your own answer in the blank.

For Part II, please use a "√" when you select your answer for **the current situation** (which refers to what is being practiced at the present moment) and **expected situation** (which refers to what is desired in the future) in each item.

The meaning of scale for **the current situation** is as follows:

- 5 means your institution has it at the highest level;
- 4 means your institution has it at the high level;
- 3 means your institution has it at the moderate level;
- 2 means your institution has it at the low level;
- 1 means your institution has it at the lowest level.

The meaning of scale for the **expected situation** is as follows:

- 5 means your institution need it at the highest level;
- 4 means your institution need it at the high level;
- 3 means your institution need it at the moderate level;
- 2 means your institution need it at the low level;
- 1 means your institution need it at the lowest level.

For open question, please share and write down your idea and opinions with us.

6. Contact information

จุฬาลงกรณ์มหาวิทยาลัย
Chulalongkorn University

If you have any questions about completing this questionnaire, please do not hesitate to contact us at the following address:

Ms. Nguyen Thi My Ngoc
Higher Education Program
Department of Education Policy, Management and Leadership
Faculty of Education, Chulalongkorn University
Phyathai Road, Pathumwan, Bangkok, Thailand
Email: ntmngoc@vnuhcm.edu.vn
Tel: 66-2218-2574, 0969374530
Fax: 66-2218-2574

Part I: General Information

Please kindly tick √ the best answer that you choose in the box ☐ and write your own answer in each blank.

1. Gender: ☐ 1. Male
   ☐ 2. Female

2. Faculty:
   ☐ 1. Education
   ☐ 2. Education Management
   ☐ 3. Psychological Education

3. Institution:
   ☐ 1. National Academy of Education Management
   ☐ 2. University of Education (VNU-HN)
   ☐ 3. University of social science and Humanities (VNU-HCM)
   ☐ 4. Ho Chi Minh City University of Education
   ☐ 5. Hue University

4. Positions in the Institution:
   ☐ 1. Dean
   ☐ 2. Vice Dean
   ☐ 3. Head of Department
   ☐ 4. Deputy Head of Department
   ☐ 5. Instructor
   ☐ 6. If other, please specify: ----------

5. Years of experience in teaching
   ☐ 1. 1-5 years
   ☐ 2. 6-10 years
   ☐ 3. 11-15 years
   ☐ 4. More than 15 years

6. Highest Degree:
   ☐ 1. Bachelor
   ☐ 2. Master
   ☐ 3. Ph.D.
   ☐ 4. If other, please specify: ----------

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Part II: Opinions about current and need of international curriculum for Master Degree of Education Management (MEM) in Vietnam Higher Education Institutions.

*Please use a "√" to rate the following aspects relating to the MEM curriculum that you think reflecting **the current situation** and then rate **what you expect** to develop an international curriculum of Education Management (Master Degree) in Vietnam Higher Education Institutions.*

Items	Current Situation						Expected Situation				
	5	4	3	2	1		5	4	3	2	1
1.Vision and Mission											
1.1. Vision and Mission of your Institution.											
11.1. To be a leading university in Education, meeting national and international quality standards (Vision).											
1.1.2. To be an innovative global leader in education and research (Vision).											
1.1.3. To create, disseminate, preserve and apply knowledge for the betterment of global society (Mission).											
1.1.4. To foster innovation, enterprise, discovery and lifelong learning in the globalization of education (Mission).											
1.1.5. To serve for the national development in international integration and globalization (Mission).											
1.2. Vision and Mission of your Faculty of Education											
1.2.1. To be a distinctive educational institution in the era of globalization (Vision).											
1.2.2 To be committed to offering education services to society as the most important responsibility (Vision).											
1.2.3. To develop leadership skills for students to lead organizations and initiatives in the 21st Century (Mission).											
12.4. To develop graduates with the international and intercultural capacity to inspire and improve individual learning outcomes, outstanding quality postgraduate studies for professionals (Mission).											

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Chulalongkorn University

Items	Current Situation						Expected Situation				
	5	4	3	2	1		5	4	3	2	1
1.2.5. To develop future generations of scholars, teachers, information professionals, and institutional leaders (Mission).											
2. Goals, Objectives of an international curriculum in Education Management (Master Degree).											
2.1. Prepare graduates to work and live in a global society.											
2.2. Equip students the organizational management skills and policy background to develop education systems, with a global perspective.											
2.3. Equip graduates with transformational leadership skills for 21st century leaders the social and cultural diversity setting.											
2.4. Encourage students to use knowledge, diverse cultural frames of reference in education to think critically and solve problems.											
2.5. Equip graduates with international perspectives and competences to take job on in a global environment.											
3. Expected learning outcomes of an international curriculum in Education Management (Master Degree). 3.1. Knowledge											
3.1.1. Apply advanced local, international and intercultural knowledge of contemporary management issues and challenges in relation to education.											
3.1.2. Apply the latest research findings in the aspects of Education Management studied.											
3.1.3. Demonstrate contemporary knowledge in education reform, leadership, entrepreneurship in education, education change, Education organizations, assessment and quality, and school management.											

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Chulalongkorn University

Items	Current Situation						Expected Situation				
	5	4	3	2	1		5	4	3	2	1
3.1.4. Demonstrate knowledge of the interrelatedness of local and international issues, trends and systems in education.											
3.1.5. Demonstrate knowledge of university autonomy and social responsibility in the context of international integration.											
3. 2. Skills											
3.2.1. Ability to conduct a multi-perspectives analysis in education management issues.											
3.2.2. Ability to generate and evaluate complex ideas, concepts and models related to education leadership and management issues in the local and global context.											
3.2.3. Ability to conduct a substantial research based project related to education leadership from a variety of different perspectives.											
3.2.4. Ability to demonstrate creativity and critical thinking in tackling challenges related to education leadership and management issues in local and global Education setting.											
3.2.5. Ability to interact and collaborate with others effectively, including in teams, in the work place and in culturally diverse context.											
3.3. Attitudes											
3.3.1. Demonstrate an appreciation of professional responsibilities and ethical principles associated with educational organizations in local and global context.											
3.3.2. Demonstrate a willingness to engage in local, global, international and intercultural problem solving in education management setting.											

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Items	Current Situation					Expected Situation				
	5	4	3	2	1	5	4	3	2	1
3.3.3. Demonstrate appreciation and respect for the values and knowledge's of local and other cultures in their perspectives.										
3.3.4. Demonstrate an understanding of multicultural perspectives to seek out international/intercultural opportunities in personal and professional development.										
3.3.5.Ability to understand and respect interdependence of work and life in a globalized world.										
4. Program Structure of an international curriculum in Education Management (Master Degree).										
4.1. The curriculum of the program is developed with reference to the need of the stakeholders, national qualifications framework and development trends of education management in a global setting.										
4.2. The curriculum adequately addresses the international dimension of the program through its contents, English/international languages and learning opportunities such as regional or international exchanges, internships, study trips, collaborative research and projects.										
4.3. The curriculum is structured and flexible to allow students to pursue different areas of specialization to meet their need and interests.										
4.4. This is an interdisciplinary program drawing on policy, sociology, political science, economics, history and contemporary policy-making, which acknowledges the 'problem solving' appeal of Education management in both national and global contexts.										

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Chulalongkorn University

Items	Current Situation						Expected Situation				
	5	4	3	2	1		5	4	3	2	1
4.5. The curriculum, teaching and learning methods and student assessment are constructively aligned to achieve its intended vision and mission, goals/objectives and expected learning outcomes.											
5. Learning Experiences and Instruction of an international curriculum in Education Management (Master Degree).											
5.1. Instructor encourages critical thinking of students through independent study and field experience.											
5.2. Instructor applies peer teaching and working in groups to develop student's international and intercultural competences.											
5.3. Instructor provides complex problems and challenges facing local and international public education in his/her subject.											
5.4. Instructor offers internships/ placements opportunities for students in international or intercultural agencies.											
5.5. Instructor uses e-learning platform including learning management system, online courses, websites, electronic links and networks, social media etc. to complement his/her teaching.											
6. Assessment of student of an international curriculum in Education Management (Master Degree).											
6.1. Instructor provides assessment feedback to students on their performance to improve learning.											
6.2. Instructor assesses student's ability to gather and apply knowledge in and across disciplines in a global context.											
6.3. Instructor uses reflective written task such as report writing or word assignment to reflect students' progress of international and intercultural knowledge, skills and attitudes.											
6.4. Instructor uses the percentage of student's attendance at courses, tutorials, seminars and workshops relevant to international events and topics as part of student assessment.											

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Items	Current Situation						Expected Situation				
	5	4	3	2	1		5	4	3	2	1
6.5. Instructor focuses on students abilities to communicate, negotiate, problem solving in a range of international and intercultural situation.											
7. Instructor's quality and international experience of an international curriculum in Education Management (Master Degree).											
7.1. Instructor actively engages in professional associations at local and international level.											
7.2. Instructor achieves high quality, high impact research projects in education management issues.											
7.3. Instructor develops international and intercultural perspectives during their overseas study or work.											
7.4. Instructor is author of local and international journals, book chapters, conference papers, and projects.											
7.5. Instructor has influential voices in organizational management, public policy and education reform.											
7.6. Instructor seeks continuing education and training to stay up to-date on new developments as well as for professional development.											
8. Student services and Learning Resources of an international curriculum in Education Management (Master Degree).											
8.1. The university provides pre-arrival information packages including web-based information and orientation activities for students.											
8.2. The university offers extra-curriculum for students such as pre-sessional English and Pre-master's academic preparation courses.											
8.3. The university provides supportive learning and social spaces for local and international students.											
8.4. The university provides and supports for on-campus activities such as cultural events, international education week, and international friendship club for local and international students.											

Items	Current Situation						Expected Situation				
	5	4	3	2	1		5	4	3	2	1
8.5. The university provides counseling and guidance to support local and international students.											
8.6. The university provides inbound and outbound students going for overseas internships or exchange programs.											
9. Strategy of an international curriculum in Education Management (Master Degree).											
9.1. The university/ faculty invests in strategic partnerships with world-class institutions.											
9.2. The university/ faculty enhances the cooperation with local and international organizations.											
9.3. The university/ faculty develops international and intercultural competences for academic and support staffs.											
9.4. The university/ faculty requires the integration of international languages into existing disciplines.											
9.5. The university/ faculty offers financial incentives to propose internationalization strategy and plans.											
9.6. The university promotes and encourages faculty to carry out collaborative research with other local and overseas organizations and universities.											
10. Program Evaluation of an international curriculum in Education Management (Master Degree).											
10.1. The university/ faculty develops a plan for internal audit of the Education Management (Master Degree) curriculum.											

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Items	Current Situation						Expected Situation				
	5	4	3	2	1		5	4	3	2	1
10.2. The university/ faculty develops a plan for external audit the Education Management (Master Degree) curriculum by international experts or agencies.											
10.3. The university/ faculty has a system /mechanism to assure the quality of international curriculum in Education Management (Master Degree).											
10.4. The university uses key performance indicators to measure the outcomes or achievements of the international curriculum in Education Management (Master Degree).											
10.5. The university/ faculty uses the results of curricular auditing to improve quality of international curriculum in Education Management (Master Degree).											

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Additional comments about international curriculum in Education Management (Master Degree) in Vietnam Higher Education Institutions.

Thank you for your cooperation

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STUDENT AND ALUMNI SURVEY QUESTIONNAIRE

1. Introduction

This survey is conducted for the Doctoral Dissertation at the Department of Educational Policy, Leadership and Management, Faculty of Education, Chulalongkorn University, Bangkok, Thailand. The title of this Dissertation is "**Development of an International Curriculum Management Model in Education Management, Vietnam Higher Education Institutions".** The questionnaires are designed to collect information on International Curriculum for Master Degree of Education Management in Vietnam Higher Education Institutions.

2. Objectives of the study

2.1. To investigate the current state and the need of internationalization of curriculum for Master Degree of Education Management in Vietnam Higher Education Institutions.
2.2. To analyze good practices about internationalization of curriculum for Master Degree of Education Management in international universities.
2.3. To develop an international curriculum management model for Master Degree of Education Management in Vietnam Higher Education Institutions.

3. Definition of Terms

- **Internationalization in Higher Education:** Internationalization in higher education is the process of integration of international, intercultural aspects in all functions of universities, including teaching, research and service, which clearly reflect also national identity and culture.
- **International Curriculum** consists of the whole process by which, the teacher or lecturer will select and design the intended learning outcomes, students' assessment, teaching and learning activities to attain educational and individual goals in a local and global context.
- **International Curriculum Management Model** is a model that demonstrates how an international curriculum is developed and managed. This model involves in four stages including (1) Analysis stage that focuses on analyzing the context and the need of internationalization of curriculum, (2) Design stage that states on developing a program specification of international curriculum including course objectives, course requirements, expected learning outcomes, student assessment, teaching and learning activities, learning resources, course structure. (3) Implementation or management stage that develops strategies to enhance the international curriculum, and (4) Evaluating stage that reviews the quality of international curriculum.

4. Use of Information

The result of this study will assist to develop the International Curriculum Management Model in Education Management, Vietnam Higher Education Institutes. Please be assured that any information that would permit identification of individual respondents will be held in strict confidence. Your respond is highly valued.

5. Instruction

The questionnaires are divided into two parts. Part I consists of general information about the survey participants; Part II includes questions about the current state, need of international curriculum for Master Degree of Education Management and open question.

In Part I, please use a "√" when you agree with the questions that require marking in a box or write your own answer in the blank.

For Part II, please use a "√" when you select your answer **that you think necessary or expected situation** (which refers to what is desired to be in the future) for an international curriculum for Master Degree of Education Management in Vietnam Higher Education Institutions.

The meaning of scale for **the expected situation** is as follows:

- 5 means your institution need it at the highest level;
- 4 means your institution need it at the high level;
- 3 means your institution need it at the moderate level;
- 2 means your institution need it at the low level,
- 1 means your institution need it at the lowest level.

For open question, please share and write down your idea and opinions with us.

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Chulalongkorn University

7. Contact information

If you have any questions about completing this questionnaire, please do not hesitate to contact us at the following address:

Ms. Nguyen Thi My Ngoc
Higher Education Program
Department of Education Policy, Management and Leadership
Faculty of Education, Chulalongkorn University
Phyathai Road, Pathumwan, Bangkok, Thailand
Email: ntmngoc@vnuhcm.edu.vn
Tel: 66-2218-2574, 0969374530
Fax: 66-2218-257

Part I: General Information

Please kindly tick the best answer that you choose in the box ☐ and write your own answer in blank.

1. Gender:
   - ☐ 1. Male
   - ☐ 2. Female
2. Faculty:
   - ☐ 1. Education
   - ☐ 2. Education Management
   - ☐ 3. Psychological Education
3. Institution:
   - ☐ 6. National Academy of Education Management
   - ☐ 1. University of Education (VNU-HN)
   - ☐ 2. University of social science and Humanities(VNU-HCM)
   - ☐ 3. Ho Chi Minh City University of Education
   - ☐ 4. Hue University
4. Position in the class:
   - ☐ 1. Monitor
   - ☐ 2. Board of Class
   - ☐ 3. Youth Student Association Committee Member
   - ☐ 4. If other, please specify----------
5. Years of study:
   - ☐ 1. First year
   - ☐ 2. Second year
   - ☐ 3. Third year
   - ☐ 4. Alumni

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Part II: Opinions about current state and need of international curriculum of Education Management (Master Degree) in Vietnam Higher Education Institutions.

Please rate the following aspects that you think reflecting the necessary or expected situation about international curriculum for Master Degree of Education Management in Vietnam Higher Education Institutions.

Items	5	4	3	2	1
1. Vision and Mission					
1.1. Vision and Mission of your Institution.					
1.1.1. To be a leading university in Education, meeting national and international quality standards (Vision).					
1.1.2. To be an innovative global leader in education and research (Vision).					
1.1.3. To create, disseminate, preserve and apply knowledge for the betterment of global society (Mission).					
1.1.4. To foster innovation, enterprise, discovery and lifelong learning in the globalization of education (Mission).					
1.1.5. To serve for the national development in international integration and globalization (Mission).					
1.2. Vision and Mission of your Faculty of Education					
1.2.1. To be a distinctive educational institution in the era of globalization (Vision).					
12.2. To be committed to offering educational services to society as the most important responsibility (Vision).					
1.2.3. To develop leadership skills for students to lead organizations and initiatives in the 21st Century (Mission).					
12.4. To develop graduates with the international and intercultural capacity to inspire and improve individual learning outcomes, outstanding quality postgraduate studies for professionals (Mission).					
1.2.5. To develop future generations of scholars, teachers, information professionals, and institutional leaders (Mission).					
Additional comments					
2. Goals, objectives of an international curriculum in Education Management (Master Degree).					
2.1. Prepare graduates to work and live in a global society.					
2.2. Equip students the organizational management skills and policy background to develop education systems, with a global perspective.					

Items	5	4	3	2	1
2.3. Equip graduates with transformational leadership skills for 21st century leaders the social and cultural diversity setting.					
2.4. Encourage students to use knowledge, diverse cultural frames of reference in education to think critically and solve problems.					
2.5. Equip graduates with international perspectives and competences to take job on in a global environment.					
3. Expected learning outcomes of an international curriculum in Education Management (Master Degree).					
3.1. Knowledge					
3.1.2. Apply the latest research findings in the aspects of Education Management studied.					
3.1.3. Demonstrate contemporary knowledge in educational reform, leadership, entrepreneurship in education, Education change, Education organizations, assessment and quality, and school management.					
3.1.4. Demonstrate knowledge of the interrelatedness of local and international issues, trends and systems in education.					
3.1.5. Demonstrate knowledge of university autonomy and social responsibility in the context of international integration.					
3.2. Skills					
3.2.1. Ability to conduct a multi-perspectives analysis in education management issues.					
3.2.2. Ability to generate and evaluate complex ideas, concepts and models related to educational leadership and management issues in the local and global context.					
3.2.3. Ability to conduct a substantial research based project related to educational leadership from a variety of different perspectives.					
3.2.4. Ability to demonstrate creativity and critical thinking in tackling challenges related to educational leadership and management issues in local and global educational setting.					
3.2.5. Ability to interact and collaborate with others effectively, including in teams, in the work place and in culturally diverse context.					
3.3. Attitudes					
3.3.1. Demonstrate an appreciation of professional responsibilities and ethical principles associated with educational organizations in local and global context.					

