



Solutions For Enhancing Political Theory Lecturers' Awareness of Digital Transformation in Teaching at Vietnamese Universities

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Abstract

Digital transformation has become an inevitable development in higher education, requiring comprehensive innovation in teaching practices. Within this process, political theory lecturers play an important role in communicating ideological foundations and developing learners' scientific worldviews and methodological thinking. Nevertheless, the digital transformation of political theory teaching continues to face limitations arising from insufficient awareness, uneven digital competence, and a lack of responsibility among some lecturers. Drawing on theoretical research and an analysis of the practical requirements of educational digital transformation in Vietnam, this article clarifies the concept of enhancing political theory lecturers' awareness of digital transformation in teaching. It also proposes several groups of fundamental solutions for strengthening such awareness among political theory lecturers at Vietnamese universities. The coordinated implementation of these solutions can help improve the quality of political theory teaching, accelerate digital transformation in higher education, and meet the demand for highly qualified human resources in the context of Vietnam's national digital transformation.

Keywords: digital transformation; digital transformation awareness; political theory lecturers; higher education; teaching.

I. INTRODUCTION

The Fourth Industrial Revolution and the ongoing process of digital transformation are bringing about profound changes in virtually every sphere of social life, particularly education and training. In Vietnam, digital transformation in education has been identified as a central task in the fundamental and comprehensive reform of the education system. It is expected to improve the quality of human resources and enable the country to meet its development needs in the digital era. For universities, digital transformation is not limited to the adoption of technology in institutional management and teaching. More importantly, it involves a broader shift in educational thinking, pedagogical approaches, and training models toward more modern, flexible, and learner-centred practices.

Political theory courses occupy a distinctive position in higher education because they contribute to the development of students' political steadfastness, scientific worldview, methodological thinking, and value orientation. In response to current educational reforms, the integration of digital technologies into the teaching of these courses has become increasingly necessary to improve teaching quality, effectiveness, and student engagement. In practice, however, the digital transformation of political theory teaching continues to encounter considerable difficulties. One significant reason is that some lecturers have not yet developed the level of digital transformation awareness required by emerging educational demands. Their understanding, attitudes, sense of responsibility, and digital competence remain uneven.

Against this background, clarifying the concept of enhancing political theory lecturers' awareness of digital transformation in teaching and proposing appropriate solutions are important from both theoretical and practical perspectives. Such research provides a basis for strengthening lecturers' role in pedagogical innovation, promoting the effective use of digital technologies, developing a modern educational environment, and contributing to the successful implementation of digital transformation in Vietnamese higher education.

CONTENT

1. Conceptualising the Enhancement of Political Theory Lecturers' Awareness of Digital Transformation in Teaching at Vietnamese Universities

Digital transformation in the teaching of political theory courses at Vietnamese universities refers to the integration of digital technologies and digital data into teaching and learning. This process reshapes teaching methods and formats, assessment practices, and the organisation and management of instructional activities. Its purpose is to improve the quality, effectiveness, and flexibility of political theory education while meeting the current training objectives and requirements of Vietnamese universities.

Enhancing political theory lecturers' awareness of digital transformation in teaching encompasses the range of activities undertaken by educational stakeholders within universities to influence the components constituting lecturers' digital transformation awareness. These activities are intended to bring about positive changes in the quality of those components so that lecturers can meet the objectives and requirements of digital transformation and improve the quality of political theory teaching.

First, the purpose of enhancing political theory lecturers' awareness of digital transformation is to develop, in a comprehensive and coordinated manner, the principal components of such awareness, including knowledge, attitudes, and a sense of responsibility. Improvements in these areas gradually strengthen lecturers' capacity to carry out digital transformation in their teaching practices. This is a decisive condition for the effective implementation of digital transformation in education and training. It also contributes to improving the quality of university education in Vietnam and addressing emerging human-resource requirements.

Second, the principal actors involved in enhancing political theory lecturers' digital transformation awareness include Party committees, university governing boards, functional departments, Party organisations and management boards at faculty and departmental levels, and the academic units in which political theory lecturers work. The lecturers themselves are both agents and beneficiaries of this process.

