PROPOSING AN INNOVATIVE EDUCATION MODEL: INTEGRATING BLENDED LEARNING STRATEGIES INTO VIETNAMESE HIGHER EDUCATION

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Abstract: This article introduces a pioneering educational model tailored for the Vietnamese higher education sector, aiming to significantly improve academic outcomes and align the system with international standards. This model capitalizes on the integration of blended learning strategies, responding to the directives of Resolution No. 29-NQ/TW. It addresses the pressing challenges within the current educational framework, proposing a multifaceted approach to foster a more robust and effective learning environment. The primary objective is to enhance the quality and accessibility of higher education, thereby positioning Vietnam as a competitive player on the global educational stage. Through a detailed exploration of the proposed model, this research highlights the potential for transformative change in the academic landscape, showcasing the benefits of a blended learning approach in achieving educational excellence and innovation.

Keywords: Vietnamese higher education; Blended learning; Educational innovation; Academic outcomes; Global standards; Resolution No. 29-NQ/TW

1 INTRODUCTION

With globalization and the rapid development of information technology, education faces new challenges and opportunities, and Vietnam's education system is no exception. Recognizing these critical situations, the Vietnamese government has promulgated Resolution No. 29-NQ/TW, aimed at the fundamental and comprehensive reform of education and training systems. This program aims to bring the country's educational system into line with the demands of modernization and industrialization within the socioeconomic environment of a socialist market economy and the larger framework of global integration [1].

The resolution explicitly acknowledges higher education's vital role in producing the highly skilled labor force that the nation needs to accomplish its developmental objectives and remain competitive on the world stage. It lays out a comprehensive strategy that involves expanding training facilities, creating a balanced career and training level structure, and finishing up a cohesive network of higher education institutions. This strategy is well-positioned to meet the changing demands of technological advancement, various fields and occupations, and the overarching goals of national defense and international integration. The resolution prioritizes improving the quality of human resources, developing talents, and promoting learner competency.

However, there are several obstacles to Resolution No. 29-NQ/TW's implementation, especially in light of higher education innovation. These challenges highlight the need for creative teaching methods to support the desired change. Adopting the Blended Learning paradigm, which combines conventional pedagogical approaches with state-of-the-art online learning tools, is a viable way to support this transition. The objectives stated in Resolution No. 29-NQ/TW can be achieved by the thoughtful integration of this model within Vietnam's higher education system [1].

The Blended Learning model can significantly improve the quality of education because of its hybrid design, which provides a dynamic and adaptable learning environment. It makes it possible to tailor learning experiences, consider different learning preferences, and create a dynamic and exciting learning environment. Moreover, this model is conducive to cultivating students' critical thinking skills, problem-solving abilities, and propensity for lifelong LEARNING. The Blended Learning model can catalyze novel learning opportunities by integrating the best aspects of face-to-face instruction with the advantages of online learning platforms. These possibilities are critical to helping Vietnam achieve its social development and international integration goals by giving students the knowledge and skills they need to prosper in a world that is changing quickly.

In conclusion, Vietnam must strategically implement the blended learning paradigm in higher education; it is not only an option. It is a proactive strategy that can significantly aid in achieving the objectives of education reform stated in Resolution No. 29-NQ/TW. Vietnam can guarantee the delivery of a high-quality education that is responsive to the demands of the twenty-first century by adopting this approach, setting the groundwork for the nation's future development and integration into the international community.

2 PAPER AND TEXT FORMAT

2.1 Literature Review

2.1.1 Resolution No. 29-NQ/TW

Resolution No. 29-NQ/TW, issued on November 4, 2013, by the Central Executive Committee of the Communist Party of Vietnam, represents a significant milestone in the comprehensive and substantive reform of Vietnam's educational and training landscape against pressing demands to elevate educational standards. This difficulty arises from the imperative to align the quality of education with the requirements of industrialization, modernization, and international integration. The resolution delineates a strategic vision to overhaul the education system to foster high-quality human resources development.

Central to the resolution are objectives aimed at enhancing the quality of education across all levels, advocating for lifelong learning, and fostering an equitable and productive educational milieu. The resolution lists several crucial actions and steps that must be taken to achieve these goals. Notably, it prioritizes curriculum and pedagogical innovations to guarantee that educational content is pertinent to and responsive to societal demands and labor market trends. In addition, the resolution emphasizes how critical it is for educators and academic administrators to continue their professional growth through systematic training and retraining programs in addition to reforms in hiring, evaluation, and remuneration procedures [1].