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Items	5	4	3	2	1
3.3.2. Demonstrate a willingness to engage in local, global, international and intercultural problem solving in education management setting.					
3.3.3. Demonstrate appreciation and respect for the values and knowledge's of local and other cultures in their perspectives.					
3.3.4. Demonstrate an understanding of multicultural perspectives to seek out international/intercultural opportunities in personal and professional development.					
3.3.5.Ability to understand and respect interdependence of work and life in a globalized world.					
4. Program Structure of an international curriculum in Education Management (Master Degree).					
4.1. Master Degree of Education Management is a program with one year full time for course work and two year full time for research.					
4.2. Master Degree of Education Management comprises four modules focus on key subjects areas such as policy, management, leadership and research and evaluation in education and a dissertation.					
4.3. Students have to complete program with minimum 50 credits for required and selective courses and 10 credits for dissertation or thematic paper.					
4.4. This is an interdisciplinary program drawing on policy, sociology, political science, economics, history and contemporary policy-making, which acknowledges the 'problem solving' appeal of educational management.					
4.5. The program provides an excellent opportunity for in-depth study of current issues in the management of education and training programs through internships or student exchange.					
5. Learning Experiences and Instruction of an international curriculum in Education Management (Master Degree).					
5.1. Instructor encourages critical thinking of students through independent study and field experience.					
5.2. Instructor applies peer teaching and working in groups to develop student's international and intercultural competences.					
5.3. Instructor provides complex problems and challenges facing local and international public education in his/her subject.					
5.4. Instructor offers internships/ placements opportunities for students in international or intercultural agencies.					

Items	5	4	3	2	1
5.5.Instructor uses e-learning platform including learning management system, online courses, websites, electronic links and networks, social media etc. to complement his/her teaching.					
6. Assessment of student of an international curriculum in Education Management (Master Degree).					
6.1. Instructor provides assessment feedback to students on their performance to improve learning.					
6.2. Instructor assesses student's ability to gather and apply knowledge in and across disciplines in a global context.					
6.3. Instructor uses reflective written task such as report writing or word assignment to reflect students' progress of international and intercultural knowledge, skills and attitudes.					
6.4. Instructor uses the percentage of student's attendance at courses, tutorials, seminars and workshops relevant to international events and topics as part of student assessment.					
6.5. Instructor focuses on students abilities to communicate, negotiate, problem solving in a range of international and intercultural situation.					
7. Instructor's quality and international experience of an international curriculum in Education Management (Master Degree).					
7.1. Instructor actively engages in professional associations at local and international level.					
7.2. Instructor achieves high quality, high impact research projects in education management issues.					
7.3. Instructor experiences international and intercultural perspectives during their overseas study or work.					
7.4. Instructor is author of local and international journals, book chapters, conference papers, and projects.					
7.5. Instructor has influential voices in organizational management, public policy and education reform.					
7.6. Instructor seeks continuing education and training to stay up to-date on new developments as well as for professional development.					
8. Student services and Learning Resources of an international curriculum in Education Management (Master Degree).					
8.1. The university provides pre-arrival information packages including web-based information and orientation activities for students.					
8.2. The university offers extra-curriculum for students such as pre-sessional English and Pre-master's academic preparation courses.					

Items	5	4	3	2	1
8.3. The university provides supportive learning and social spaces for local and international students.					
8.4. The university provides and supports for on-campus activities such as cultural events, international education week, and international friendship club for local and international students.					
8.5. The university provides counseling and guidance to support for local and international students.					
8.6. The university provides inbound and outbound students going for overseas internships or exchange programs.					
9. Strategy of an international curriculum in Education Management (Master Degree).					
9.1. The university/ faculty invests in strategic partnerships with world-class institutions.					
9.2. The university/ faculty enhances the cooperation with local and international organizations.					
9.3. The university/ faculty develops international and intercultural competences for academic and support staffs.					
9.4. The university/ faculty requires the integration of international languages into existing disciplines.					
9.5. The university/ faculty offers financial incentives to propose internationalization strategy and plans.					
9.6. The university promotes and encourages faculty to carry out collaborative research with other local and overseas organizations and universities.					
10. Program Evaluation of an international curriculum in Education Management (Master Degree).					
10.1. The university/ faculty develops a plan for internal audit of the Education Management (Master Degree) curriculum.					
10.2. The university/ faculty develops a plan for external audit the Education Management (Master Degree) curriculum by international experts or agencies.					
10.3. The university/ faculty has a system /mechanism to assure the quality of international curriculum in Education Management (Master Degree).					
10.4. The university uses key performance indicators to measure the outcomes or achievements of the international curriculum in Education Management (Master Degree).					
10.5. The university/ faculty uses the results of curricular auditing to improve quality of international curriculum in Education Management (Master Degree).					

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Additional comments about international curriculum in Education Management (Master Degree) in Vietnam Higher Education Institutions.

Thank you for your cooperation

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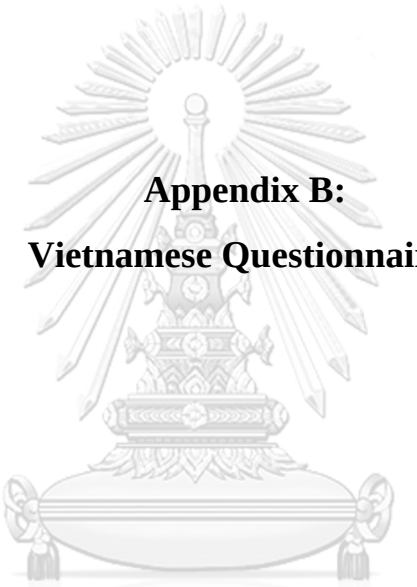
Appendix B:
Vietnamese Questionnaires



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BẢNG CÂU HỎI PHỎNG VẤN
DÀNH CHO CẤP LÃNH ĐẠO VỀ CHÍNH SÁCH

1. Giới thiệu

Bảng hỏi này được tiến hành nhằm mục đích phục vụ cho Luận án Tiến sĩ tại Bộ môn Chính sách Giáo dục, Lãnh đạo và Quản lý, Khoa Giáo dục, Trường Đại học Chulalongkorn, Bangkok, Thái Lan. Tiêu đề của luận án là "**Xây dựng Mô hình Quản lý chương trình đào tạo Quốc tế ngành Quản lý Giáo dục tại các Cơ sở Giáo dục Đại học Việt Nam**" (Development of an International Curriculum Management Model in Education Management, Vietnam Higher Education Institutions).

Bảng câu hỏi được thiết kế để thu thập những thông tin về chính sách và chiến lược phát triển của chương trình đào tạo quốc tế Thạc sỹ Quản lý Giáo dục tại các cơ sở giáo dục đại học Việt Nam.

2.Mục tiêu nghiên cứu

2.1. Điều tra tình hình hiện tại và nhu cầu quốc tế hoá chương trình đào tạo (CTĐT) Thạc sĩ Quản lý Giáo dục tại các cơ sở giáo dục (CSGD) đại học Việt Nam.

2.2. Phân tích các thực tiễn tốt về quốc tế hoá CTĐT Thạc sỹ Quản lý Giáo dục tại các trường đại học nước ngoài.

2.3. Xây dựng mô hình quản lý CTĐT quốc tế đối với chương trình Thạc sỹ Quản lý Giáo dục tại các CSGD đại học Việt Nam.

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3. Định nghĩa thuật ngữ

- *Quốc tế hoá trong Giáo dục Đại học* (Internationalization in Higher Education) là quá trình hội nhập các khía cạnh quốc tế, liên văn hoá trong tất cả các chức năng của một trường đại học, bao gồm giảng dạy, nghiên cứu và dịch vụ hỗ trợ sinh viên, trong đó có phản ánh rõ nét bản sắc và văn hoá dân tộc.
- *CTĐT quốc tế* (International Curriculum) bao gồm toàn bộ quá trình mà giảng viên sẽ lựa chọn và thiết kế từ kết quả học tập dự kiến, hoạt động giảng dạy và học tập, kiểm tra đánh giá sinh viên, hoạt động hỗ trợ sinh viên và tài nguyên học tập để đạt được các mục tiêu giáo dục và mục tiêu cá nhân trong bối cảnh của địa phương, quốc gia và toàn cầu.
- *Mô hình Quản lý CTĐT Quốc tế* (International Curriculum Management Model) biểu thị cách thức phát triển và quản lý của một CTĐT quốc tế. Mô hình này bao gồm 4 giai đoạn: (1) Giai đoạn phân tích ngữ cảnh và nhu cầu

quốc tế hoá chương trình giảng dạy; (2) Giai đoạn thiết kế và xây dựng bảng mô tả CTĐT quốc tế bao gồm các mục tiêu, chuẩn đầu ra, cấu trúc chương trình, hoạt động giảng dạy và học tập, đánh giá sinh viên, hoạt động hỗ trợ sinh viên và tài nguyên học tập; (3) Giai đoạn thực hiện hoặc quản lý gồm xây dựng và triển khai các chiến lược hỗ trợ CTĐT quốc tế (4) Giai đoạn đánh giá chất lượng của CTĐT quốc tế.

4. Mục đích sử dụng thông tin

Kết quả nghiên cứu nhằm mục đích phát triển Mô hình Quản lý CTĐT Quốc tế ngành Quản lý Giáo dục tại các CSGD Đại học Việt Nam. Các thông tin được cung cấp bởi Quý Thầy/Cô sẽ được bảo mật chặt chẽ. Những thông tin phản hồi của Thầy/Cô luôn hữu ích và được đánh giá cao trong nghiên cứu của chúng tôi.

5. Hướng dẫn thực hiện phỏng vấn

Các câu hỏi phỏng vấn được chia thành ba phần. Phần I bao gồm các thông tin chung về người được phỏng vấn; Phần II là các câu hỏi về tình hình hiện tại và nhu cầu quốc tế hóa CTĐT tại các CSGD Đại học Việt Nam. Phần III là các nhận xét bổ sung.

6. Thông tin liên hệ

Nếu Thầy/Cô có thắc mắc gì trong quá trình phỏng vấn, xin vui lòng liên hệ với chúng tôi theo địa chỉ sau:

Ms. Nguyen Thi My Ngoc
Higher Education Program
Department of Education Policy, Management and Leadership
Faculty of Education, Chulalongkorn University
Phyathai Road, Pathumwan, Bangkok, Thailand
Email: ntmngoc@vnuhcm.edu.vn
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Fax: 66-2218-2576.

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Phần I: Giới thiệu và Thông tin chung

1	**Tên Cơ sở Giáo dục**	**Code:**
2	Tên Thầy/Cô tham gia phỏng vấn	Code:
3	Chức vụ	Code:
4	Giới tính	Code:
5	Bằng cấp	Code:

1. Vai trò, nhiệm vụ của Thầy/Cô trong đơn vị?
2. Thâm niên phụ trách công tác quản lý của Thầy/Cô?

Phần II: Chính sách, Chiến lược và Nhu cầu quốc tế hóa CTĐT tại các CSGD đại học Việt Nam.

A. ***Chính sách, Mục tiêu và Bối cảnh*** *về quốc tế hóa giáo dục đại học và quốc tế hoá CTĐT của Quốc gia và các CSGD Đại học Việt Nam.*

1. Chính sách của quốc gia/trường đại học về quốc tế hóa trong GDĐH và quốc tế hoá CTĐT là gì?
2. Mục đích và mục tiêu quốc tế hoá CTĐT ở các CSGD đại học ở Việt Nam là gì?
3. Lý do quốc tế hóa CTĐT ở các CSGD đại học ở Việt Nam là gì?
4. Chính phủ và trường đại học đã thực hiện những cải cách giáo dục và đổi mới nào liên quan đến quốc tế hóa CTĐT?
5. Các cơ hội phát triển của CTĐT quốc tế ở các CSGD đại học ở Việt Nam là gì?
6. Những thách thức của CTĐT quốc tế ở các trường đại học Việt Nam là gì?
7. Thế mạnh của CTĐT quốc tế ở các CSGD đại học ở Việt Nam là gì?
8. Những điểm yếu của CTĐT quốc tế tại các CSGD đại học ở Việt Nam là gì?
9. Theo Thầy/Cô, các chính sách/định hướng nào cần được tập trung hỗ trợ để quốc tế hoá giáo dục đại học và quốc tế hóa CTĐT?

*B. Xây dựng **Chiến lược phát triển** Mô hình quản lý CTĐT quốc tế tại các cơ sở giáo dục đại học Việt Nam.*

10. Những chiến lược nào mà chính phủ và trường đại học nên nhấn mạnh để xây dựng CTĐT quốc tế tại các GDĐH đại học ở Việt Nam?
11. Những năng lực (competencies) hay các đặc tính chung (graduate attributes) nào của sinh viên tốt nghiệp mà chính phủ/trường đại học mong đợi đối với các chương trình quốc tế?
12. Làm thế nào để trường đại học có thể tăng số sinh viên trong và ngoài nước đến học tập các CTĐT quốc tế này?
13. Bằng cách nào giúp các trường đại học có thể tuyển dụng và thu hút giảng viên nước ngoài đến tham gia giảng dạy và nghiên cứu tại các CSGD đại học Việt Nam?
14. Làm thế nào để chính phủ / trường đại học có thể kêu gọi sự hỗ trợ và tham gia của các bên liên quan trong và ngoài nước để phát triển CTĐT quốc tế ?

15. Các điều kiện về môi trường / hệ sinh thái (như cơ sở hạ tầng, cơ sở vật chất, tài liệu, công nghệ thông tin...) cần thiết để phát triển và thực hiện CTĐT quốc tế là gì? Làm sao để xây dựng và đạt được các điều kiện này?
16. Các khía cạnh hay lĩnh vực nào cần được chính phủ / trường đại học ưu tiên đầu tư bằng ngân sách để phát triển và thực hiện CTĐT quốc tế tại các cơ sở giáo dục Việt Nam?

C. ***Đánh giá chất lượng*** *CTĐT quốc tế tại các CSGD đại học Việt Nam.*

17. Làm thế nào để chính phủ/trường đại học đảm bảo chất lượng của CTĐT quốc tế ở các CSGD đại học của Việt Nam?

Phần III: Các nhận xét bổ sung

18. Các ý kiến hoặc đề xuất khác mà Quý Thầy/Cô cần bổ sung thêm để phát triển Mô hình Quản lý CTĐT Quốc tế ở các CSGD đại học Việt Nam?

Cảm ơn Quý Thầy/Cô đã dành thời gian và đóng góp cho nghiên cứu.

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BẢNG CÂU HỎI PHỎNG VẤN
CÁN BỘ QUẢN LÝ CẤP KHOA/BỘ MÔN

1. Giới thiệu

Bảng hỏi này được tiến hành nhằm mục đích phục vụ cho Luận án Tiến sĩ tại Bộ môn Chính sách Giáo dục, Lãnh đạo và Quản lý, Khoa Giáo dục, trường Đại học Chulalongkorn, Bangkok, Thái Lan. Tiêu đề của luận án là "Xây dựng Mô hình Quản lý Chương trình đào tạo Quốc tế ngành Quản lý Giáo dục tại các Cơ sở Giáo dục Đại học Việt Nam" (Development of an International Curriculum Management Model in Education Management, Vietnam Higher Education Institutions).

Bảng câu hỏi được thiết kế để thu thập những thông tin về chính sách và chiến lược phát triển của chương trình đào tạo quốc tế Thạc sỹ Quản lý Giáo dục tại các cơ sở giáo dục đại học Việt Nam.

2.Mục tiêu nghiên cứu

2.1. Điều tra tình hình hiện tại và nhu cầu quốc tế hoá chương trình đào tạo Thạc sĩ Quản lý Giáo dục tại các cơ sở giáo dục đại học Việt Nam.

2.2. Phân tích các thực tiễn tốt về quốc tế hoá chương trình đào tạo Thạc sỹ Quản lý Giáo dục tại các trường đại học nước ngoài.

2.3. Xây dựng mô hình quản lý chương trình đào tạo quốc tế đối với chương trình Thạc sỹ Quản lý Giáo dục tại các cơ sở giáo dục đại học Việt Nam.

3. Định nghĩa thuật ngữ

- *Quốc tế hoá trong Giáo dục Đại học* (Internationalization in Higher Education) là quá trình hội nhập các khía cạnh quốc tế, liên văn hoá trong tất cả các chức năng của một trường đại học, bao gồm giảng dạy, nghiên cứu và dịch vụ hỗ trợ sinh viên, trong đó có phản ánh rõ nét bản sắc và văn hoá dân tộc.
- *Chương trình đào tạo quốc tế* (International Curriculum) bao gồm toàn bộ quá trình mà giảng viên sẽ lựa chọn và thiết kế từ kết quả học tập dự kiến, hoạt động giảng dạy và học tập, kiểm tra đánh giá sinh viên, hoạt động hỗ trợ sinh viên và tài nguyên học tập để đạt được các mục tiêu giáo dục và mục tiêu cá nhân trong bối cảnh của địa phương, quốc gia và toàn cầu.

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- *Mô hình Quản lý Chương trình đào tạo Quốc tế* (International Curriculum Management Model) biểu thị cách thức phát triển và quản lý của một chương trình đào tạo quốc tế. Mô hình này bao gồm 4 giai đoạn: (1) Giai đoạn phân tích ngữ cảnh và nhu cầu quốc tế hoá chương trình giảng dạy; (2) Giai đoạn thiết kế và xây dựng bảng mô tả chương trình đào tạo quốc tế bao gồm các mục tiêu, chuẩn đầu ra, cấu trúc chương trình, hoạt động giảng dạy và học tập, đánh giá sinh viên, hoạt động hỗ trợ sinh viên và tài nguyên học tập; (3) Giai đoạn thực hiện hoặc quản lý gồm xây dựng và triển khai các chiến lược hỗ trợ chương trình đào tạo quốc tế (4) Giai đoạn đánh giá chất lượng của chương trình đào tạo quốc tế.

4. Mục đích sử dụng thông tin

Kết quả nghiên cứu nhằm mục đích phát triển Mô hình Quản lý Chương trình Đào tạo Quốc tế ngành Quản lý Giáo dục, tại các Cơ sở Giáo dục Đại học Việt Nam. Các thông tin được cung cấp bởi Quý Thầy/Cô sẽ được bảo mật chặt chẽ. Những thông tin phản hồi của Thầy/Cô luôn hữu ích và được đánh giá cao trong nghiên cứu của chúng tôi.