These stakeholders play a decisive role in strengthening lecturers' awareness of digital transformation in teaching. When they possess an appropriate understanding and a strong sense of responsibility, they are better able to identify objectives, requirements, contents, curricula, formats, resources, and methods of education and professional development in a sound, systematic, and creative manner. They can also formulate plans and organise practical activities designed to strengthen lecturers' digital transformation awareness.

Conversely, incomplete understanding or inadequate fulfilment of institutional responsibilities may produce inconsistent interventions and create barriers to the development of political theory lecturers' awareness of digital transformation in teaching at Vietnamese universities.

Third, the enhancement of political theory lecturers' awareness of digital transformation in teaching involves the following areas.

(1) Strengthening Political Theory Lecturers' Knowledge of Digital Transformation in Teaching

Each lecturer needs to understand that renewing teaching methods through digital technologies serves more than the immediate purpose of improving the quality of student education and training. It also contributes directly to the development of a workforce capable of mastering science and technology and meeting the requirements of national construction and defence in the digital era.

Strengthening lecturers' knowledge of digital transformation should therefore extend beyond plans designed to improve their disciplinary expertise in political theory and their understanding of political and social realities. Particular attention should be paid to education and professional development in digital technologies, the pedagogical application of such technologies, digital competence, information literacy, and digital-data literacy.

(2) Developing Appropriate Attitudes toward Digital Transformation in Teaching

Given the specific characteristics of the academic environment, the professional activities of political theory lecturers, including efforts to enhance their awareness of digital transformation, are generally undertaken within planned and closely managed institutional structures. At the same time, these structures should provide lecturers with attention, understanding, encouragement, and timely support.

Such conditions help political theory lecturers maintain a high degree of consistency between their professional intentions and actions. They also provide opportunities for lecturers to improve their learning capacity, broaden the knowledge required for teaching and digital transformation, and develop greater creativity in scientific research in support of education and training.

In addition to institutional mechanisms and policies, leaders and managers at different levels need to encourage lecturers to draw upon their own initiative and commitment when addressing the difficulties and obstacles associated with digital transformation in teaching.

Efforts to strengthen digital transformation awareness should foster lecturers' confidence in institutional leadership and management as well as their determination to fulfil digital transformation tasks in education and training. Lecturers should develop confidence in the value and effectiveness of digital technologies for political

theory teaching and in their own capacity, together with that of their colleagues, to master and apply these technologies.

Such confidence is essential to the renewal of teaching methods and the improvement of assessment practices in political theory courses. It also provides a foundation upon which lecturers can enrich their knowledge, professional commitment, confidence, and determination to undertake digital transformation effectively.

(3) Strengthening Lecturers' Sense of Responsibility for Digital Transformation in Teaching

Strengthening lecturers' sense of responsibility is a process of encouraging them to act consciously, proactively, persistently, and creatively in both their thinking and professional practice. It also requires lecturers to connect their individual responsibilities with the duties and objectives of their academic units when implementing digital transformation.

University leaders and managers should therefore help lecturers recognise that digital transformation is a major professional responsibility directly associated with the quality of education. This involves clarifying each lecturer's individual responsibility for renewing teaching methods through digital technologies.

Lecturers should demonstrate initiative and self-discipline in learning and professional development to improve their knowledge, digital competence, and understanding of modern pedagogical methods. They should actively participate in training programmes in educational technology and digital pedagogy, develop the habit of regularly updating their knowledge, and adapt quickly to technological developments.

They should also continually review and revise their teaching methods, apply digital platforms flexibly in teaching and assessment, and take the initiative in designing digital lessons and developing electronic learning resources suited to the distinctive characteristics of political theory courses.

Digital innovation requires persistence. Lecturers need to improve the effectiveness of technology-enhanced teaching step by step and seek practical solutions to difficulties and limitations encountered during implementation. Sharing experience and supporting colleagues in the application of digital technologies are equally important, as these practices contribute to the development of a supportive digital environment and a culture of digital transformation within each university.