The resolution also promotes enhancing educational infrastructure and incorporating information technology into administrative and pedagogical procedures to provide the best Learning and teaching environments. To encourage innovation in educational governance, the resolution asks for increased institutional autonomy and improvements to the academic management framework at different administrative levels [1].

The Vietnamese educational system has significantly progressed since Resolution No. 29-NQ/TW was enacted. Notable advancements have been made in information technology and the adoption of cutting-edge teaching approaches. Students' overall growth and the quality of their education have improved due to these adjustments. However, there are ongoing issues that the higher education sector must deal with, such as the discrepancy between higher education standards and the need for highly skilled labor in a knowledge-based economy. Furthermore, there needs to be more luring non-state investment into the educational sector, and higher education investment continues to be inadequate, lacking strategic focus and efficiency [2].

2.1.2 Blended learning

Blended Learning, or combined Learning, emerges as a response to technological advancements and the increasing need for flexibility within the educational process. Characterized as a hybrid of virtual and classroom instruction, blended Learning redefines the teaching landscape by optimizing instructional design and transforming traditional education modalities. Information technology is crucial in removing temporal and spatial constraints and fostering a more effective teacher-student interaction. This model facilitates deep Learning and stimulates creativity and personal potential development.

The blended learning model transcends the traditional constraints of time and space. This model integrates technology-facilitated online interactions with conventional classroom settings, offering a dynamic and flexible learning environment. Blended Learning showcases superior flexibility in both the application location and timing of teaching activities compared to traditional educational models [3-4].

Furthermore, Blended Learning is characterized by employing multiple instructional strategies to convey knowledge and skills to students. This approach not only amalgamates the advantages of collaborative, independent, and problem-based Learning but also caters to diverse learning preferences, including auditory, visual, and kinesthetic learners. By combining traditional pedagogical methods and technology-driven instruction within physical and virtual spaces, Blended Learning leverages various media to enhance educational outcomes [5-6]. This holistic approach underscores the model's capacity to facilitate a comprehensive learning experience, affirming its significance in the evolution of contemporary education.

The adoption of blended Learning spans numerous countries, with universities in the US, Canada, UK, Australia, and Singapore integrating this method into their academic programs. Beyond higher education, training organizations and high schools have embraced blended Learning to elevate educational quality and support student development.

2.1.3 Blended learning

Integrating traditional pedagogical methods with applied approaches, complemented by a systematic deployment of technology in managing and enhancing educational processes, presents a compelling solution to accommodate students' diverse comprehension and learning preferences within classroom settings. This approach, known as the blended learning model, affords unparalleled flexibility and efficiency in knowledge dissemination. However, the success of such models is contingent upon their capacity to align with the specific requisites of the educational context in question. In this regard, "Blended: Using Disruptive Innovation to Improve Schools" by Michael.

B. Horn and Heather Staker emerge as a seminal text, bridging the gap between conventional educational methodologies and the potential of digital learning innovations.

Central to their discourse is the delineation of four principal blended learning models, as identified through rigorous research encompassing the analysis of myriad practical implementations in educational institutions, primarily within the United States, alongside some international studies (Horn & Staker, 2015). As detailed in their publication, these models provide a comprehensive framework for understanding the multifaceted applications of blended learning practices (Figure 1).
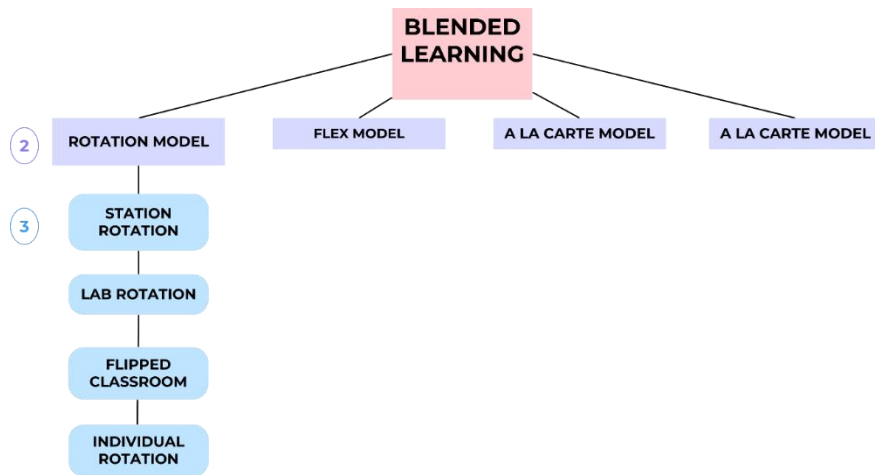
Figure 1 Diagram of Blended learning models

Most blended learning approaches can be categorized into one of four primary types: Rotation, Flex, A La Carte, and Enriched Virtual. Within the Rotation model category are four distinct subtypes: Station Rotation, Lab Rotation, Flipped Classroom, and Individual Rotation.