5. Hướng dẫn thực hiện phỏng vấn

Các câu hỏi phỏng vấn được chia thành ba phần. Phần I bao gồm các thông tin chung về người được phỏng vấn; Phần II là các câu hỏi về tình hình hiện tại và nhu cầu quốc tế hóa chương trình đào tạo tại các cơ sở giáo dục đại học Việt Nam. Phần III là các nhận xét bổ sung.

6. Thông tin liên hệ

Nếu Thầy/Cô có thắc mắc gì trong quá trình phỏng vấn, xin vui lòng liên hệ với chúng tôi theo địa chỉ sau:

Ms. Nguyen Thi My Ngoc
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Department of Education Policy, Management and Leadership
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Fax: 66-2218-2574

Phần I: Giới thiệu và thông tin chung

1	**Tên Cơ sở Giáo dục**	**Code:**
2	Tên Thầy/Cô tham gia phỏng vấn	Code:
3	Chức vụ	Code:
4	Giới tính	Code:
5	Bằng cấp	Code:

1. Vai trò, nhiệm vụ của Thầy Cô trong đơn vị/Khoa?
2. Thâm niên phụ trách công tác quản lý của Thầy/Cô.

Phần II: Hiện trạng và nhu cầu quốc tế hoá chương trình đào tạo Quản lý giáo dục (Thạc sỹ) tại các cơ sở giáo dục đại học ở Việt Nam.

*A. **Chính sách, mục tiêu và bối cảnh** của trường đại học và khoa về quốc tế hoá chương trình đào tạo ở Việt Nam.*

1. Các chính sách của trường đại học và khoa về quốc tế trong giáo dục đại học và quốc tế hoá chương trình học là gì?
2. Mục đích và mục tiêu quốc tế hoá chương trình đào tạo ở các cơ sở giáo dục đại học ở Việt Nam là gì?
3. Lý do quốc tế hóa chương trình đào tạo ở các cơ sở giáo dục đại học ở Việt Nam là gì?
4. Các cơ hội phát triển của chương trình đào tạo quốc tế ở các cơ sở giáo dục đại học ở Việt Nam là gì?
5. Những thách thức của chương trình đào tạo quốc tế ở các trường đại học Việt Nam là gì?
6. Thế mạnh của chương trình đào tạo quốc tế ở các cơ sở giáo dục đại học ở Việt Nam là gì?
7. Những điểm yếu của chương trình đào tạo quốc tế tại các cơ sở giáo dục đại học ở Việt Nam là gì?
8. Chính sách giáo dục thúc đẩy quốc tế hoá chương trình ngành Quản lý Giáo dục (Thạc sỹ) ở các cơ sở giáo dục đại học Việt Nam là gì?
9. Các chính sách giáo dục cản trở chương trình quốc tế về Quản lý Giáo dục (Thạc sỹ) ở các Cơ sở Giáo dục Đại học Việt Nam là gì?

*B**. Mục đích, Mục tiêu** của một chương trình quốc tế về Quản lý Giáo dục (Thạc sỹ), tại các tổ chức giáo dục đại học Việt Nam.*

10. Mục đích / mục tiêu của một chương trình quản lý giáo dục quốc tế (Thạc sỹ) ở các cơ sở giáo dục đại học ở Việt Nam là gì?

*C. **Cấu trúc chương trình và điều kiện tuyển sinh** của một chương trình quốc tế về Quản lý Giáo dục (Thạc sỹ) tại các tổ chức Giáo dục Đại học Việt Nam*

11. Cấu trúc của chương trình đào tạo quốc tế ngành Quản lý giáo dục (Bằng Thạc sỹ) ở các cơ sở giáo dục đại học ở Việt Nam **nên là gì**?
12. Yêu cầu tuyển sinh **dự kiến** của chương trình đào tạo quốc tế ngành Quản lý giáo dục (Bằng Thạc sỹ) ở các cơ sở giáo dục đại học Việt Nam là gì?

*D. Các kết quả học tập mong đợi (chuẩn đầu ra), đánh giá sinh viên, hoạt động học tập và giảng dạy, dịch vụ sinh viên nguồn lực học tập của chương trình đào tạo **hiện nay** và chương trình đào tạo quốc tế **dự kiến** ngành Quản lý giáo dục (Bằng Thạc sỹ) ở các cơ sở giáo dục đại học ở Việt Nam.*

13. Các kết quả học tập dự kiến của chương trình đào tạo quốc tế ngành Quản lý giáo dục (Bằng Thạc sỹ) ở các cơ sở giáo dục đại học Việt Nam là gì? Xin làm rõ câu trả lời theo ba khía cạnh để phát triển năng lực sinh viên gồm:
    - Kiến thức
    - Kỹ năng
    - Thái độ

14. Các hoạt động giảng dạy và học tập của chương trình đào tạo ngành Quản lý giáo dục (Bằng Thạc sỹ) ở các cơ sở giáo dục đại học Việt Nam **hiện nay l**à gì?
15. Các hoạt động giảng dạy và học tập của chương trình đào tạo quốc tế ngành Quản lý giáo dục (Bằng Thạc sỹ) ở các cơ sở giáo dục đại học Việt Nam **dự kiến l**à gì?
16. Các phương pháp đánh giá học sinh được áp dụng trong chương trình đào tạo Quản lý giáo dục (Bàng Thạc sỹ) **hiện nay** như thế nào?
17. Làm thế nào để đánh giá năng lực của sinh viên (kiến thức, kỹ năng, thái độ) của chương trình đào tạo quốc tế **dự kiến** ngành Quản lý giáo dục (Bằng Thạc sỹ)?
18. Trường đại học và Khoa hỗ trợ việc học tập và dịch vụ hỗ trợ sinh viên trong chương trình đào tạo quản lý giáo dục **hiện nay** như thế nào?
19. Các nguồn lực và dịch vụ hỗ trợ sinh viên **cần thiết** của chương trình đào tạo quốc tế ngành Quản lý giáo dục (Bằng Thạc sỹ) (như cơ sở hạ tầng, cơ sở vật chất, sinh hoạt tại trường, nhà ở ...) là gì?

E. *Xây dựng chiến lược phát triển mô hình quản lý chương trình đào tạo quốc tế ngành Quản lý giáo dục tại các cơ sở giáo dục đại học ở Việt Nam.*

20. Những chiến lược nào mà trường đại học và khoa nên nhấn mạnh để xây dựng Mô hình quản lý chương trình đào tạo quốc tế ngành Quản lý giáo dục (Bằng Thạc sỹ) tại các cơ sở giáo dục đại học ở Việt Nam?

F. Đánh giá chương trình đào tạo quốc tế ngành Quản lý giáo dục *tại các cơ sở giáo dục đại học ở Việt Nam.*

21. Làm thế nào để trường đại học và khoa đảm bảo chất lượng của chương trình đào tạo quốc tế ngành Quản lý giáo (Bằng hạc sỹ)?

Phần III: Các nhận xét bổ sung

22. Các ý kiến hoặc đề xuất khác mà Quý Thầy/Cô cần bổ sung thêm để phát triển Mô hình Quản lý Chương trình Đào tạo Quốc tế ở các Cơ sở Giáo dục Đại học Việt Nam?

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Trân trọng cảm ơn Quý Thầy/Cô đã dành thời gian và đóng góp cho nghiên cứu.

BẢNG HỎI
(DÀNH CHO GIẢNG VIÊN)

1. Giới thiệu

Bảng hỏi này được tiến hành nhằm mục đích phục vụ cho Luận án Tiến sĩ tại Bộ môn Chính sách Giáo dục, Lãnh đạo và Quản lý, Khoa Giáo dục, trường Đại học Chulalongkorn, Bangkok, Thái Lan. Tiêu đề của luận án là "**Xây dựng Mô hình Quản lý Chương trình đào tạo Quốc tế về Quản lý Giáo dục tại các Cơ sở Giáo dục Đại học Việt Nam**" (Development of an International Curriculum Management Model in Education Management, Vietnam Higher Education Institutions).

Bảng câu hỏi được thiết kế để thu thập những thông tin về tình hình hiện tại và nhu cầu phát triển của chương trình đào tạo quốc tế về Quản lý Giáo dục (Bằng Thạc sĩ) tại các cơ sở giáo dục đại học Việt Nam.

2.Mục tiêu nghiên cứu

2.1. Điều tra tình hình hiện tại và nhu cầu quốc tế hoá chương trình đào tạo Thạc sĩ Quản lý Giáo dục tại các cơ sở giáo dục đại học Việt Nam.

2.2. Phân tích các thực tiễn tốt về quốc tế hoá chương trình đào tạo Thạc sỹ Quản lý Giáo dục tại các trường đại học nước ngoài.

2.3. Xây dựng mô hình quản lý chương trình đào tạo quốc tế đối với chương trình Quản lý Giáo dục (Bằng Thạc sĩ) tại các cơ sở giáo dục đại học Việt Nam.

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3. Định nghĩa thuật ngữ

- *Quốc tế hoá trong Giáo dục Đại học* (Internationalization in Higher Education) là quá trình hội nhập các khía cạnh quốc tế, liên văn hoá trong tất cả các chức năng của một trường đại học, bao gồm giảng dạy, nghiên cứu và dịch vụ hỗ trợ sinh viên, trong đó có phản ánh rõ nét bản sắc và văn hoá dân tộc.
- *Chương trình đào tạo quốc tế* (International Curriculum) bao gồm toàn bộ quá trình mà giảng viên sẽ lựa chọn và thiết kế từ kết quả học tập dự kiến, hoạt động giảng dạy và học tập, kiểm tra đánh giá sinh viên, hoạt động hỗ trợ sinh viên và tài nguyên học tập để đạt được các mục tiêu giáo dục và mục tiêu cá nhân trong bối cảnh của địa phương, quốc gia và toàn cầu.
- *Mô hình Quản lý Chương trình đào tạo Quốc tế* (International Curriculum Management Model) biểu thị cách thức phát triển và quản lý của một chương trình đào tạo quốc tế. Mô hình này bao gồm 4 giai đoạn: (1) Giai đoạn phân tích ngữ cảnh và nhu cầu quốc tế hoá chương trình giảng dạy; (2) Giai đoạn thiết kế và xây dựng bảng mô tả chương trình đào tạo quốc tế bao

gồm các mục tiêu, chuẩn đầu ra, cấu trúc chương trình, hoạt động giảng dạy và học tập, đánh giá sinh viên, hoạt động hỗ trợ sinh viên và tài nguyên học tập; (3) Giai đoạn thực hiện hoặc quản lý gồm xây dựng và triển khai các chiến lược hỗ trợ chương trình đào tạo quốc tế (4) Giai đoạn đánh giá chất lượng của chương trình đào tạo quốc tế.

4. Mục đích sử dụng thông tin

Kết quả nghiên cứu nhằm mục đích phát triển Mô hình Quản lý Chương trình Đào tạo Quốc tế về Quản lý Giáo dục, tại các Cơ sở Giáo dục Đại học Việt Nam. Các thông tin được cung cấp bởi Quý Thầy/Cô sẽ được bảo mật chặt chẽ. Những thông tin phản hồi của Thầy/Cô luôn hữu ích và được đánh giá cao trong nghiên cứu của chúng tôi.

5. Hướng dẫn

Bảng hỏi được chia thành hai phần. Phần I bao gồm các thông tin chung về người tham gia khảo sát; Phần II bao gồm các câu hỏi về tình hinh hiện tại, nhu cầu quốc tế hoá của chương trình đào tạo Thạc sỹ Quản lý Giáo dục và câu hỏi mở.

Trong Phần I, Thầy Cô vui lòng sử dụng "√" để đánh dấu đồng ý với nội dung câu hỏi hoặc điền câu trả lời vào khoảng trống nếu có lựa chọn khác.

Đối với Phần II, Thầy Cô hãy sử dụng "√" khi chọn câu trả lời phản ánh về **tình hình hiện tại** (Current situation - điều này đề cập đến những gì đang được thực hiện tại thời điểm hiện tại) của chương trình đào tạo Quản lý giáo dục (Bằng Thạc sĩ) mà Thầy Cô đang tham gia giảng dạy, sau đó tiếp tục chọn câu trả lời phản ánh **sự cần thiết** (Expected situation: đề cập đến những mong đợi trong tương lai) của chương trình đào tạo quốc tế Quản lý giáo dục (Bằng Thạc sĩ) tại các cơ sở giáo dục đại học Việt Nam trong tương lai.

Ý nghĩa của thang đo khi đánh giá **tình hình hiện tại** như sau:

- **5** nghĩa là tổ chức của Thầy/Cô có thực hiện ở mức cao nhất;
- **4** nghĩa là cơ sở của Thầy/Cô có thực hiện ở mức cao;
- **3** nghĩa là cơ sở của Thầy/Cô có thực hiện ở mức vừa phải;
- **2** nghĩa là cơ sở giáo dục của Thầy/Cô có thực hiện ở mức thấp;
- **1** nghĩa là tổ chức của Thầy/Cô có thực hiện ở mức thấp nhất.

Ý nghĩa của thang đo khi đánh giá **sự cần thiết** như sau:

- **5** nghĩa là tổ chức của Thầy/Cô cần thực hiện ở mức cao nhất;
- **4** nghĩa là cơ sở của Thầy/Cô cần thực hiện ở mức cao;
- **3** nghĩa là cơ sở của Thầy/Cô cần thực hiện ở mức vừa phải;
- **2** nghĩa là cơ sở giáo dục của Thầy/Cô cần thực hiện ở mức thấp;
- **1** nghĩa là tổ chức của Thầy/Cô cần thực hiện ở mức thấp nhất.

Đối với câu hỏi mở, xin vui lòng chia sẻ và viết các ý kiến khác của Thầy Cô với chúng tôi.

6. Thông tin lien hệ

Nếu Quý Thầy Cô có thắc mắc gì trong quá trình hoàn thành bảng câu hỏi, xin vui lòng liên hệ với chúng tôi theo địa chỉ sau:

Ms. Nguyen Thi My Ngoc
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Department of Education Policy, Management and Leadership
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Phần I: Thông tin chung

Xin vui lòng đánh dấu √ câu trả lời đúng vào trong ô ☐ và viết câu trả lời của Thầy Cô vào chổ trống (nếu cần thiết).

1. Giới tính: ☐ 1. Nam
   ☐ 2. Nữ

2.Khoa:

   ☐ 1. Giáo dục
   ☐ 2. Quản lý Giáo dục
   ☐ 3. Tâm lý Giáo dục
   ☐ 4. Khoa khác: ----------

3. Cơ sở Giáo dục
   ☐ 1. Học viện Quản lý Giáo dục
   ☐ 2. Trường Đại học Giáo dục (ĐHQG-HN)
   ☐ 3. Trường ĐH KHXH&NV (ĐHQG-HCM)
   ☐ 4. Trường Đại học Sư Phạm TP. Hồ Chí Minh
   ☐ 5. Trường Đại học Sư Phạm Huế

4. Chức vụ:
   ☐ 1. Trưởng Khoa
   ☐ 2. Phó Trưởng Khoa
   ☐ 3. Trưởng Bộ môn
   ☐ 4. Phó Trưởng Bộ môn
   ☐ 5. Giảng viên
   ☐ 6. Chức vụ khác: ----------

5. Kinh nghiệm giảng dạy
   ☐ 1. 1-5 năm
   ☐ 2. 6-10 năm
   ☐ 3. 11-15 năm
   ☐ 4. Hơn 15 năm

6. Bằng cấp cao nhất:

   ☐ 1. Cử nhân
   ☐ 2. Thạc sĩ
   ☐ 3. Tiến sĩ
   ☐ 4. Bằng cấp khác: ----------

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Phần II: Ý kiến về tình hình hiện tại và nhu cầu phát triển của chương trình đào tạo quốc tế về Quản lý Giáo dục (Bằng Thạc sĩ) tại các Cơ sở Giáo dục Đại học Việt Nam.

*Quý Thầy Cô hãy sử dụng "√" để đánh giá các khía cạnh sau liên quan đến chương trình Thạc sĩ Quản lý Giáo dục mà Thầy Cô cho là phản ánh **tình hình hiện tại** và phản ánh **sự cần thiết** để phát triển chương trình quốc tế về Quản lý Giáo dục (Bằng Thạc sĩ) tại các Cơ sở Giáo dục Đại học Việt Nam.*

Câu hỏi	Tình hình hiện tại						Sự cần thiết				
	5	4	3	2	1		5	4	3	2	1
1.Tầm nhìn và Sứ mạng											
1.1. Tầm nhìn và Sứ mạng của Nhà trường (nơi Quý Thầy Cô đang công tác)											
11.1.Trở thành một trường đại học hàng đầu trong lĩnh vực Giáo dục, đáp ứng các tiêu chuẩn chất lượng quốc gia và quốc tế (Tầm nhìn).											
1.1.2.Trở thành nhà lãnh đạo sáng tạo toàn cầu trong lĩnh vực giáo dục và nghiên cứu (Tầm nhìn).											
1.1.3. Sáng tạo, phổ biến, bảo tồn và áp dụng kiến thức để phục vụ cho một xã hội toàn cầu tốt đẹp hơn (Sứ mạng).											
1.1.4. Thúc đẩy đổi mới, nâng cao tinh thần doanh nghiệp, khám phá và học tập suốt đời trong bối cảnh toàn cầu hóa giáo dục (Sứ mạng).											
1.1.5. Phục vụ cho sự phát triển của quốc gia trong bối cảnh hội nhập quốc tế và toàn cầu hóa (Sứ mạng).											
1.2. Tầm nhìn và Sứ mạng của Khoa Giáo dục (nơi các Thầy Cô đang công tác)											
1.2.1. Là một tổ chức giáo dục có tính đặc thù trong kỷ nguyên toàn cầu hoá (Tầm nhìn).											
1.2.2 Cam kết cung cấp các dịch vụ giáo dục cho xã hội là trách nhiệm quan trọng nhất (Tầm nhìn).											
1.2.3. Phát triển kỹ năng lãnh đạo nhằm giúp sinh viên lãnh đạo tổ chức và đề ra các phát kiến trong thế kỷ 21 (Sứ mạng).											
12.4. Phát triển năng lực quốc tế và liên											

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Câu hỏi	Tình hình hiện tại						Sự cần thiết				
	5	4	3	2	1		5	4	3	2	1
văn hoá cho sinh viên nhằm truyền cảm hứng, cải thiện kết quả học tập cá nhân, nghiên cứu sau đại học với chất lượng vượt trội để phát triển nghề nghiệp (Sứ mạng).											
1.2.5. Phát triển các thế hệ học giả, giáo viên, chuyên gia và các nhà lãnh đạo giáo dục tương lai (Sứ mạng).											
2. Mục tiêu của chương trình đào tạo quốc tế về Quản lý Giáo dục (Bằng thạc sĩ).											
2.1. Chuẩn bị cho sinh viên tốt nghiệp có khả năng làm việc và sống trong một xã hội toàn cầu.											
2. 2 Trang bị cho sinh viên các kỹ năng quản lý tổ chức, các kiến thức nền tảng về xây dựng chính sách để phát triển hệ thống giáo dục, với tầm nhìn toàn cầu.											
2.3. Trang bị cho sinh viên tốt nghiệp những kỹ năng chuyển hoá (transformative skills) dành cho các nhà lãnh đạo thế kỷ 21 trong bối cảnh đa dạng về văn hóa và xã hội.											
2.4. Khuyến khích học viên sử dụng kiến thức chuyên môn, kiến thức đa dạng về văn hoá trong giáo dục để tư duy và giải quyết vấn đề.											
2.5. Trang bị cho sinh viên tốt nghiệp có quan điểm và năng lực quốc tế để có thể làm việc trong môi trường toàn cầu.											
3. Chuẩn đầu ra của chương trình đào tạo quốc tế về Quản lý Giáo dục (Bằng thạc sĩ).											
3.1. Kiến thức											
3.1.1. Có khả năng áp dụng kiến thức tiên tiến của địa phương, quốc tế (international) và liên văn hoá (intercultural) về các vấn đề quản lý đương đại và những thách thức liên quan đến giáo dục.											
3.2. Có khả năng áp dụng những kết quả nghiên cứu mới nhất trong lĩnh vực Quản lý Giáo dục.											