Fourth, Approaches to Enhancing Political Theory Lecturers' Awareness of Digital Transformation in Teaching

The approaches adopted to enhance political theory lecturers' awareness of digital transformation in teaching are intended to foster meaningful changes in their knowledge, attitudes, and sense of professional responsibility toward implementing digital transformation in educational practice. The content of awareness enhancement largely determines the methods through which this objective is achieved. In practice, this process can be implemented through several fundamental activities.

(1) Establishing and implementing an enabling institutional and legal framework

Universities should develop, promulgate, and effectively implement institutional regulations that provide a solid legal foundation for digital transformation in education and training in general and for the digital transformation of political theory teaching in particular. Such measures include establishing steering committees or specialised units responsible for information technology and digital transformation; developing institutional plans for information technology application and digital transformation; issuing regulations on information security, the management and operation of digital systems, online teaching, computer-based assessment, copyright and intellectual property protection, and the organisation of political theory teaching on digital platforms.

(2) Developing digital ambassador networks and pilot digital literacy initiatives

Universities should establish networks of *digital ambassadors* and pilot units within the national **Digital Literacy Movement**, particularly in faculties responsible for political theory education. These networks should undertake activities such as promoting awareness of digital transformation, guiding lecturers in the effective use of digital platforms and digital resources, improving information security awareness, supporting the management of digital documents, assisting in the development of electronic lectures and digital learning materials, and coordinating the implementation and periodic evaluation of institutional digital transformation initiatives.

(3) Providing continuous professional development in digital transformation

Political theory lecturers should be offered continuous learning opportunities through short-term and long-term domestic and international training programmes on digital transformation and digital education. Universities should organise seminars and workshops where experts introduce emerging technologies, demonstrate the use of presentation software, video recording and editing tools, multimedia production techniques, and methods for integrating interactive digital resources into political theory instruction.

Professional development should also strengthen lecturers' competencies in searching, accessing, evaluating, sharing, and exploiting online information related to political theory; managing digital resources; identifying

reliable political and social information from official domestic and international sources; and recognising cybersecurity risks. Training programmes addressing information security and cyber safety should be designed systematically and delivered on a regular basis.

(4) Improving academic qualifications and pedagogical competence

Political theory lecturers should be encouraged to pursue advanced academic qualifications and professional development at reputable educational institutions both within Vietnam and abroad, particularly through master's and doctoral programmes. These activities should be integrated with institutional professional development initiatives, including teaching workshops, excellent teaching competitions, peer observation, professional learning communities, and academic exchanges.

In addition, lecturers should actively participate in scientific conferences, research seminars, thematic workshops, and research projects at different levels. Educational visits to historical and cultural sites can also enrich lecturers' practical knowledge and provide valuable contextual resources for political theory teaching.

Overall, approaches to enhancing political theory lecturers' awareness of digital transformation should be diversified, flexible, and adapted to the specific conditions of individual universities. Scientifically designed and context-sensitive approaches are more likely to improve both the quality and effectiveness of awareness enhancement and to promote sustainable digital transformation in political theory education.

II. Solutions for Enhancing Political Theory Lecturers' Awareness of Digital Transformation in Teaching at Vietnamese Universities

Decision No. 749/QĐ-TTg, issued by the Prime Minister of Vietnam on 3 June 2020, approving the **National Digital Transformation Programme to 2025 with a Vision to 2030**, identifies awareness as the decisive factor in digital transformation. The Programme also emphasises that people should remain at the centre of digital transformation, while institutions and technology constitute its principal driving forces. The development of digital platforms is regarded as a breakthrough solution for accelerating digital transformation, reducing costs, and improving operational efficiency. At the same time, cybersecurity and information security are recognised as indispensable conditions for ensuring that digital transformation is both successful and sustainable. The Programme further stresses that the coordinated participation of the political system at all levels, together with active public engagement, is essential to the success of national digital transformation.

Based on this policy orientation, several fundamental solutions can be proposed to strengthen political theory lecturers' awareness of digital transformation in teaching.

2.1. Strengthening the Awareness, Responsibility, and Capacity of Institutional Stakeholders

First, institutional leaders, managers, and relevant stakeholders should develop a comprehensive understanding of the significance, role, and necessity of enhancing political theory lecturers' awareness of digital transformation in teaching.