Firstly, the Rotation Model. The Rotation model is characterized by a course structure where students alternate between different learning modalities on a fixed schedule or at the teacher's discretion. This model is predominantly implemented in brick-and-mortar settings and incorporates at least one online learning modality. Other modalities may include traditional classroom instruction, group projects, individual tutoring, and conventional assignments. The Rotation model is further divided into four sub-models:

Station Rotation: Here, students rotate through all stations in a classroom setting, engaging with various learning activities, including an online learning station (Figure 2).
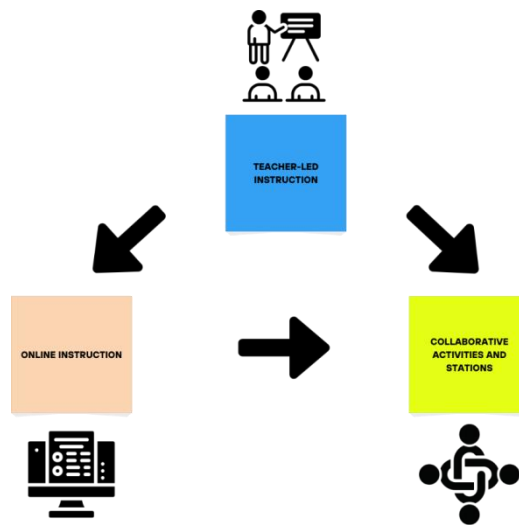

Figure 2 Station Rotation model

Lab Rotation: This sub-model specifically involves rotation to a computer lab for the online learning component, distinguishing it from other stations that might focus on different modalities (Figure 3).
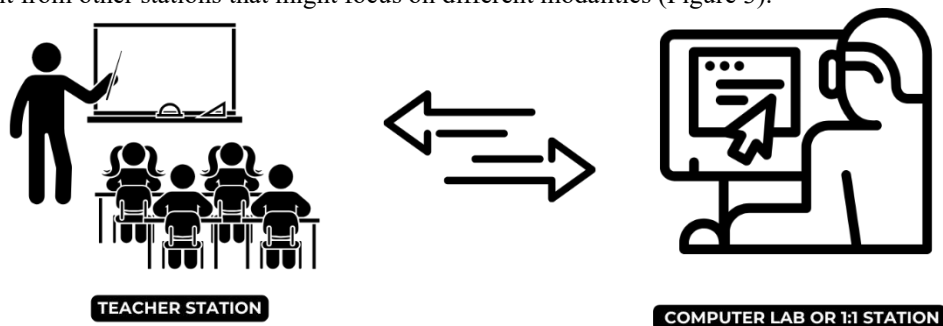

Figure 3 Lab Rotation model

Flipped Classroom: Distinct for its inversion of traditional homework and in-class activities, students first engage with online learning outside of school, then participate in teacher-led practices or projects in the classroom (Figure 4).
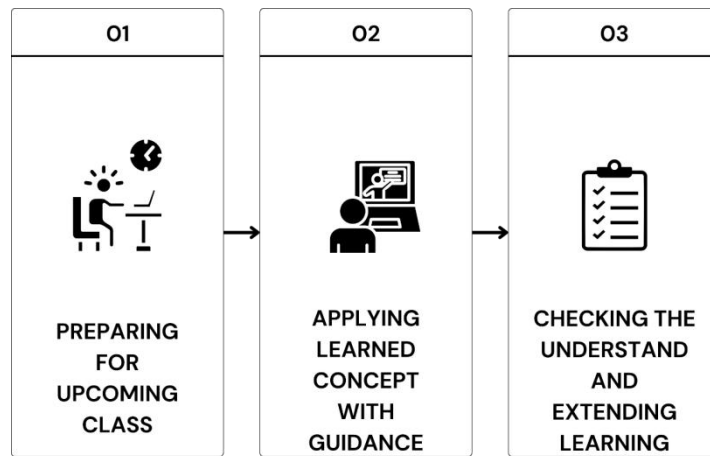