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Câu hỏi	Tình hình hiện tại						Sự cần thiết				
	5	4	3	2	1		5	4	3	2	1
3.3. Am hiểu, giải thích được những kiến thức đương thời về cải cách giáo dục, lãnh đạo, tinh thần khởi nghiệp, sự thay đổi, tổ chức giáo dục, đánh giá, chất lượng, và quản lý trường học.											
3.4. Trình bày, giải thích được các kiến thức về sự tương quan giữa các vấn đề, xu thế và hệ thống giáo dục trong nước và quốc tế.											
3.5. Trình bày, giải thích được kiến thức về tự chủ đại học và trách nhiệm xã hội trong bối cảnh hội nhập quốc tế.											
3.2. Kỹ năng											
3.2.1. Có khả năng phân tích đa chiều, đa quan điểm các vấn đề trong quản lý giáo dục.											
3.2.2. Có khả năng đề xuất và đánh giá các ý tưởng, khái niệm và mô hình phức tạp liên quan đến lãnh đạo giáo dục và các vấn đề quản lý trong bối cảnh địa phương và toàn cầu.											
3.2.3. Có khả năng thực hiện một dự án nghiên cứu cơ bản liên quan đến lãnh đạo giáo dục từ nhiều quan điểm khác nhau.											
3.2.4. Có khả năng thể hiện sự sáng tạo và tư duy phê phán trong việc giải quyết các thách thức liên quan đến lãnh đạo và quản lý trong bối cảnh giáo dục địa phương và toàn cầu.											
3.2.5. Có khả năng tương tác và cộng tác với người khác một cách hiệu quả, bao gồm làm việc nhóm tại nơi làm việc và trong môi trường văn hoá đa dạng.											
3.3. Thái độ											
3.3.1. Thể hiện sự tôn trọng, đánh giá cao đối với trách nhiệm nghề nghiệp và các nguyên tắc đạo đức đối với một tổ chức giáo dục trong bối cảnh địa phương và toàn cầu.											

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Câu hỏi	Tình hình hiện tại						Sự cần thiết				
	5	4	3	2	1		5	4	3	2	1
3.3.2. Thể hiện sự sẵn sàng tham gia giải quyết các vấn đề của địa phương, toàn cầu, quốc tế và liên văn hoá trong lĩnh vực quản lý giáo dục.											
3.3.3. Thể hiện sự tôn trọng và đánh giá cao các giá trị và kiến thức của địa phương, quốc gia và của các nền văn hoá khác theo quan điểm của họ.											
3.3.4. Thể hiện sự hiểu biết về các quan điểm đa văn hóa nhằm tìm kiếm các cơ hội quốc tế / liên văn hoá trong phát triển cá nhân và nghề nghiệp.											
3.3.5 Có khả năng hiểu và tôn trọng sự phụ thuộc lẫn nhau trong công việc và cuộc sống trong một thế giới toàn cầu hóa.											
4. Cấu trúc của chương trình đào tạo quốc tế về Quản lý Giáo dục (Bằng thạc sĩ).											
4.1. Chương trình đào tạo được xây dựng dựa trên nhu cầu của các bên liên quan, khung văn bằng quốc gia và xu thế phát triển của ngành quản lý giáo dục trong bối cảnh toàn cầu.											
4.2. Chương trình đào tạo được thiết kế phù hợp với tầm nhìn quốc tế thể hiện qua các nội dung, ngoại ngữ và các cơ hội học tập như trao đổi trong khu vực hoặc quốc tế, thực tập, nghiên cứu thực địa, hợp tác nghiên cứu và tham gia dự án.											
4.3. Chương trình đào tạo được kết cấu hệ thống và linh hoạt cho phép sinh viên theo đuổi các lĩnh vực chuyên môn khác nhau, đáp ứng nhu cầu và nguyện vọng của sinh viên.											

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Câu hỏi	Tình hình hiện tại						Sự cần thiết				
	5	4	3	2	1		5	4	3	2	1
4.4. Đây là chương trình liên ngành (interdisciplinary) được thiết kế dựa trên các ngành học như xây dựng chính sách, xã hội học, khoa học chính trị, kinh tế, lịch sử nhằm mục đích giúp "giải quyết các vấn đề nóng" về quản lý giáo dục trong bối cảnh quốc gia và toàn cầu.											
4.5. Nội dung chương trình, phương pháp giảng dạy và học tập và đánh giá sinh viên được kết cấu chặt chẽ nhằm đạt được tầm nhìn và sứ mạng, mục đích / mục tiêu và kết quả học tập dự kiến của chương trình.											
5. Hoạt động Học tập và Giảng dạy của chương trình đào tạo quốc tế về Quản lý Giáo dục (Bằng Thạc sỹ).											
5.1. Giảng viên khuyến khích sinh viên phát triển khả năng tư duy phê phán thông qua tự học và nghiên cứu thực tiễn.											
5.2. Giảng viên áp dụng phương pháp đồng giảng dạy (peer teaching) và làm việc nhóm để phát triển năng lực quốc tế và liên văn hoá cho sinh viên.											
5.3. Giảng viên nêu các vấn đề phức tạp và thách thức mà hệ thống giáo dục trong và ngoài nước đang đối mặt trong các chủ đề và nội dung bài giảng của mình.											
5.4. Giảng viên cung cấp các cơ hội /vị trí thực tập cho sinh viên trong các cơ quan quốc tế hoặc các tổ chức liên văn hoá.											
5.5.Giảng viên sử dụng phương pháp học qua mạng (e-learning) như quản lý hệ thống học tập, cung cấp các khóa học trực tuyến, các trang web, liên kết điện tử và mạng, truyền thông vv để hỗ trợ cho việc giảng dạy.											

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Câu hỏi	Tình hình hiện tại						Sự cần thiết				
	5	4	3	2	1		5	4	3	2	1
6. Đánh giá Sinh viên của chương trình đào tạo quốc tế về Quản lý Giáo dục (Bằng Thạc sỹ).											
6.1. Giảng viên phản hồi kết quả đánh giá về hiệu quả và hiệu suất của sinh viên nhằm giúp họ cải thiện việc học tập.											
6.2. Giảng viên đánh giá khả năng thu thập và áp dụng kiến thức của sinh viên trong và xuyên ngành trong bối cảnh toàn cầu.											
6.3. Giảng viên sử dụng các bài đánh giá viết như viết báo cáo, viết luận để phản ánh sự tiến bộ của sinh viên về kiến thức, kỹ năng và thái độ dưới gọc độ quốc tế và liên văn hoá.											
6.4. Giảng viên sử dụng tỷ lệ sinh viên tham gia khóa học, tư vấn, hướng dẫn, và hội thảo liên quan đến các sự kiện và chủ đề quốc tế trong đánh giá sinh viên.											
6.5. Giảng viên tập trung đánh giá khả năng giao tiếp, thương lượng, giải quyết vấn đề trong bối cảnh quốc tế và liên văn hoá.											
7. Chất lượng và kinh nghiệm quốc tế của Giảng viên đối với chương trình đào tạo quốc tế về Quản lý Giáo dục (Bằng Thạc sỹ).											
7.1. Giảng viên tích cực tham gia các hiệp hội nghề nghiệp ở cấp địa phương, quốc gia và quốc tế.											
7.2. Giảng viên có các dự án nghiên cứu đạt chất lượng cao, có tầm ảnh hưởng trong lĩnh vực quản lý giáo dục.											
7.3. Giảng viên phát triển các quan điểm về quốc tế và liên văn hoá trong quá trình họ học tập hoặc làm việc ở nước ngoài.											
7.4. Giảng viên là tác giả bài viết của các tạp chí, sách, báo cáo hội nghị, các dự án tại địa phương, quốc gia và quốc tế.											

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Câu hỏi	Tình hình hiện tại						Sự cần thiết				
	5	4	3	2	1		5	4	3	2	1
7.5. Giảng viên có tiếng nói và tầm ảnh hưởng về chuyên môn đối với các vấn đề liên quan đến tổ chức quản lý, chính sách công và cải cách giáo dục.											
7.6. Giảng viên tìm kiếm các cơ hội để học tập và tự đào tạo liên tục nhằm cập nhật những phát kiến mới và phát triển chuyên môn.											
8. Dịch vụ hỗ trợ sinh viên và Tài nguyên học tập của chương trình đào tạo quốc tế về Quản lý Giáo dục (Bằng Thạc sỹ).											
8.1. Trường cung cấp nhiều thông tin bao gồm thông tin trên web và các hoạt động hướng dẫn, định hướng cho sinh viên trước khi nhập học.											
8.2. Trường cung cấp các khoá học ngoại khoá như tiếng Anh hoặc kỹ năng học thuật nhằm chuẩn bị cho sinh viên học sau đại học.											
8.3. Trường cung cấp các hoạt động hỗ trợ và không gian học tập cho sinh viên trong nước và sinh viên quốc tế.											
8.4. Trường cung cấp và hỗ trợ các hoạt động trong khuôn viên trường (on campus) như tổ chức các sự kiện văn hoá, tuần lễ giáo dục quốc tế, và câu lạc bộ bạn bè quốc tế cho sinh viên trong nước và sinh viên quốc tế.											
8.5. Trường cung cấp các dịch vụ tư vấn và hướng dẫn để hỗ trợ sinh viên trong nước và sinh viên quốc tế.											
8.6. Trường tạo điều kiện để cả sinh viên trong và ngoài nước thực tập hoặc tham gia các chương trình trao đổi ở nước ngoài.											
9. Chiến lược Phát triển của chương trình đào tạo quốc tế về Quản lý Giáo dục (Bằng Thạc sỹ).											
9.1. Trường / Khoa đầu tư hợp tác với các đối tác chiến lược như các tổ chức giáo dục đẳng cấp quốc tế.											
9.2. Trường / Khoa tăng cường hợp tác với các tổ chức trong nước và quốc tế.											

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Câu hỏi	Tình hình hiện tại						Sự cần thiết				
	5	4	3	2	1		5	4	3	2	1
9.3. Trường / Khoa phát triển năng lực quốc tế và liên văn hoá của giảng viên và đội ngũ cán bộ hỗ trợ.											
9.4.Trường / Khoa yêu cầu ngoại ngữ (như Tiếng Anh) được sử dụng tích hợp trong giảng dạy tại các ngành học hiện nay.											
9.5. Trường / Khoa cung cấp tài chính nhằm hỗ trợ các chiến lược và kế hoạch quốc tế hoá trong giáo dục.											
9.6. Trường /Khoa hỗ trợ và khuyến khích giảng viên thực hiện các nghiên cứu hợp tác với các tổ chức, trường đại học trong và ngoài nước.											
10. Đánh giá Chương trình đào tạo quốc tế về Quản lý Giáo dục (Bằng Thạc sỹ).											
10.1. Trường / Khoa có kế hoạch đánh giá nội bộ (bên trong) đối với chương trình đào tạo quốc tế về Quản lý Giáo dục (Bằng Thạc sĩ).											
10.2. Trường/ Khoa có kế hoạch đánh giá ngoài chương trình đào tạo quốc tế về Quản lý Giáo dục (Bằng Thạc sĩ) bởi các chuyên gia hoặc các tổ chức kiểm định quốc tế.											
10.3. Trường / Khoa có hệ thống / cơ chế để đảm bảo chất lượng của chương trình đào tạo quốc tế về Quản lý Giáo dục (Bằng Thạc sỹ).											
10.4. Trường / Khoa sử dụng các chỉ số hoạt động cốt lõi để đo lường kết quả hoặc thành tựu của chương trình đào tạo quốc tế về Quản lý Giáo dục (Bằng Thạc sỹ).											
10.5. Trường / Khoa sử dụng kết quả đánh giá để nâng cao chất lượng của chương trình đào tạo quốc tế về Quản lý Giáo dục (Bằng Thạc sỹ).											

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Nhận xét bổ sung về chương trình đào tạo quốc tế về Quản lý Giáo dục (Thạc sỹ) tại các Cơ sở Giáo dục Đại học Việt Nam.

Cám ơn sự hỗ trợ và cộng tác của Quý Thầy Cô

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BẢNG HỎI
(DÀNH CHO HỌC VIÊN VÀ CỰU HỌC VIÊN)

1. Giới thiệu

Bảng hỏi này được tiến hành nhằm mục đích phục vụ cho Luận án Tiến sĩ tại Bộ môn Chính sách Giáo dục, Lãnh đạo và Quản lý, Khoa Giáo dục, trường Đại học Chulalongkorn, Bangkok, Thái Lan. Tiêu đề của luận án là "**Xây dựng mô hình quản lý chương trình quốc tế ngành quản lý giáo dục tại các trường Đại học và Học viện Việt Nam**". Bảng câu hỏi được thiết kế để thu thập những thông tin về triển vọng phát triển trong tương lai của Chương trình Quốc tế Thạc sỹ Quản lý Giáo dục tại các cơ sở Giáo dục Đại học Việt Nam.

2. Mục tiêu nghiên cứu

2.1. Điều tra tình trạng hiện tại và nhu cầu quốc tế hoá chương trình đào tạo Thạc sỹ Quản lý Giáo dục tại các Cơ sở Giáo dục Đại học Việt Nam.

2.2. Phân tích các thực tiễn tốt về quốc tế hoá chương trình đào tạo Thạc sỹ Quản lý Giáo dục tại các trường đại học nước ngoài.

2.3. Xây dựng mô hình quản lý chương trình giảng dạy quốc tế cho Chương trình Thạc sỹ Quản lý Giáo dục tại các Cơ sở Giáo dục Đại học Việt Nam.

3. Định nghĩa

- Quốc tế hoá trong Giáo dục Đại học: Quốc tế hoá giáo dục đại học là quá trình hội nhập các khía cạnh quốc tế, liên văn hoá trong tất cả các chức năng của trường đại học, bao gồm giảng dạy, nghiên cứu và dịch vụ, trong đó phản ánh rõ nét cả bản sắc và văn hoá dân tộc.
- Chương trình giảng dạy quốc tế bao gồm toàn bộ quá trình mà giáo viên hoặc giảng viên sẽ lựa chọn và thiết kế các kết quả học tập dự kiến, đánh giá sinh viên, các hoạt động giảng dạy và học tập để đạt được các mục tiêu giáo dục và mục tiêu cá nhân của sinh viên trong bối cảnh của địa phương và toàn cầu.
- Mô hình Quản lý Chương trình Giáo dục Quốc tế là một mô hình biểu thị một chương trình giảng dạy quốc tế được phát triển và quản lý như thế nào. Mô hình này bao gồm 4 giai đoạn bao gồm (1) Giai đoạn phân tích ngữ cảnh và nhu cầu quốc tế hoá chương trình giảng dạy, (2) Giai đoạn thiết kế nói về việc xây dựng chương trình đào tạo quốc tế bao gồm các mục tiêu của khóa học, chuẩn đầu ra, đánh giá sinh viên, hoạt động giảng dạy và học tập, nguồn lực học tập, cấu trúc khóa học. (3) Giai đoạn thực hiện hoặc quản lý gồm xây dựng các chiến lược để hỗ trợ chương trình giảng dạy quốc tế (4) Giai đoạn đánh giá chất lượng của chương trình giảng dạy quốc tế.

4. Sử dụng thông tin

Kết quả của nghiên cứu nhằm mục đích phát triển Mô hình Quản lý Chương trình Quốc tế ngành Quản lý Giáo dục, tại các Cơ sở Giáo dục Đại học Việt Nam.

Các thông tin được cung cấp bởi Quý Anh/Chị sẽ được bảo mật chặt chẽ và phản hồi của Anh/Chị luôn hữu ích và được đánh giá cao trong nghiên cứu của chúng tôi.

5. Hướng dẫn

Bảng hỏi được chia thành hai phần. Phần I bao gồm các thông tin chung về người tham gia khảo sát; Phần II bao gồm các câu hỏi về tình hình hiện tại, nhu cầu của chương trình quốc tế về Thạc sỹ Quản lý Giáo dục và câu hỏi mở.

Trong Phần I, Anh/Chị vui lòng sử dụng " ✔ " khi đồng ý với những câu hỏi yêu cầu đánh dấu trong một hộp hoặc viết câu trả lời trong khoảng trống.

Đối với Phần II, sử dụng " ✔ " khi chọn câu trả lời mà Anh/Chị nghĩ rằng cần thiết hoặc là sự mong đợi (đề cập đến những gì mong muốn trong tương lai) đối với chương trình quốc tế về Quản lý Giáo dục (Bằng Thạc sĩ) tại các Cơ sở Giáo dục Đại học Việt Nam.

Ý nghĩa của thang đo khi đánh giá **sự cần thiết** như sau:

- 5 nghĩa là tổ chức của Anh/Chị cần thực hiện ở mức cao nhất;
- 4 có nghĩa là cơ sở của Anh/Chị cần thực hiện ở mức cao;
- 3 có nghĩa là cơ sở của Anh/Chị cần thực hiện ở mức vừa phải;
- 2 có nghĩa là cơ sở giáo dục của Anh/Chị cần thực hiện ở mức thấp;
- 1 có nghĩa là tổ chức của Anh/Chị cần thực hiện ở mức thấp nhất.