Second, leadership bodies and all participating stakeholders should strengthen their sense of responsibility in planning, directing, and implementing initiatives designed to improve lecturers' digital transformation awareness. Third, the leadership, management, advisory, and implementation capacities of relevant stakeholders should be continuously improved to ensure the effective organisation of digital transformation initiatives in political theory education.

Fourth, greater collaboration among institutional organisations and supporting units should be encouraged in order to create a coordinated and sustainable framework for enhancing lecturers' awareness of digital transformation.

Finally, improvements in awareness, responsibility, and organisational capacity should be accompanied by systematic monitoring, evaluation, periodic reviews, and evidence-based assessments of implementation outcomes.

2.2. Innovating Educational Content and Diversifying Approaches to Awareness Enhancement

First, the content of awareness enhancement programmes should be regularly updated to ensure comprehensive coverage, practical relevance, and close alignment with the evolving requirements of digital transformation in Vietnamese higher education.

Second, theoretical education should be closely integrated with digital skills training and practical experiences in applying digital technologies to political theory teaching.

Third, universities should diversify educational strategies, professional development programmes, and training methods to improve lecturers' awareness and competence in digital transformation.

Fourth, awareness enhancement initiatives should be embedded within lecturers' professional activities, scientific research, and institutional academic development programmes.

Finally, universities should encourage political theory lecturers to demonstrate initiative, creativity, and self-directed learning throughout the process of acquiring and strengthening their awareness of digital transformation.

2.3. Developing a Digital Pedagogical Environment and Strengthening Institutional Support

First, universities should establish an integrated and modern digital learning environment capable of meeting the requirements of digital transformation across higher education, particularly in political theory teaching.

Second, comprehensive digital learning resources and digital databases should be developed to support teaching and learning in political theory.

Third, institutional policies and incentive mechanisms should be improved to motivate lecturers to participate actively in digital transformation initiatives.

Fourth, universities should ensure adequate investment in facilities, technological infrastructure, and financial resources to support digital transformation.

Fifth, efforts should be made to cultivate a digital culture characterised by innovation, collaboration, and continuous improvement.

Finally, information security and cybersecurity should be strengthened to ensure the safe and effective implementation of digital technologies in political theory education.

2.4. Promoting Lecturers' Self-directed Professional Development

First, political theory lecturers should develop an appropriate awareness of and motivation for lifelong learning to meet the requirements of digital transformation.

Second, lecturers should cultivate habits of independent learning, self-directed research, and continuous updating of knowledge related to digital technologies and digital education.

Third, digital competence should be strengthened through sustained engagement in teaching practice and scientific research.

Fourth, lecturers should develop perseverance, professional responsibility, and the resilience needed to overcome psychological barriers associated with technological change.

Finally, each lecturer should establish a personal plan for self-learning, professional development, continuous improvement, and self-evaluation of digital transformation outcomes in teaching.

III. CONCLUSION

Enhancing political theory lecturers' awareness of digital transformation in teaching is an objective requirement of the ongoing fundamental and comprehensive reform of higher education. It is also a decisive factor influencing the effectiveness of digital transformation across universities. Such awareness is cultivated through coordinated efforts to strengthen its core components, including knowledge, attitudes, and professional responsibility, while being shaped by institutional leadership, the digital pedagogical environment, policy frameworks, and lecturers' own commitment to continuous professional development.

To foster meaningful and sustainable improvements in digital transformation awareness, universities should implement an integrated set of measures. These include strengthening the awareness, responsibility, and professional capacity of institutional stakeholders; continuously renewing the content and approaches of education and professional development; developing a modern digital pedagogical environment supported by appropriate institutional policies and adequate technological resources; and encouraging lecturers to engage in lifelong learning, self-directed professional development, and continuous pedagogical innovation.

The effective implementation of these measures will not only enhance political theory lecturers' digital competence and improve the quality of teaching but will also accelerate digital transformation in Vietnamese higher education. Ultimately, it will contribute to the development of a highly qualified workforce capable of meeting the demands of international integration and sustainable national development in the digital era.

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