Figure 4 Flipped Classroom model

Individual Rotation: Tailored to each student, this approach employs an individualized playlist of activities. Students do not rotate through all stations but only those assigned based on an algorithm or teacher discretion (Figure 5).
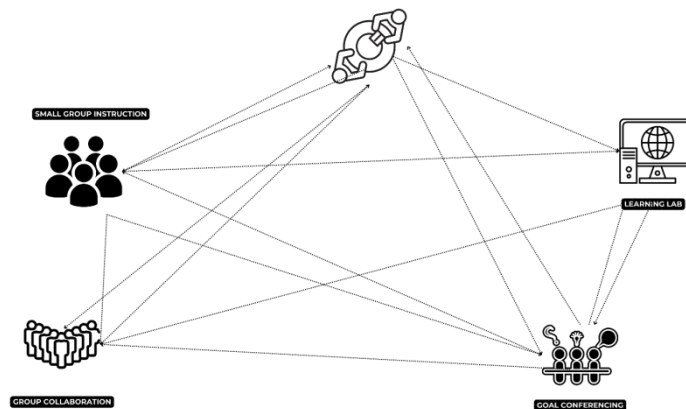

Figure 5 Individual Rotation model

Secondly, Flex Model: The Flex model positions online learning as the central element of student education, supplemented by offline activities. Students navigate through their courses following a personalized, fluid schedule among various learning modalities. Although the primary instruction is online, face-to-face support is provided as needed by on-site teachers or other adults through small-group instruction, projects, or tutoring. The level of in-person support can vary significantly across different implementations of the Flex model (Figure 6).

Figure 6 Flex model

Thirdly, A La Carte Model: Under the A La Carte model, students take one or more courses entirely online alongside other traditional courses at a brick-and-mortar school. This model's key feature is its flexibility, allowing students to complement their in-person education with courses that might not be available or feasible within their school setting. The teacher of record for the online course is responsible for the student's learning in that subject (Figure 7).

Figure 7 A La Carte model

Fourthly, the Enriched Virtual Model: Originating from full-time online schools, the Enriched Virtual model requires students to attend scheduled face-to-face sessions with their teacher, combined with the flexibility to complete their coursework remotely. Unlike the Flipped Classroom model, face-to-face interactions in the Enriched Virtual model are not daily but scheduled as required, making it distinct from fully online courses. This model facilitates online and in-person learning, with the same instructor typically overseeing both modalities (Figure 8).
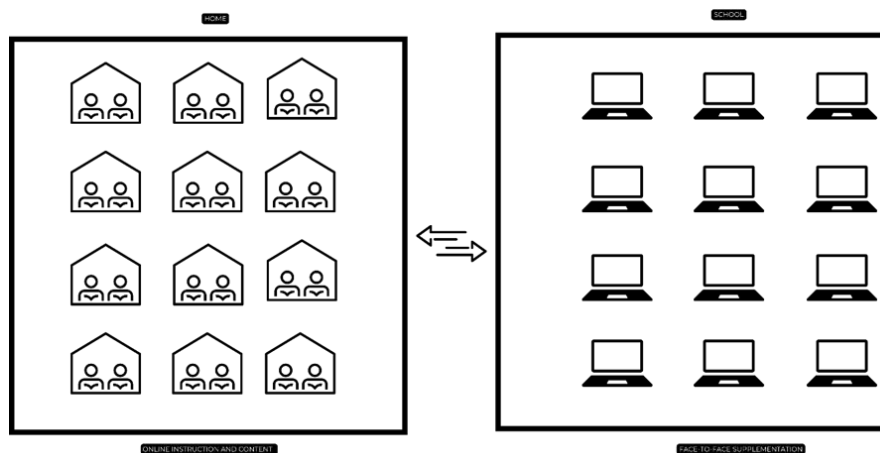

Figure 8 Enriched Virtual model

In conclusion, these blended learning models represent a significant shift in educational paradigms, offering diverse pathways to accommodate various learning preferences and needs. By embracing these models, academic institutions can provide students with a more flexible, personalized, and enriched learning experience.