Đối với câu hỏi mở, xin vui lòng chia sẻ và viết ra ý kiến của Anh/Chị với chúng tôi.

6. Thông tin liên hệ

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Nếu Quý Anh/Chị có thắc mắc gì trong quá trình hoàn thành bảng câu hỏi, xin vui lòng liên hệ với chúng tôi theo địa chỉ sau:

Ms. Nguyen Thi My Ngoc
Higher Education Program
Department of Education Policy, Management and Leadership
Faculty of Education, Chulalongkorn University
Phyathai Road, Pathumwan, Bangkok, Thailand
Email: ntmngoc@vnuhcm.edu.vn
Tel: 66-2218-2574, 0969374530
Fax: 66-2218-2574.

Phần I: Thông tin chung

Xin vui lòng đánh dấu ✔ vào trong ô ☐ và viết câu trả lời của Anh/Chị vào chỗ trống (nếu cần thiết).

1.Giới tính:
☐ 1. 1.Nam
☐ 2. Nữ

2.Khoa:

☐ 1. Giáo dục
☐ 2. Quản lý Giáo dục
☐ 3. Tâm lý Giáo dục
☐ 4. Khoa khác ----------

3. Cơ sở Giáo dục:
☐ 1. Học viện Quản lý Giáo dục
☐ 2. Trường Đại học Giáo dục (ĐHQG-HN)
☐ 3. Trường Đại học Khoa học Xã hội và Nhân văn (ĐHQG-HCM)
☐ 4. Trường Đại học Sư phạm Thành phố Hồ Chí Minh
☐ 5. Trường Đại học Sư phạm, Đại học Huế

4. Chức vụ trong lớp:

☐ 1. Lớp trưởng
☐ 2. Ban Cán sự lớp
☐ 3. Thành viên Hội Sinh viên
☐ 4. Chức vụ khác----------

5. Học viên
☐ 1. Năm thứ nhất
☐ 2. Năm thứ hai
☐ 3. Năm thứ ba
☐ 4. Hơn ba năm
☐ 5. Cựu Học viên

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Phần II: Ý kiến về tình hình hiện tại và nhu cầu phát triển của chương trình đào tạo quốc tế về Quản lý Giáo dục (Bằng Thạc sĩ) tại các Cơ sở Giáo dục Đại học Việt Nam.

*Anh/Chị hãy sử dụng "✔" để đánh giá các khía cạnh sau liên quan đến chương trình Thạc sĩ Quản lý Giáo dục mà Anh/Chị cho là phản ánh **tình hình hiện tại** và phản ánh **sự cần thiết** để phát triển chương trình quốc tế về Quản lý Giáo dục (Bằng Thạc sĩ) tại các Cơ sở Giáo dục Đại học Việt Nam*

Câu hỏi	Sự cần thiết				
	5	4	3	2	1
1.Tầm nhìn và Sứ mạng					
1.1. Tầm nhìn và Sứ mạng của Nhà trường (nơi Quý Anh/Chị đang học)					
1.1.1.Trở thành một trường đại học hàng đầu trong lĩnh vực Giáo dục, đáp ứng các tiêu chuẩn chất lượng quốc gia và quốc tế (Tầm nhìn).					
1.1.2.Trở thành nhà lãnh đạo sáng tạo toàn cầu trong lĩnh vực giáo dục và nghiên cứu (Tầm nhìn).					
1.1.3. Sáng tạo, phổ biến, bảo tồn và áp dụng kiến thức để phục vụ cho một xã hội toàn cầu tốt đẹp hơn (Sứ mạng).					
1.1.4. Thúc đẩy đổi mới, nâng cao tinh thần doanh nghiệp, khám phá và học tập suốt đời trong bối cảnh toàn cầu hóa giáo dục (Sứ mạng).					
1.1.5. Phục vụ cho sự phát triển của quốc gia trong bối cảnh hội nhập quốc tế và toàn cầu hóa (Sứ mạng).					
1.2. Tầm nhìn và Sứ mạng của Khoa Giáo dục (nơi Quý Anh/Chị đang học)					
1.2.1. Là một tổ chức giáo dục có tính đặc thù trong kỷ nguyên toàn cầu hoá (Tầm nhìn).					
1.2.2 Cam kết cung cấp các dịch vụ giáo dục cho xã hội là trách nhiệm quan trọng nhất (Tầm nhìn).					
1.2.3. Phát triển kỹ năng lãnh đạo nhằm giúp sinh viên lãnh đạo tổ chức và đề ra các phát kiến trong thế kỷ 21 (Sứ mạng).					
12.4. Phát triển năng lực quốc tế và liên văn hoá cho sinh viên nhằm truyền cảm hứng, cải thiện kết quả học tập cá nhân, nghiên cứu sau đại học với chất lượng vượt trội để phát triển nghề nghiệp (Sứ mạng).					
1.2.5. Phát triển các thế hệ học giả, giáo viên, chuyên gia và các nhà lãnh đạo giáo dục tương lai (Sứ mạng).					

Câu hỏi	Sự cần thiết				
	5	**4**	**3**	**2**	**1**
2. Mục tiêu của chương trình đào tạo quốc tế về Quản lý Giáo dục (Bằng thạc sĩ).					
2.1. Chuẩn bị cho sinh viên tốt nghiệp có khả năng làm việc và sống trong một xã hội toàn cầu.					
2.2.Trang bị cho sinh viên các kỹ năng quản lý tổ chức, các kiến thức nền tảng về xây dựng chính sách để phát triển hệ thống giáo dục, với tầm nhìn toàn cầu.					
2.3. Trang bị cho sinh viên tốt nghiệp những kỹ năng chuyển hoá (transformative skills) dành cho các nhà lãnh đạo thế kỷ 21 trong bối cảnh đa dạng về văn hóa và xã hội.					
2.4. Khuyến khích học viên sử dụng kiến thức chuyên môn, kiến thức đa dạng về văn hoá trong giáo dục để tư duy và giải quyết vấn đề.					
2.5. Trang bị cho sinh viên tốt nghiệp có quan điểm và năng lực quốc tế để có thể làm việc trong môi trường toàn cầu.					
3. Chuẩn đầu ra của chương trình đào tạo quốc tế về Quản lý Giáo dục (Bằng thạc sĩ).					
3.1. Kiến thức					
3.1.1. Có khả năng áp dụng kiến thức tiên tiến của địa phương, quốc tế (international) và liên văn hoá (intercultural) về các vấn đề quản lý đương đại và những thách thức liên quan đến giáo dục.					
3.1.2. Có khả năng áp dụng những kết quả nghiên cứu mới nhất trong lĩnh vực Quản lý Giáo dục.					
3.1.3. Am hiểu, giải thích được những kiến thức đương thời về cải cách giáo dục, lãnh đạo, tinh thần khởi nghiệp, sự thay đổi, tổ chức giáo dục, đánh giá, chất lượng, và quản lý trường học.					
3.1.4. Trình bày, giải thích được các kiến thức về sự tương quan giữa các vấn đề, xu thế và hệ thống giáo dục trong nước và quốc tế.					
3.1.5. Trình bày, giải thích được kiến thức về tự chủ đại học và trách nhiệm xã hội trong bối cảnh hội nhập quốc tế.					
3.2. Kỹ năng					
3.2.1. Có khả năng phân tích đa chiều, đa quan điểm các vấn đề trong quản lý giáo dục.					

Câu hỏi	Sự cần thiết				
	5	**4**	**3**	**2**	**1**
3.2.2. Có khả năng đề xuất và đánh giá các ý tưởng, khái niệm và mô hình phức tạp liên quan đến lãnh đạo giáo dục và các vấn đề quản lý trong bối cảnh địa phương và toàn cầu.					
3.2.3. Có khả năng thực hiện một dự án nghiên cứu cơ bản liên quan đến lãnh đạo giáo dục từ nhiều quan điểm khác nhau.					
3.2.4. Có khả năng thể hiện sự sáng tạo và tư duy phê phán trong việc giải quyết các thách thức liên quan đến lãnh đạo và quản lý trong bối cảnh giáo dục địa phương và toàn cầu.					
3.2.5. Có khả năng tương tác và cộng tác với người khác một cách hiệu quả, bao gồm làm việc nhóm tại nơi làm việc và trong môi trường văn hoá đa dạng.					
3.3. Thái độ					
3.3.1. Thể hiện sự tôn trọng, đánh giá cao đối với trách nhiệm nghề nghiệp và các nguyên tắc đạo đức đối với một tổ chức giáo dục trong bối cảnh địa phương và toàn cầu.					
3.3.2. Thể hiện sự sẵn sàng tham gia giải quyết các vấn đề của địa phương, toàn cầu, quốc tế và liên văn hoá trong lĩnh vực quản lý giáo dục.					
3.3.3. Thể hiện sự tôn trọng và đánh giá cao các giá trị và kiến thức của địa phương, quốc gia và của các nền văn hoá khác theo quan điểm của họ.					
3.3.4. Thể hiện sự hiểu biết về các quan điểm đa văn hóa nhằm tìm kiếm các cơ hội quốc tế / liên văn hoá trong phát triển cá nhân và nghề nghiệp.					
3.3.5 Có khả năng hiểu và tôn trọng sự phụ thuộc lẫn nhau trong công việc và cuộc sống trong một thế giới toàn cầu hóa.					
4. Cấu trúc của chương trình đào tạo quốc tế về Quản lý Giáo dục (Bằng thạc sĩ).					
4.1. Chương trình đào tạo được xây dựng dựa trên nhu cầu của các bên liên quan, khung văn bằng quốc gia và xu thế phát triển của ngành quản lý giáo dục trong bối cảnh toàn cầu.					
4.2. Chương trình đào tạo được thiết kế phù hợp với tầm nhìn quốc tế thể hiện qua các nội dung, ngoại ngữ và các cơ hội học tập như trao đổi trong khu vực hoặc quốc tế, thực tập, nghiên cứu thực địa, hợp tác nghiên cứu và tham gia dự án.					

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Câu hỏi	Sự cần thiết				
	5	4	3	2	1
4.3. Chương trình đào tạo được kết cấu hệ thống và linh hoạt cho phép sinh viên theo đuổi các lĩnh vực chuyên môn khác nhau, đáp ứng nhu cầu và nguyện vọng của sinh viên.					
4.4. Đây là chương trình liên ngành (interdisciplinary) được thiết kế dựa trên các ngành học như xây dựng chính sách, xã hội học, khoa học chính trị, kinh tế, lịch sử nhằm mục đích giúp "giải quyết các vấn đề nóng" về quản lý giáo dục trong bối cảnh quốc gia và toàn cầu.					
4.5. Nội dung chương trình, phương pháp giảng dạy và học tập và đánh giá sinh viên được kết cấu chặt chẽ nhằm đạt được tầm nhìn và sứ mạng, mục đích / mục tiêu và kết quả học tập dự kiến của chương trình.					
5. Hoạt động Học tập và Giảng dạy của chương trình đào tạo quốc tế về Quản lý Giáo dục (Bằng Thạc sỹ).					
5.1. Giảng viên khuyến khích sinh viên phát triển khả năng tư duy phê phán thông qua tự học và nghiên cứu thực tiễn.					
5.2. Giảng viên áp dụng phương pháp đồng giảng dạy (peer teaching) và làm việc nhóm để phát triển năng lực quốc tế và liên văn hoá cho sinh viên.					
5.3. Giảng viên nêu các vấn đề phức tạp và thách thức mà hệ thống giáo dục trong và ngoài nước đang đối mặt trong các chủ đề và nội dung bài giảng của mình.					
5.4. Giảng viên cung cấp các cơ hội /vị trí thực tập cho sinh viên trong các cơ quan quốc tế hoặc các tổ chức liên văn hoá.					
5.5.Giảng viên sử dụng phương pháp học qua mạng (e-learning) như quản lý hệ thống học tập, cung cấp các khóa học trực tuyến, các trang web, liên kết điện tử và mạng, truyền thông vv để hỗ trợ cho việc giảng dạy.					
6. Đánh giá Sinh viên của chương trình đào tạo quốc tế về Quản lý Giáo dục (Bằng Thạc sỹ).					
6.1. Giảng viên phản hồi kết quả đánh giá về hiệu quả và hiệu suất của sinh viên nhằm giúp họ cải thiện việc học tập.					
6.2. Giảng viên đánh giá khả năng thu thập và áp dụng kiến thức của sinh viên trong và xuyên ngành trong bối cảnh toàn cầu.					

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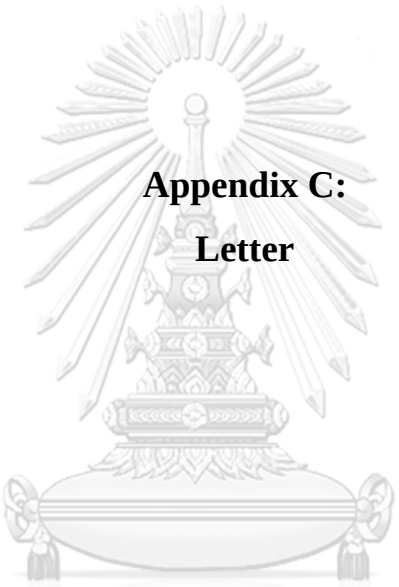
Câu hỏi	Sự cần thiết				
	5	4	3	2	1
6.3. Giảng viên sử dụng các bài đánh giá viết như viết báo cáo, viết luận để phản ánh sự tiến bộ của sinh viên về kiến thức, kỹ năng và thái độ dưới gọc độ quốc tế và liên văn hoá.					
6.4. Giảng viên sử dụng tỷ lệ sinh viên tham gia khóa học, tư vấn, hướng dẫn, và hội thảo liên quan đến các sự kiện và chủ đề quốc tế trong đánh giá sinh viên.					
6.5. Giảng viên tập trung đánh giá khả năng giao tiếp, thương lượng, giải quyết vấn đề trong bối cảnh quốc tế và liên văn hoá					
7. Chất lượng và kinh nghiệm quốc tế của Giảng viên đối với chương trình đào tạo quốc tế về Quản lý Giáo dục (Bằng Thạc sỹ).					
7.1. Giảng viên tích cực tham gia các hiệp hội nghề nghiệp ở cấp địa phương, quốc gia và quốc tế.					
7.2. Giảng viên có các dự án nghiên cứu đạt chất lượng cao, có tầm ảnh hưởng trong lĩnh vực quản lý giáo dục.					
7.3. Giảng viên phát triển các quan điểm về quốc tế và liên văn hoá trong quá trình họ học tập hoặc làm việc ở nước ngoài.					
7.4. Giảng viên là tác giả bài viết của các tạp chí, sách, báo cáo hội nghị, các dự án tại địa phương, quốc gia và quốc tế.					
7.5. Giảng viên có tiếng nói và tầm ảnh hưởng về chuyên môn đối với các vấn đề liên quan đến tổ chức quản lý, chính sách công và cải cách giáo dục.					
7.6. Giảng viên tìm kiếm các cơ hội để học tập và tự đào tạo liên tục nhằm cập nhật những phát kiến mới và phát triển chuyên môn.					
8. Dịch vụ hỗ trợ sinh viên và Tài nguyên học tập của chương trình đào tạo quốc tế về Quản lý Giáo dục (Bằng Thạc sỹ).					
8.1. Trường cung cấp nhiều thông tin bao gồm thông tin trên web và các hoạt động hướng dẫn, định hướng cho sinh viên trước khi nhập học.					
8.2. Trường cung cấp các khoá học ngoại khoá như tiếng Anh hoặc kỹ năng học thuật nhằm chuẩn bị cho sinh viên học sau đại học.					
8.3. Trường cung cấp các hoạt động hỗ trợ và không gian học tập cho sinh viên trong nước và sinh viên quốc tế.					
8.4. Trường cung cấp và hỗ trợ các hoạt động trong khuôn viên trường (on campus) như tổ chức các sự kiện văn hoá, tuần lễ giáo dục quốc tế, và câu lạc bộ bạn bè quốc tế cho sinh viên trong nước và sinh viên quốc tế.					

Câu hỏi	Sự cần thiết				
	5	4	3	2	1
8.5. Trường cung cấp các dịch vụ tư vấn và hướng dẫn để hỗ trợ sinh viên trong nước và sinh viên quốc tế.					
8.6. Trường tạo điều kiện để cả sinh viên trong và ngoài nước thực tập hoặc tham gia các chương trình trao đổi ở nước ngoài.					
9. Chiến lược Phát triển của chương trình đào tạo quốc tế về Quản lý Giáo dục (Bằng Thạc sỹ).					
9.1. Trường / Khoa đầu tư hợp tác với các đối tác chiến lược như các tổ chức giáo dục đẳng cấp quốc tế.					
9.2. Trường / Khoa tăng cường hợp tác với các tổ chức trong nước và quốc tế.					
9.3.Trường / Khoa phát triển năng lực quốc tế và liên văn hoá của giảng viên và đội ngũ cán bộ hỗ trợ.					
9.4.Trường / Khoa yêu cầu ngoại ngữ (như Tiếng Anh) được sử dụng tích hợp trong giảng dạy tại các ngành học hiện nay.					
9.5. Trường / Khoa cung cấp tài chính nhằm hỗ trợ các chiến lược và kế hoạch quốc tế hoá trong giáo dục.					
9.6. Trường /Khoa hỗ trợ và khuyến khích giảng viên thực hiện các nghiên cứu hợp tác với các tổ chức, trường đại học trong và ngoài nước.					
10. Đánh giá Chương trình đào tạo quốc tế về Quản lý Giáo dục (Bằng Thạc sỹ).					
10.1. Trường / Khoa có kế hoạch đánh giá nội bộ (bên trong) đối với chương trình đào tạo quốc tế về Quản lý Giáo dục (Bằng Thạc sĩ).					
10.2. Trường/ Khoa có kế hoạch đánh giá ngoài chương trình đào tạo quốc tế về Quản lý Giáo dục (Bằng Thạc sĩ) bởi các chuyên gia hoặc các tổ chức kiểm định quốc tế.					
10.3. Trường / Khoa có hệ thống / cơ chế để đảm bảo chất lượng của chương trình đào tạo quốc tế về Quản lý Giáo dục (Bằng Thạc sỹ).					
10.4. Trường / Khoa sử dụng các chỉ số hoạt động cốt lõi để đo lường kết quả hoặc thành tựu của chương trình đào tạo quốc tế về Quản lý Giáo dục (Bằng Thạc sỹ).					
10.5. Trường / Khoa sử dụng kết quả đánh giá để nâng cao chất lượng của chương trình đào tạo quốc tế về Quản lý Giáo dục (Bằng Thạc sỹ).					

Cám ơn sự hỗ trợ và cộng tác của Quý Anh/Chị

Appendix C:

Letter



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No. ๗๖.๐๕๑๒.๘(๒๗๙๑)๐๐๐๒

Faculty of Education
Chulalongkorn University
Phayathai Road
Bangkok 10330, Thailand

4th January 2018

To Whom It May Concern

This letter is to introduce Ms. Nguyen Thi My Ngoc is 2nd year Ph.D. student, Higher Education Program, Department of Educational Policy, Management and Leadership, Faculty of Education, Chulalongkorn University.

One of the course requirements is to conduct a Dissertation, so Ms. Nguyen Thi My Ngoc is now on the process to collect data for her Dissertation in the topic "Development of **an International Curriculum Model for Master Degree of Educational Management in Vietnam Higher Education Institutions".**

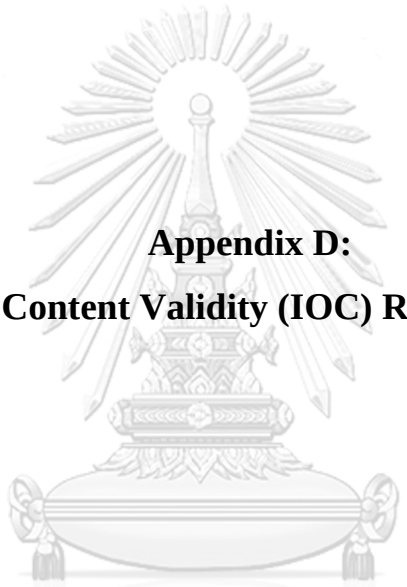
To support for her data collection, we appreciate your willingness to accommodate this request. You are helping our future educational managers and teachers to become better prepared in this exciting profession. Please contact me if you have any questions or concerns.

Thank you for your cooperation and contribution.

Sincerely,

Sumalee Chinokul

Assoc Prof. Sumalee Chinokul, Ph.D.
Vice Dean of Academic Affiars
Faculty of Education
Chulalongkorn University
Thailand
Email: csumalee@chula.ac.th



Appendix D:
Content Validity (IOC) Results

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CONTENT VALIDITY (IOC) RESULTS

To validate the content of questionnaires and interview forms for the Doctoral Dissertation **Development of an International Curriculum Management Model in Education Management, Vietnam Higher Education Institutions",** at the Department of Education Policy, Leadership and Management, Faculty of Education, Chulalongkorn University, Bangkok, Thailand, the Content Validity (IOC) Form is designed to ask expert's opinions about the congruence of content and language of the questionnaire with the objective of the study.

	Name of experts	Position/Institution	Expertise
1.	Prof. Dr. Pateep Mathakunavudhi.	- Professor at Faculty of Education, Chulalongkorn University - Project Manager of The Knowledge Network Institute of Thailand (OHEC).	- Curriculum Development and Management. - Research in Higher Education
2.	Mr. Johnson Ong Chee Bin	- AUN-QA (ASEAN University Network) Expert. - Former Associate Director of Quality Department of National University of Singapore.	- Outcome Based Education Design - Change Management - Quality Assessment at Program and Institutional level.
3.	Dr. Arthit Intakaew	- Lecturer of Curriculum and Instruction Department, Faculty of Education, Srinakharinwirot University, Thailand	- Research Methodology. - English Teaching.
4.	Assoc. Prof. Dr. Chuenchanok Kovin	- Former Vice Dean for International Affair, Chulalongkorn University.	- Education Foundation in Higher Education - Internationalization in Higher Education
	Dr. Ly Thi Minh Chau	- Senior lecturer of International School of Business, University of Economics, Vietnam. - Editor of International Journal in Education.	- Internationalization in Higher Education. - Qualitative Research.

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Items	1	2	3	4	5	Avg.	Comments
1.Vision and Mission of Higher Education Institutions							
1.1. Being a leading university in education, meeting national and international quality standards (Vision).	1	1	1	1	1	1	The title of section should be more explicit to the university that respondent represented or general universities in Vietnam. 1a: Vision and mission of Institution. 1b: Vision and mission of Faculty of Education. "To be a leading…".
1.2. Being an innovative global leader in research and education (Vision).	1	1	1	1	1	1	To be an… Education before research
1.3. To create, disseminate, preserve and apply of knowledge for the betterment of global society (Mission).	1	1	1	1	1	1	Remove "of"
1.4. To foster innovation, enterprise, discovery and lifelong learning in the global of education (Mission).	1	1	1	0	1	0.8	Replace "global" for "globalization
1.5. To serving for the national development in international integration (Mission).	1	1	1	1	1	1	To serve Add "and globalization" after integration.
2. Vision and Mission of Faculty of Education							
2.1. Being a distinctive education institution in the era of globalization (Vision).	1	1	1	1	1	1	To be a distinctive…
2.2. Committed to offering education services to society as most important responsibility (Vision).	1	1	1	1	1	1	To be committed… The most
2.3. To develop leadership skills for students to lead the organizations and initiatives in the 21st (Mission).	1	1	1	1	1	1	Remove "the" Add century after 21.

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Items	1	2	3	4	5	Avg.	Comments
2.4. To develop graduates with the international and intercultural capacity to inspire and improve individual learning outcomes, outstanding quality postgraduate studies for professionals (Mission).	1	1	1	1	1	1	
2.3To develop future generations of scholars, teachers, information professionals, and institutional leaders (Mission).	1	1	1	1	1	1	
3. Goals, objectives of an international curriculum in Education Management (Master Degree).							**Goals/Objectives**
3.1. Prepare for graduates to work and live in a global society.	1	1	1	1	1	1	Remove “for”
3.2. Train students the organizational leadership skills and policy background to develop education systems, with a global perspective.	1	1	1	1	1	1	“Equip students the organizational management skills.”
3.3. Develop the transformational leadership skills for 21st century leaders in setting of social and cultural diversity.	1	1	1	1	1	1	“Equip graduates with”
3.4. Encourage students to use knowledge, diverse cultural frames of reference in education to think critically and solve problems.	1	1	1	1	1	1	
3.5. Train students having international perspectives and competences to take charge the jobs in a global environment	1	1	1	-1	1	0.6	Unclear relevant. “Equip graduates with” “to take job on”

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Items	1	2	3	4	5	Avg.	Comments
4. Expected learning outcomes of an international curriculum in Education Management (Master Degree).							
4.1. Knowledge							
4.1.1. Demonstrate advanced local, international and intercultural knowledge of current management issues and challenges in relation to education.	1	1	1	1	1	1	Replace “Apply” and “Contemporary”
4.1.2. Comprehend and apply the latest research findings in the aspects of Education Management studied.	1	1	1	1	1	1	Apply
4.1.3. Demonstrate knowledge from education reform, leadership, entrepreneurship in education, education change, education organizations, assessment and quality, and school principles.	1	1	1	1	1	1	Add “Contemporary” before knowledge. Replace “From” by “in”. Change “principles” by “management”.
4.1.4. Demonstrate knowledge of the interrelatedness of local and international issues, trends and systems in education.	1	1	1	1	1	1	
4.1.5. Demonstrate knowledge of university autonomy and social responsibility in the context of international integration.	1	1	1	1	1	1	
4.2. Skills							
4.2.1. Ability to conduct a multi-perspectives analysis in education management issues.	1	1	1	1	1	1	
4.2.2. Ability to generate and evaluate complex ideas, concepts and models related to leadership and management issues in the local and global context.	1	1	1	1	1	1	Add “Education ” before leadership

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Items	1	2	3	4	5	Avg.	Comments
4.2.3. Ability to conduct a substantial research based project related to educational leadership from a variety of different perspectives.	1	1	1	1	1	1	
4.2.4. Demonstrate creativity and initiative in tackling challenges related to education leadership and management issues in local and global educational setting.	1	1	1	1	1	1	Replace “initiative” with “critical thinking”. “Ability to demonstrate”
4.2.5. Capability to interact and collaborate with others effectively, including in teams, in the work place and in culturally diverse context.	1	1	1	1	1	1	Replace “capacity” with “ability”
4.3. Attitudes							
4.3.1. Demonstrate an appreciation of professional responsibilities and ethical principles associated with educational organizations in local and global context.	1	1	1	1	1	1	
4.1.2. Demonstrate a willingness to engage in local, global, international and intercultural problem solving in education management setting.	1	1	1	1	1	1	
4.3.3. Demonstrate appreciation and respect for the values and knowledge’s of local and other cultures in their perspectives.	1	1	1	1	1	1	
4.3.4. Demonstrate an understanding of multicultural perspectives and willingness to seek out international/intercultural opportunities in personal and professional	1	1	1	1	1	1	Delete “and willingness”

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Items	1	2	3	4	5	Avg.	Comments
development.							
4.3.5. Ability to understand and respect interdependence of work and life in a globalized world.	1	1	1	1	1	1	
Program Structure of an international curriculum in Education Management (Master Degree).							Add one more section.
5. Assessment of student of an international curriculum in Education Management (Master Degree).							
5.1. Instructor provides feedback basing on student's performance.	1	1	1	-1	1	1	Not specific to an international curriculum Replace question with "Instructor provides assessment feedback to students on their performance to improve learning".
5.2. Instructor tests student's ability to gather and apply knowledge in and across disciplines in a global context.	1	1	1	1	1	1	
5.3. Instructor uses reflective written task such as report writing or word assignment to reflect students' progress of international and intercultural knowledge, skills and attitudes.	1	1	1	1	1	1	Replace "word" with "work"?
5.4. Instructor uses the percentage of student's attendance at courses, tutorials, seminars and workshops relevant to international events and topics.	1	1	1	1	1	1	Add after topic "as part of student assessment".
5.5. Instructor focuses on student's abilities to communicate, negotiate, problem solving in a range of international and	1	1	1	1	1	1	

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Items	1	2	3	4	5	Avg.	Comments
intercultural situation.							
6. Learning Experiences and Instruction of an international curriculum in Education Management (Master Degree).							
6.1. Instructor encourages critical thinking of students through independent study and field experience.	1	1	1	-1	1	0.6	Not specific to an international curriculum
6.2. Instructor applies peer teaching and working in groups to develop student's international and intercultural competences.	1	1	1	1	1	1	
6.3. Instructor provides complex problems and challenges facing local and international public education in his/her subject.	1	1	1	1	1	1	
6.4. Instructor offers internships/ placements opportunities for students in international or intercultural agencies.	1	1	1	1	1	1	
6.5. Instructors uses websites, electronic links and networks, such as email chat groups to support for his/her teaching.	1	1	1	1	1	1	Replace with" Instructor uses e-learning platform including management system, online courses, websites, electronic links and networks, social media etc. to complement his/her teaching.
7. Instructor quality and international experience of an international curriculum in Education Management (Master Degree).							
7.1. Instructor actively engages in professional associations at local and international level.	1	1	1	1	1	1	
7.2. Instructor achieves high quality, high impact research projects in education management issues.	1	1	1	1	1	1	
7.3. Instructor experiences international and intercultural perspectives during their oversea study	1	1	1	1	1	1	Overseas

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Items	1	2	3	4	5	Avg.	Comments
or work.							
7.4. Instructor is author of local and international journals, book chapters, conference papers, and projects.	1	1	1	1	1	1	
7.5. Instructor has influential voices in organizational management, public policy and education reform.	1	1	1	1	1	1	
Instructor seeks continuing education and training to stay up – to date on new developments as well as for professional development.							Add one more
8.Student services and Learning Resources of an international curriculum in Education Management (Master Degree).							
8.1. The university provides pre-arrival information packages and web-based information for students.	1	1	1	1	1	1	"The university provides pre-arrival information packages including web-based information and orientation activities for students".
8.2. The university offers extra-curriculum for students such as pre-sessional English and Pre-master's academic preparation courses.	1	1	1	1	1	1	
8.3. The university provides supportive learning and social spaces for local and international students.	1	1	1	1	1	1	
8.4. The university provides and supports for on-campus activities for local and international students.	1	1	1	1	1	1	Give examples of on-campus activities.
8.5. The university provides counseling and guidance to support for	1	1	1	1	1	1	

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Items	1	2	3	4	5	Avg.	Comments
local and international students.							
The university provides cultural integration activities to international students as well as inbound and outbound students going for overseas internships or exchange programs.							Add one more.
9. Strategy of an international curriculum in Education Management (Master Degree).							
9.1. The university/ faculty invest in strategic partnerships with world-class institutions.	1	1	1	1	1	1	
9.2. The university/ faculty enhances on the cooperation with local and international organizations.	1	1	1	1	1	1	Delete “on”
9.3. The university/ faculty develops international and intercultural competences for academic and support staffs.	1	1	1	1	1	1	
9.4. The university/ faculty require the integration of international languages into existing disciplines.	1	1	1	1	1	1	
9.5. The university/ faculty offer financial incentives to propose internationalization strategy and plans.	1	1	1	1	1	1	
The university promotes and encourages faculty to carry out collaborative research with other local and overseas organizations and universities.							Add one more
10. Program Evaluation of an international curriculum in Education Management (Master Degree).							
10.1. The university/ faculty develop a plan for	1	0	1	1	1	0.8	Is this about Education Management or general

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Items	**1**	**2**	**3**	**4**	**5**	**Avg.**	**Comments**
internal audit of the international curriculum.							international program?
10.2. The university/ faculty develop a plan for external audit the curriculum by international experts or agencies.	1	0	1	1	1	0.8	Is this about Education Management or general international program? Add "off" after "audit".
10.3. The university/ faculty have a system /mechanism to assure the quality of international curriculum in Education Management (Master Degree).	1	1	1	1	1	1	
10.4. The university/faculty conducts a quality assessment of international curriculum in Education Management (Master Degree).	1	0	1	1	1	0.8	Consider merging 10.3 and 10.4 (quite similar 10.3).
10.5. The university/ faculty use the results of curricular auditing to improve quality of international curriculum in Education Management (Master Degree).	1	1	1	1	1	1	
The university uses key performance indicators to measure the outcomes or achievements of the international curriculum in Education Management (Master Degree).							Add one more
<u>Additional comments</u> about international curriculum in Education Management (Master Degree) in Vietnam Higher Education Institutions.	1	1	1	1	1	1	Each section has an "additional comments section", then the last section will be "overall comments section".

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INETRVIEW FORM (ADMINISTRATORS)

Items	1	2	3	4	5	Avg.	Comments
A. University/Faculty goals and context about internationalization of curriculum in Vietnam Higher Education.							
1. What are the university/faculty policy about internationalization in higher education and internationalization of curriculum?	1	1	0	1	1	0.8	
2. What are the reasons and goals of internationalization of curriculum in your university/faculty?	1	1	1	-1	1	0.6	Double – barrier question.
3.What are the opportunities and threats of international curriculum in Education Management (Master Degree) in Vietnam Higher Education Institutions?	1	1	1	-1	1	0.6	Double – barrier question.
4.What are the strength and weakness of international curriculum in Education Management (Master Degree) in Vietnam Higher Education Institutions?	1	1	1	-1	1	0.6	Double – barrier question. Plural noun of strength and weakness
What are the Education policies that promote or hinder international curriculum in Education Management (Master Degree) in Vietnam Higher Education Institutions?							Suggest one more question (Johnson)
B. Goals, Objectives of an international curriculum in Education Management (Master Degree), Vietnam Higher Education Institutions							
5.What should be the goals/objectives of an international Education management (Master Degree) curriculum in Vietnam Higher Education Institutions?	1	1	1	1	1	1	
Program Structure of an international Education management (Master Degree) curriculum in Vietnam Higher Education Institutions?							Add one question (Johnson)

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Items	1	2	3	4	5	Avg.	Comments
C. Expected Learning Outcomes, Student Assessment, Learning and Teaching, Learning Resources and Student Services of <u>current</u> and <u>expected international curriculum</u> in Education Management (Master Degree), Vietnam Higher Education Institutions.							
6. What should be the expected learning outcomes of an international Education Management (Master Degree) curriculum? Please clarify the answer according to three aspects of students competencies: ▪ Knowledge ▪ Skills ▪ Attitudes	1	1	1	1	1	1	
7. What are the teaching and learning activities of <u>current</u> education management (Master Degree) curriculum?	1	1	1	1	1	1	
8. What teaching and learning activities we should concentrate and implement in <u>an expected</u> international Education Management (Master Degree) curriculum?	1	1	1	1	1	1	
9. What are the student's assessment methods apply in <u>current</u> education management (Master Degree) curriculum?	1	1	1	1	1	1	
10. How could we assess the student's competencies (knowledge, skills, attitudes) of <u>an expected</u> international Education Management (Master Degree) curriculum?	1	1	1	1	1	1	
11.How does the university and faculty support for student learning and services in <u>current</u> education management (Master Degree) curriculum?	1	1	1	1	1	1	
12. What learning resources and student services necessary for <u>an expected</u> international Education Management (Master Degree) curriculum (such as infrastructure, facilities, materials, on-campus activities, accommodation…)?	1	1	1	1	1	1	

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Items	1	2	3	4	5	Avg.	Comments
D. Developing strategies to enhance an international curriculum management model in Education Management (Master Degree) in Vietnam Higher Education Institutions.							
13. What strategies that the university/faculty should emphasize on to develop an international curriculum management model in Education Management (Master Degree) in Vietnam Higher Education Institutions?	1	1	1	1	1	1	
E. Evaluation of an international curriculum in Education Management (Master Degree) in Vietnam Higher Education Institutions?							
14.How can the university/faculty assure the quality of current Education Management curriculum (Master Degree)?	1	0	1	1	1	0.8	Overlap with question 15?
15.How does the university/faculty ensure the quality of an international curriculum in Education Management (Master Degree)?	1	1	1	1	1	1	
Additional Comments							
16. What are other comments or suggestions you would like to add more to develop an international curriculum management model in Education Management (Master Degree) in Vietnam Higher Education Institutions?	1	1	1	1	1	1	

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INTERVIEW FORM
(POLICY MAKERS)

Items	1	2	3	4	5	Avg.	Comments
A. National/University policy, goals and context about internationalization of higher education and internationalization of curriculum in Vietnam Higher Education.							
1. What is the national/university policy/dimension about internationalization in higher education and internationalization of curriculum?	**1**	**1**	**0**	**1**	**1**	**0.8**	Define the term internationalization in HE. Meaning of "dimension"?
2. What are the reasons and goals of internationalization of curriculum in Vietnam Higher Education Institutions?	**1**	**1**	**1**	**-1**	**1**	**0.6**	Double –barrier question.
3. What are the Education reforms and innovations of the government and university in internationalization of curriculum?	**1**	**1**	**1**	**-1**	**1**	**0.6**	Double –barrier question.
4. What are the opportunities and threats of international curriculum in Vietnam Higher Education Institutions?	1	1	1	-1	1	0.6	Double –barrier question.
5. What are the strength and weakness of international curriculum in Vietnam Higher Education Institutions?	1	1	1	-1	1	0.6	Double –barrier question. Use plural noun for strength and weakness.
In your opinion, what are the policies/dimensions that we should change to support internationalization in higher education and internationalization of curriculum?							Suggest question (Johnson)
B. Developing strategies to enhance an international curriculum management model in Vietnam Higher Education Institutions.							
6. What strategies that the government/university should emphasize on to develop an international curriculum in Vietnam Higher Education Institutions?	1	1	1	1	1	1	
7. What are the graduate competences/characteristics that the government/university expected in international curriculum?	1	1	1	1	1	1	
8. How could the government/university increase the numbers of local and international students studying in this international curriculum?	1	1	1	1	1	1	
9. How could the	1	1	1	1	1	1	

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Items	1	2	3	4	5	Avg.	Comments
government/university recruit and increase the numbers of international faculties to teach and do research in these international programs?							
10. How could the government/university call for the involvement of international stakeholders in developing the international curriculum?	1	1	1	1	1	1	
11. What should be the environmental/ecosystem education (such as infrastructure, facility, materials, technology…) for developing and implementing international curriculum? And how could the government/university support for these aspects?	1	1	1	-1	1	0.8	Double –barrier question.
12. What areas/aspects need to be invested by budget from the government/university to develop and implement international curriculum?	1	1	1	1	1	1	
C. Evaluation of an international curriculum in Vietnam Higher Education Institutions?							
13. How could the government/university ensure the quality of an international curriculum in Vietnam Higher Education Institutions?	1	1	1	1	1	1	
Additional Comments							
14. What are other comments or suggestions you would like to add more to develop an International Curriculum Management Model in Vietnam Higher Education Institutions?	1	1	1	1	1	1	Delete “more”

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Other comments

1.The questionnaires may be done in Bilingual (i.e. in both Vietnamese and English), English or Vietnamese since the respondents are from Vietnam.

For the student questionnaire in Part II, you may need to explain what "expected situation" means. Unlike the other questionnaires, where they have "current" and "expected" situations.

2. Scale: the description of numbers 1-5 on scales should be clearly defined for respondents. You can put them on the first page of the questionnaire. I think using agree or disagree can make readers confused.

For current situation (want to know if they have it or not)

5 means a respondent has it at the highest level
4 means a respondent has it at the high level
3 means a respondent has it at the moderate level
2 means a respondent has it at the low level
1 means a respondent has it at the lowest level

For expected situation (want to know if they need it or not)

5 means a respondent need it at the highest level
4 means a respondent need it at the high level
3 means a respondent need it at the moderate level
2 means a respondent need it at the low level
1 means a respondent need it at the lowest level

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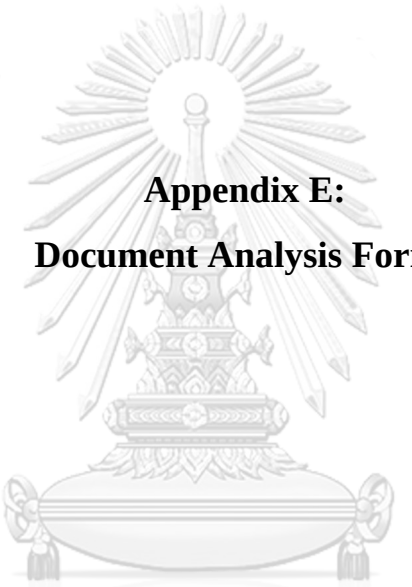
Appendix E:
Document Analysis Forms



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DOCUMENT ANALYSIS FORM
(For Vietnamese universities)

Components	**University 1**	**University 2**	**University 3**	**University 4**	**University 5**	**Summary**
1. Vision						
2. Mission						
3. Goals/Objectives of the Curriculum						
4. Learning outcomes						
5. Admission						
6. Guidelines						
7. Curriculum structure						
8. Strategy						
9. Job opportunity						

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DOCUMENT ANALYSIS FORM
(For International universities)

Components	University 1	University 2	University 3	University 4	University 5	Summary
1. Vision and mission						
1.1. Vision						
1.2. Mission						
2. Goals/Objectives of the Curriculum						
3. Learning outcomes						
4. Strategy						
5. Program structure						
6. Student admission						
7. Student assessment						
8. Learning experience and instruction						
9. Faculty quality						
10. Student support and service						

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DOCUMENT MAPPING ANALYSIS FORM

Key elements	Literature Review	Vietnam Universities	International Universities	Concepts for items
1. University goals and context				
1.1. Vision				
1.2. Mission				
2. Goals/Objectives				
3. Expected Learning Outcomes				
3.1. Knowledge				
3.2. Skills				
3.3. Attitudes				
4. Students assessment				
5. Teaching and Learning				
6. Faculty quality and experience				
7. Students support and services				
8. Strategies				
9. Evaluation Program				

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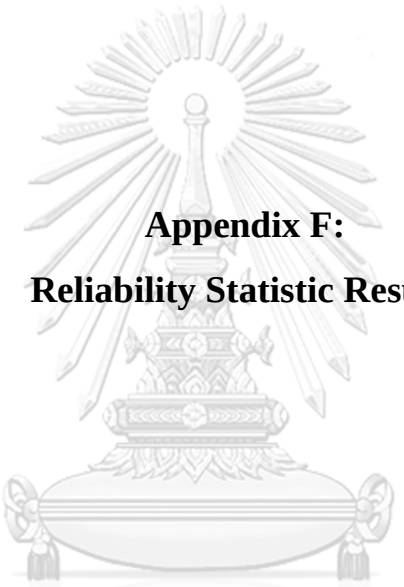
Appendix F:
Reliability Statistic Results



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RELIABLITY STATISTICS OF RESTUDENTS' SURVEY

THE OVERAL RESULT

Cronbach's Alpha	N of Items
.985	68

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
11.1. To be a leading university in Education, meeting national and international quality standards (Vision)	277.16111	2830.482	.591	.985
1.1.2. To be an innovative global leader in education and research (Vision)	277.48889	2811.112	.701	.985
1.1.3. To create, disseminate, preserve and apply knowledge for the betterment of global society (Mission)	277.01667	2775.927	.228	.989
1.1.4. To foster innovation, enterprise, discovery and lifelong learning in the globalization of education (Mission)	277.37778	2812.974	.712	.985
1.1.5. To serve for the national development in international integration and globalization (Mission)	277.21111	2828.570	.613	.985
1.2.1. To be a distinctive educational institution in the era of globalization (Vision)	277.36111	2795.629	.797	.984
1.2.2. To be committed to offering educational services to society as the most important responsibility (Vision)	277.34444	2792.015	.810	.984

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
1.2.3. To develop leadership skills for students to lead organizations and initiatives in the 21st Century (Mission)	277.42222	2791.821	.789	.984
1.2.4. To develop graduates with the international and intercultural capacity to inspire and improve individual learning outcomes, outstanding quality postgraduate studies for professionals (Mission)	277.43889	2790.650	.800	.984
1.2.5. To develop future generations of scholars, teachers, information professionals, and institutional leaders (Mission)	277.47222	2793.960	.768	.984
2.1. Prepare graduates to work and live in a global society	277.26667	2811.616	.751	.985
2.2. Equip students the organizational management skills and policy background to develop education systems, with a global perspective	277.30556	2808.560	.804	.984
2.3. Equip graduates with transformational leadership skills for 21st century leaders the social and cultural diversity setting	277.35556	2812.420	.727	.985
2..4. Encourage students to use knowledge, diverse cultural frames of reference in education to think critically and solve problems	277.25000	2816.054	.763	.985
2.5. Equip graduates with international perspectives and competences to take job on in a global environment	277.33333	2802.927	.814	.984

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
3.1.1. Ability to apply advanced local, international and intercultural knowledge of contemporary management issues and educational challenges.	277.36111	2812.969	.778	.984
3.1.2. Apply the latest research findings in the aspects of Educational Management studied	277.36667	2813.831	.789	.984
3.1.3. Demonstrate contemporary knowledge in educational reform, leadership, entrepreneurship in education, educational change, educational organizations, assessment and quality, and school management	277.37222	2810.905	.752	.985
3.1.4. Demonstrate knowledge of the interrelatedness of local and international issues, trends and systems in education	277.42222	2814.402	.742	.985
3.1.5. Demonstrate knowledge of university autonomy and social responsibility in the context of international integration	277.50556	2803.570	.759	.984
3.2..1. Ability to conduct a multi-perspectives analysis in education management issues	277.37222	2811.922	.752	.985
3.2.2. Ability to generate and evaluate complex ideas, concepts and models related to educational leadership and management issues in the local and global context	277.43889	2804.371	.828	.984
3.2.3. Ability to conduct a substantial research based project related to educational leadership from a variety of different perspectives	277.48333	2811.748	.745	.985

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
3.2.4. Ability to demonstrate creativity and critical thinking in tackling challenges related to educational leadership and management issues in local and global educational setting	277.39444	2808.620	.807	.984
3.2.5. Ability to interact and collaborate with others effectively, including in teams, in the work place and in culturally diverse context	277.31667	2817.011	.726	.985
3.3.1. Ability to interact and collaborate with others effectively, including in teams, in the work place and in culturally diverse context	277.15556	2833.976	.641	.985
3.3.2. Demonstrate a willingness to engage in local, global, international and intercultural problem solving in education management setting	277.28889	2821.547	.754	.985
3.3.3. Demonstrate appreciation and respect for the values and knowledge's of local and other cultures in their perspectives	277.31111	2818.640	.775	.985
3.3.4. Demonstrate an understanding of multicultural perspectives to seek out international/intercultural opportunities in personal and professional development	277.13889	2816.969	.176	.988
3.3.5. Ability to understand and respect interdependence of work and life in a globalized world	277.36111	2822.321	.684	.985

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
4.1. Master Degree of Education Management is a program with one year full time for course work and two year full time for research	277.42778	2810.369	.755	.984
4.2. Master Degree of Education Management comprises four modules focus on key subjects areas such as policy, management, leadership and research and evaluation in education and a dissertation	277.42778	2793.341	.870	.984
4.3. Students have to complete program with minimum 50 credits for required and selective courses and 10 credits for dissertation or thematic paper	277.49444	2792.352	.849	.984
4.4. This is an interdisciplinary program drawing on policy, sociology, political science, economics, history and contemporary policy-making, which acknowledges the 'problem solving' appeal of educational management	277.58889	2790.545	.861	.984
4.5. The program provides an excellent opportunity for in-depth study of current issues in the management of education and training programs through internships or student exchange	277.46111	2798.272	.813	.984
5.1. Instructor encourages critical thinking of students through independent study and field experience	277.35556	2803.392	.838	.984

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
5.2. Instructor applies peer teaching and working in groups to develop student's international and intercultural competences	277.46111	2800.652	.804	.984
5.3. Instructor provides complex problems and challenges facing local and international public education in his/her subject	277.52778	2790.485	.851	.984
5.4. Instructor offers internships/ placements opportunities for students in international or intercultural agencies	277.58889	2781.942	.865	.984
5.5. Instructor uses e-learning platform including learning management system, online courses, websites, electronic links and networks, social media etc. to complement his/her teaching	277.55556	2783.779	.869	.984
6.1. Instructor provides assessment feedback to students on their performance to improve learning	277.43889	2795.007	.842	.984
6.2. Instructor assesses student's ability to gather and apply knowledge in and across disciplines in a global context	277.50000	2800.598	.841	.984
6.3. Instructor uses reflective written task such as report writing or word assignment to reflect students' progress of international and intercultural knowledge, skills and attitudes	277.60000	2787.370	.829	.984

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
6.4. Instructor uses the percentage of student's attendance at courses, tutorials, seminars and workshops relevant to international events and topics as part of student assessment	277.65556	2783.724	.864	.984
6.5. Instructor focuses on students abilities to communicate, negotiate, problem solving in a range of international and intercultural situation	277.55556	2795.097	.809	.984
7.1. Instructor actively engages in professional associations at local and international level.	277.48889	2804.262	.793	.984
7.2. Instructor achieves high quality, high impact research projects in education management issues.	277.48889	2793.983	.860	.984
7.3. Instructor experiences international and intercultural perspectives during their overseas study or work	277.49444	2787.793	.887	.984
7.4. Instructor is author of local and international journals, book chapters, conference papers, and projects	277.52222	2794.385	.870	.984
7.5. Instructor has influential voices in organizational management, public policy and education reform	277.48333	2787.838	.893	.984
7.6. Instructor seeks continuing education and training to stay up to-date on new developments as well as for professional development	277.38889	2804.306	.840	.984

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
8.1. The university provides pre-arrival information packages including web-based information and orientation activities for students.	277.41111	2793.148	.857	.984
8.2. The university offers extra-curriculum for students such as pre-sessional English and Pre-master's academic preparation courses	277.51667	2792.955	.861	.984
8.3. The university provides supportive learning and social spaces for local and international students	277.52222	2789.424	.868	.984
8.4. The university provides and supports for on-campus activities such as cultural events, international education week, and international friendship club for local and international students	277.56111	2791.979	.891	.984
8.5. The university provides counseling and guidance to support for local and international students	277.55000	2793.009	.875	.984
8.6. The university provides inbound and outbound students going for overseas internships or exchange programs	277.55000	2787.087	.873	.984
9.1. The university/ faculty invests in strategic partnerships with world-class institutions	277.44444	2800.516	.865	.984
9.2. The university/ faculty enhances the cooperation with local and international organizations	277.41667	2799.328	.849	.984

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
9.3. The university/ faculty develops international and intercultural competences for academic and support staffs	277.51667	2791.804	.883	.984
9.4. The university/ faculty requires the integration of foreign languages into existing disciplines	277.52778	2786.955	.870	.984
9.5. The university/ faculty offers financial incentives to propose internationalization strategy and plans	277.54444	2781.691	.888	.984
9.6. The university promotes and encourages faculty to carry out collaborative research with other local and overseas organizations and universities	277.43333	2809.163	.803	.984
10.1. The university/ faculty develops a plan for internal audit of the Education Management (Master Degree) curriculum	277.42222	2790.435	.848	.984
10.2. The university/ faculty develops a plan for external audit the Education Management (Master Degree) curriculum by international experts or agencies	277.48333	2788.072	.862	.984
10.3. The university/ faculty has a system /mechanism to assure the quality of international curriculum in Education Management (Master Degree)	277.43889	2785.052	.866	.984

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
10.4. The university uses key performance indicators to measure the outcomes or achievements of the international curriculum in Education Management (Master Degree)	277.50556	2780.441	.877	.984
10.5. The university/ faculty uses the results of curricular auditing to improve quality of international curriculum in Education Management (Master Degree).	277.52222	2779.882	.883	.984

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RELIABILTY STATISTICS OF INSTRUCTOR SURVEY

Cronbach's Alpha	N of Items
.984	136

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
1.1.To be a leading university in Education, meeting national and international quality standards (Vision).	531.3235	4364.225	.252	.984
1.2. To be an innovative global leader in education and research (Vision).	531.9118	4337.840	.480	.984
1.1.3. To create, disseminate, preserve and apply knowledge for the betterment of global society (Mission).	530.7353	4380.322	.137	.984
1.1.4. To foster innovation, enterprise, discovery and lifelong learning in the globalization of education (Mission).	530.7059	4380.032	.151	.984
1.1.5. To serve for the national development in international integration and globalization (Mission).	530.5588	4377.345	.204	.984
1.2.1. To be a distinctive educational institution in the era of globalization (Vision).	530.8235	4368.150	.286	.984
1.2.2 To be committed to offering educational services to society as the most important responsibility (Vision).	531.2941	4364.881	.315	.984
1.2.3. To develop leadership skills for students to lead organizations and initiatives in the 21st Century (Mission).	531.5000	4362.621	.324	.984

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
12.4. To develop graduates with the international and intercultural capacity to inspire and improve individual learning outcomes, outstanding quality postgraduate studies for professionals (Mission).	531.7353	4337.898	.554	.984
1.2.5. To develop future generations of scholars, teachers, information professionals, and institutional leaders (Mission).	531.6176	4363.698	.326	.984
2.1. Prepare graduates to work and live in a global society.	531.5588	4351.769	.355	.984
2.2. Equip students the organizational management skills and policy background to develop education systems, with a global perspective.	530.7059	4367.790	.280	.984
2.3. Equip graduates with transformational leadership skills for 21st century leaders the social and cultural diversity setting.	531.9706	4329.060	.549	.984
2.4. Encourage students to use knowledge, diverse cultural frames of reference in education to think critically and solve problems.	530.5882	4379.280	.148	.984
2.5. Equip graduates with international perspectives and competences to take job on in a global environment.	532.0000	4345.939	.425	.984
3.1.1. Apply advanced local, international and intercultural knowledge of contemporary management issues and challenges in relation to education.	530.7059	4333.971	.670	.984
3.1.2. Apply the latest research findings in the aspects of Educational Management studied.	530.7059	4328.881	.644	.984
3.1.3. Demonstrate contemporary knowledge in educational reform, leadership, entrepreneurship in education, educational change, educational organizations, assessment and quality, and school management.	530.6471	4333.023	.542	.984
3.1.4. Demonstrate knowledge of the interrelatedness of local and international issues, trends and systems in education.	531.6176	4323.819	.628	.984

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
3.1.5. Demonstrate knowledge of university autonomy and social responsibility in the context of international integration.	530.9412	4339.875	.515	.984
3.2.1. Ability to conduct a multi-perspectives analysis in education management issues.	530.7941	4304.956	.750	.984
3.2.2. Ability to generate and evaluate complex ideas, concepts and models related to educational leadership and management issues in the local and global context.	531.5294	4335.954	.521	.984
3.2.3. Ability to conduct a substantial research based project related to educational leadership from a variety of different perspectives.	531.7353	4342.988	.475	.984
3.2.4. Ability to demonstrate creativity and critical thinking in tackling challenges related to educational leadership and management issues in local and global educational setting.	531.6765	4352.104	.337	.984
3.2.5. Ability to interact and collaborate with others effectively, including in teams, in the work place and in culturally diverse context.	531.2941	4344.941	.546	.984
3.3.1. Demonstrate an appreciation of professional responsibilities and ethical principles associated with educational organizations in local and global context.	531.2059	4310.350	.630	.984
3.3.2. Demonstrate a willingness to engage in local, global, international and intercultural problem solving in education management setting.	531.3529	4313.508	.590	.984
3.3.3. Demonstrate appreciation and respect for the values and knowledge's of local and other cultures in their perspectives.	531.3235	4310.407	.584	.984
3.3.4. Demonstrate an understanding of multicultural perspectives to seek out international/intercultural opportunities in personal and professional development.	531.5882	4314.734	.528	.984

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
3.3.5.Ability to understand and respect interdependence of work and life in a globalized world.	531.4412	4314.860	.536	.984
4.1. The curriculum of the program is developed with reference to the needs of the stakeholders, national qualifications framework and development trends of education management in a global setting.	530.6765	4313.256	.726	.984
4.2. The curriculum adequately addresses the international dimension of the program through its contents, English/foreign languages and learning opportunities such as regional or international exchanges, internships, study trips, collaborative research an	531.6471	4327.084	.627	.984
4.3. The curriculum is structured and flexible to allow students to pursue different areas of specialization to meet their needs and interests.	531.6176	4326.971	.628	.984
4.4. This is an interdisciplinary program drawing on policy, sociology, political science, economics, history and contemporary policy-making, which acknowledges the 'problem solving' appeal of educational management in both national and global contexts.	531.0882	4307.598	.632	.984
4.5. The curriculum, teaching and learning methods and student assessment are constructively aligned to achieve its intended vision and mission, goals/objectives and expected learning outcomes.	531.5588	4299.042	.765	.984
5.1. Instructor encourages critical thinking of students through independent study and field experience.	531.2059	4337.987	.529	.984
5.2. Instructor applies peer teaching and working in groups to develop student's international and intercultural competences.	530.5882	4314.856	.713	.984
5.3. Instructor provides complex problems and challenges facing local and international public education in his/her subject.	531.5000	4333.167	.505	.984

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
5.4. Instructor offers internships/ placements opportunities for students in international or intercultural agencies.	531.9412	4351.087	.338	.984
5.5. Instructor uses e-learning platform including learning management system, online courses, websites, electronic links and networks, social media etc. to complement his/her teaching.	531.9118	4358.325	.256	.984
6.1. Instructor provides assessment feedback to students on their performance to improve learning.	530.7353	4317.594	.690	.984
6.2. Instructor assesses student's ability to gather and apply knowledge in and across disciplines in a global context.	531.6471	4320.538	.630	.984
6.3. Instructor uses reflective written task such as report writing or word assignment to reflect students' progress of international and intercultural knowledge, skills and attitudes.	531.7059	4307.911	.689	.984
6.4. Instructor uses the percentage of student's attendance at courses, tutorials, seminars and workshops relevant to international events and topics as part of student assessment.	532.0882	4324.871	.575	.984
6.5. Instructor focuses on students abilities to communicate, negotiate, problem solving in a range of international and intercultural situation.	531.0588	4297.451	.771	.984
7.1. Instructor actively engages in professional associations at local and international level.	531.8235	4311.301	.627	.984
7.2. Instructor achieves high quality, high impact research projects in education management issues.	531.8529	4331.099	.580	.984
7.3. Instructor develops international and intercultural perspectives during their overseas study or work.	531.8235	4323.362	.681	.984
7.4. Instructor is author of local and international journals, book chapters, conference papers, and projects.	531.6471	4315.023	.679	.984

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
7.5. Instructor has influential voices in organizational management, public policy and education reform.	530.5588	4322.799	.641	.984
7.6. Instructor seeks continuing education and training to stay up to-date on new developments as well as for professional development.	531.2941	4312.396	.738	.984
8.1. The university provides pre-arrival information packages including web-based information and orientation activities for students.	531.4706	4299.166	.748	.984
8.2. The university offers extra-curriculum for students such as pre-sessional English and Pre-master's academic preparation courses.	531.7353	4316.625	.560	.984
8.3. The university provides supportive learning and social spaces for local and international students.	530.7647	4308.488	.689	.984
8.4. The university provides and supports for on-campus activities such as cultural events, international education week, and international friendship club for local and international students.	531.7353	4305.655	.577	.984
8.5. The university provides counseling and guidance to support local and international students.	531.8529	4322.493	.526	.984
8.6. The university provides inbound and outbound students going for overseas internships or exchange programs.	531.9706	4312.211	.588	.984
9.1. The university/ faculty invests in strategic partnerships with world-class institutions.	531.8529	4313.947	.557	.984
9.2. The university/ faculty enhances the cooperation with local and international organizations.	531.7353	4323.837	.580	.984
9.3. The university/ faculty develops international and intercultural competences for academic and support staffs.	531.7647	4330.610	.505	.984
9.4. The university/ faculty requires the integration of foreign languages into existing disciplines.	531.6471	4337.750	.426	.984

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
9.5. The university/ faculty offers financial incentives to propose internationalization strategy and plans.	532.1765	4362.392	.203	.984
9.6. The university promotes and encourages faculty to carry out collaborative research with other local and overseas organizations and universities.	530.8529	4318.493	.574	.984
10.1. The university/ faculty develops a plan for internal audit of the Education Management (Master Degree) curriculum.	531.4706	4321.772	.607	.984
10.2. The university/ faculty develops a plan for external audit the Education Management (Master Degree) curriculum by international experts or agencies.	531.8235	4314.271	.673	.984
10.3. The university/ faculty has a system /mechanism to assure the quality of international curriculum in Education Management (Master Degree).	531.8235	4318.513	.636	.984
10.4. The university uses key performance indicators to measure the outcomes or achievements of the international curriculum in Education Management (Master Degree).	531.7941	4318.835	.605	.984
10.5. The university/ faculty uses the results of curricular auditing to improve quality of international curriculum in Education Management (Master Degree).	530.8824	4305.683	.731	.984

Appendix G:
Expert Checking List

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EXPERT CHECKING LIST
(FOCUS GROUP)

To validate the content of the model for the Doctoral Dissertation **Development of an International Curriculum Management Model in Education Management, Vietnam Higher Education Institutions",** at the Department of Educational Policy, Leadership and Management, Faculty of Education, Chulalongkorn University, Bangkok, Thailand, the Content Validity (IOC) Form is designed to ask expert's opinions about the content and the possibility of the model.

The model aim to support the educational leaders at ministry level, administrators and instructors at university and faculty level in planning, implementing and managing the international curriculum for master program of education management successfully and effectively, achieving the national, regional and international standards and recognition.

To evaluate the content and language of each item in the model, **please give your points by "√ "** and **comment** *(if nessesary*) your opinions according to this value:

- If you agree with the item, give value = +1.
- Do not agree with item, give value = -1
- Not sure about the item, give value = 0

Name of Expert:----------

Institution: ----------

Date of Review: ----------

Items	+1	0	-1	Comments
1. Rationale of the international curriculum management model				
- To be recognized by national, regional and international academic standards - To improve the quality of training - To produce highly talented human resources - To enhance the university prestige - To strengthen the local curriculum - To create more study opportunities for students - To create opportunities for professional development of instructors				

Items	+1	0	-1	Comments
2. Objectives of the international curriculum management model				
- To be one of the initiatives and innovative Master's Program in Education Management in Vietnam - To prepare graduates, who work and live successfully in local and international environment - To support the educational leaders, administrators, instructors in planning, implementing and managing the Master's Program in International Education Management in Vietnam				
3. Goal of the Master's Program in International Education Management				
To foster international and multicultural perspectives among educational leaders capable of developing effective and innovative approaches to enhance national, and global education professional practices and performance.				
4. Program objectives of the Master's Program in International Education Management				
4.1. To provide professional development to teachers, administrators and educational leaders working in early childhood setting, primary, secondary schools in the government and non-government sectors, as well as technical and vocational education training (TVET) and tertiary education.				
4.2. To enable aspiring educational administrators to integrate theoretical and practical knowledge to apply and respond effectively to the challenges of educational management in a global era.				
4.3. To develop graduates' research capabilities, professional (including soft skills) and transformational leadership abilities.				
4.4. To enhance graduates' intercultural competence, sensitivities and cultural intelligence (CQ).				

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Items	+1	0	-1	Comments
4.5. To prepare graduates for possibly pursuing Ph.D. degree in education.				
5. Strategies of the Master's Program in International Education Management				
5.1. Empower good governance and quality assurance in Vietnam higher education institutions, in which the government provides more autonomy, offers financial incentives to propose international strategies and plans.				
5.2. Inspire and improve the quality of teaching and learning, enrich and diversify student experience and career outcomes, sustenance of international curriculum and establishing a legal mechanism for developing and implementing the international curriculum.				
5.3. Emphasize the research excellence of academic staff and students, collaboration, partnership and impact on graduate training and research.				
5.4. Enhance the international and intercultural competencies of administrators and academic staffs.				
5.5. Attract the best local and international students and internationalize the quality of student services.				
5.6. Enrich the local and international cooperation and community building that serves the society development.				
6. Five dimensions of the international curriculum management model for master degree in educational management in Vietnam Higher Education Institutions				
6.1. Dimension 1: Leadership in internationalization of the curriculum				
6. 1.1. Characteristics of educational leaders				
Have a good vision and have a broad view on strategic development and implementation of international curriculum.				
Be supportive for the quality of internationalization of training and research, staff development and mobility programs				
Have ability to execute, empower, innovate, adapt and deliver the policy in an uncertain situation.				

Items	+1	0	-1	Comments
Use information technology as an effective tool in management, teaching and learning.				
Focus on both top-down and bottom up management				
Have the ability to empower staff and students capacities				
Have the ability to attract qualified local and international instructors and students.				
Contribute for the society developments				
Attract the investments from the local and international networks with organizations, businesses, and employers.				
6. 1.2. Qualifications of leaders				
• Professional ethics and competencies.				
• Educational management knowledge and experience.				
• International knowledge and perspectives and experience.				
• Proficiency in international languages, especially English.				
• Willingness to change and fulfill their roles as effective leaders				
6.1.3. Tasks of leaders				
• University and school leaders: develop policies, strategies, mechanisms, and guidance of the international curriculum.				
• Administrators in charge: develop goals, objectives, curriculum, plans, allocate resources, and manage change.				
• Instructors: develop and revise course syllabi, instructional methods and student assessment, classroom management, and allocate resources.				
6.2. Dimension 2: Developing international curriculum for Master's Program in International Education Management				
6. 2.1. Learning outcomes				
Knowledge • Demonstrate and apply basic, practical and advanced knowledge in education management to solve the educational practical problems.				

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Items	+1	0	-1	Comments
• Apply knowledge of educational research in both thesis and career.				
Skills • Develop self- study, critical thinking and creativity skills. • Develop interactive, cooperative, IT, international language and research skills.				
Attitudes • Develop the international and intercultural perspectives in education management. • Develop professional ethics and responsibilities.				
6. 2.2. Entry Requirements				
• B.A Degree from the accredited university • Minimum English language proficiency B2 (CEFR), 4.5 (IELTS), 450 (TOEFL). • Committee selection and interview.				
6. 2.3. Curriculum structure				
• Plan A: Coursework (54 credits) • Plan B: Coursework and research (54 credits) • Plan C: Research (54 Credits)				
6. 2.4. Duration of study				
• Full-time: 1 – 2 years • Part-time: 2 – 5 years				
6. 2.5. Teaching and learning methods				
• Lecture, seminars, group assignments, case studies, team teaching. • Utilizing ICT such as websites, electronics networks, chat groups. • Self-directed, independent study and field experience inside and outside the country. • Learning in diverse and cross-cultural groups.				

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Items	+1	0	-1	Comments
6. 2.6. Instructors				
• Proficiency in international language and IT. • International and administrative experience. • High impact research and publications. • Participate in local and international professional networks.				
6. 2.7. Learning Resources				
• Physical and electronic collections. • Multimedia labs. • Digital learning resources.				
6. 2.8. Student assessment				
• Measure students' performance and competence • Quiz, word assignment, projects, case studies analysis. • Grading scale: A, B, Non satisfactory				
6. 2.9. Job opportunities				
• To work as an educational manager; a lecturer, researcher • To possibly continue their studying in Ph.D. Degree in Education Management				
6. 2.10. Course description				
• Main content of each course (more details in the summary of the model document)				
6.3. Dimension 3: General management and support services				
6. 3.1. Staff Development				
• English language and IT capacities • International and intercultural knowledge and skills. • Develop collaborative research. • Recruit international lecturers and Vietnamese lecturers (abroad studying experience).				
6. 3.2. Extra Curriculum Development				
• Pre-sessional English and pre-master academic courses, seminars, academic study skills				

Items	+1	0	-1	Comments
• Students' collaborative programs (local and international collaborative internship programs with educational organizations, industries, and communities). • Counseling and guidance • On-campus activities (student's club, playground…).				
6. 3.3 Student services				
• In-bound and out-bound services • Student service center (support for accommodation, financial aid, insurance, employment…) • Student service webpage				
6.4. Dimension 4: Administrative services and management				
6. 4.1.Physical resource management				
• Modern library, international textbook, journals. • International standard infrastructure and facilities • Working spaces and victual classroom, multimedia room.				
6. 4.2. IT support				
• Website, blackboards, educational software. • Technology-based strategy • Data system and dashboard connecting international lectures and students.				
6. 4.3. Financial support				
• Public funding for research, IT, modern facilities, materials • Develop financial strategy • Budget for instructors and students attend international conferences • Develop competitive tuition fee scheme				
6. 4.4. Institutional collaboration support				
• Develop strategic partnerships with world-class institutions • Benchmark quality				

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Items	+1	0	-1	Comments
• Cooperate with local and international institutions and professional networks.				
6.5. Dimension 5: Quality Assurance Management				
6. 5.1. Internal quality assurance				
• A systematic/mechanism to assure quality assurance • Criteria/key performance to measure the outcomes • Feedback from stakeholders • Expert evaluation • Internal audit of curriculum				
6. 5.2. External quality assurance				
• Benchmarking and collaborating with the international universities • Assessment by national and international accreditation agencies.				

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Appendix H:
Expert's name

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POLICY MAKERS' NAME LIST

1. **Prof. Dr. Nguyen Quy Thanh,** Rector of University of Education, Member of National Education Council.
2. **Assoc. Prof. Dr. Pham Nhu Nghe,** Vice Director of Post Graduate Department, Ministry of Education.
3. **Assoc. Prof. Dr. Huynh Thanh Dat,** President, Vietnam National University - Ho Chi Minh City.
4. **Dr. Vu The Dung,** Vice Rector Ho Chi Minh City University of Technology.
5. **Assoc. Prof. Dr. Hoang Huu Hanh,** Director of International Relation Department, University of Hue.
6. **Dr. Dang Duc Long,** Head of Science and International Relation Office, University of British – Vietnam.
7. **Dr. Nguyen Kim Dung,** General Vice Director, HCM University of Education.

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ADMINISTRATORS' NAME LIST

1. **Assoc. Prof. Dr. Nguyen Thanh Vinh,** Dean of Faculty of Education, National Academy of Education Management.
2. **Dr. Ngo Thanh Hung,** Dean of Faculty of Education, Hue College of Education, University of Hue.
3. **Dr. Nguyen Duc Danh,** Dean of Faculty of Science Education, HCM University of Education.
4. **Assoc. Prof. Dr. Duong Thi Hoang Yen,** Dean of Faculty of Education, University of Education, Vietnam National University – Hanoi.
5. **Dr. Nguyen Thi Hao,** Vice Dean of Faculty of Education, University of Social Sciences and Humanities, Vietnam National University – Ho Chi Minh City.

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LIST OF EXPERTS FOR FOCUS GROUP

1. **Prof. Dr. Fry W. Gerald**, visiting scholar in Chulalongkorn University.
2. **Dr. Tran Thi Hong,** Vice Rector, Nguyen Tat Thanh University.
3. **Dr. Ly Minh Chau,** Senior lecturer, International Institute, University of Economics, Ho Chi Minh City.
4. **Dr. Nguyen Duc Chinh,** Vice Dean of Medical Faculty VNU-HCM.
5. **Dr. Nguyen Duc Danh,** Dean, University of Education, Ho Chi Minh University.
6. **Assoc.Prof. Dr. Pham Van Thuan**, Vice Rector, University of Education, VNU-HN
7. **Dr. Nguyen Thi Hao,** Vice Dean, Faculty of Education, University of Social Sciences and Humanities.
8. **Dr. Le Thi Hong Gam,** Lecturer, Quality Assurance and Strategic Development Department, University of Thu Dau Mot, Binh Duong.
9. **Mr. Andrew Marchand**, Project Researcher, University of Thu Dau Mot, Binh Duong, Ph.D. candidate, Victoria University, Canada

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Appendix I:
Focus Group Agenda

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Focus Group Discussion Agenda

DEVELOPING INTERNATIONAL CURRICULUM MANAGEMENT MODEL
FOR MASTER DEGREE OF EDUCATION MANAGEMENT
IN VIETNAM HIGHER EDUCATION INSTITUTIONS

Time: 8th January 2019 (14.00 pm to 17:00 p.m.)
Venue: Room D401, University of Social Science and Humanities (VNU-HCM)

14:00- 14 30.pm	Registration and Refreshments
14.301 - 4.45 pm	Welcome and Opening Remarks
14.45 – 15: 15 pm	Research Concept and Basic Results Presentations
	Nguyen Thi My Ngoc, Researcher
15:15 – 16:30 pm	Focus Group Discussion
	Focus Group Attendees, Experts
	University Leaders and lecturers
17:00 – 16:30pm	Focus Group Summary

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INFORMATION FOR ATTENDEE

DEVELOPING INTERNATIONAL CURRICULUM MANAGEMENT MODEL
FOR MASTER DEGREE OF EDUCATION MANAGEMENT
IN VIETNAM HIGHER EDUCATION INSTITUTIONS

Objectives

To review and improve the draft of the international curriculum management model for master degree of education management in Vietnam Higher Education Institutions.

Documents

-Document 1: Draft of the international curriculum management model for master program of education management in Vietnam Higher Education Institutions.

-Document 2: Commentary Sheet (IOC)

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Processes

1. Check the draft document. (Document 1)

2. Review the model (Document 2)

3. Comments and provide further suggestions to researcher.

VITA

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