2.2 Method

This article employs a quantitative methodological framework to propose an innovative educational model that seeks to integrate blended learning strategies within the context of Vietnamese higher education. This model addresses and effectively implements the directives outlined in Resolution No. 29-NQ/TW, aiming at a transformative approach to educational practices. By harnessing the potential of blended learning strategies, this model aspires to foster a more dynamic, flexible, and effective learning environment that can adapt to the evolving educational needs and challenges in Vietnam. Furthermore, this article contributes to the theoretical discourse on educational reform. It provides practical insights and recommendations for policymakers, educators, and stakeholders in the Vietnamese higher education sector, facilitating a more informed and strategic implementation of Resolution No. 29-NQ/TW.

2.3 Proposal Strategy

2.3.1 Technological infrastructure
In the contemporary educational milieu, the cornerstone of any productive blended learning initiative is predicated on a robust technological infrastructure. This infrastructure is imperative to support an array of online learning platforms and digital resources and to provide unwavering internet access to all stakeholders. The development of such an infrastructure necessitates substantial investments in hardware and software components, ensuring that every participant, including students and faculty, is equipped with the necessary tools to engage comprehensively in blended learning environments.
First and foremost, the investment in hardware is of paramount importance. Higher education institutions are encouraged to outfit classrooms with state-of-the-art computing devices, interactive whiteboards, and additional essential multimedia equipment. These tools facilitate a seamless transition between traditional and digital learning modalities. Moreover, to bridge the digital divide, it is prudent for institutions to contemplate initiatives that afford students access to personal computing devices, such as laptops or tablets, through loan programs or subsidies. This

approach guarantees that students can participate effectively in blended learning endeavors irrespective of socioeconomic status.

Secondly, the role of software solutions in the triumph of blended learning initiatives must be balanced. The implementation of advanced Learning Management Systems (LMS) is quintessential. These systems should support many educational tools and resources, offering functionalities like virtual classrooms, discussion forums, assessment modules, and analytics for monitoring student progress. Such comprehensive systems facilitate the integration of online and offline educational activities, rendering the learning experience more cohesive and manageable.

Furthermore, the assurance of reliable internet access across educational campuses is crucial. This entails the augmentation of existing network infrastructures to deliver high-speed internet connectivity. The establishment of Wi-Fi hotspots in strategic locales ensures that students and faculty members have perpetual access to online resources. Entering negotiations with internet service providers to offer cost-effective packages for students may also facilitate access issues beyond the confines of educational institutions.

Lastly, the significance of technical support and maintenance must be balanced. The presence of a dedicated IT support team that is available to address any emergent technical issues promptly is imperative. Regular maintenance schedules and updates are essential to maintain the infrastructure's operational integrity and security, thereby preventing disruptions in the educational process. By giving precedence to these elements, universities can construct a resilient technological infrastructure that adequately supports the diverse requisites of blended learning paradigms.

2.3.2 Faculty training

The efficacy of blended learning initiatives is contingent upon the preparedness and competence of the faculty. Comprehensive training programs must be developed to equip educators with the requisite skills in blended learning pedagogy, instructional design, and the application of technology. The importance of continuous professional development cannot be overstated in ensuring the sustained quality of blended learning delivery.

Initially, universities should inaugurate intensive workshops and training sessions that concentrate on the fundamental principles of blended learning. Such programs should encompass strategies for effective online instruction, integrating technology within the curriculum, and designing interactive online activities. Faculty members must grasp the methodology of creating a harmonious blend of online and offline learning experiences that both engage students and fulfill educational objectives.

The significance of ongoing professional development remains paramount. Establishing continuous professional development programs will enable faculty to stay current with the latest advancements in educational technology and pedagogy. Frequent workshops, online courses, webinars, and conferences allow faculty to refine their skills and remain informed of emerging trends and best practices in blended learning.

Moreover, mentorship and peer support play pivotal roles in faculty training. The institution of a mentorship program, wherein seasoned faculty members guide their colleagues in adopting and refining blended learning practices, is highly advantageous. Encouraging peer support groups facilitates the exchange of experiences, challenges, and best practices, thus nurturing a collaborative learning atmosphere among educators.

Implementing evaluation and feedback mechanisms is essential to appraise faculty performance within blended learning environments. Regular feedback obtained from students and peer assessments can yield valuable insights into the efficacy of teaching methodologies and pinpoint areas necessitating enhancement. Tailoring professional development initiatives based on this feedback ensures the relevance and effectiveness of faculty training.

By furnishing robust training and ongoing support, universities can guarantee that faculty members are adequately prepared to deliver high-quality blended learning experiences, thereby augmenting the overall educational experience for students.

2.3.3 Curriculum development

Integrating online and offline activities within a curriculum is imperative for the efficacy of blended learning approaches. This curriculum must be meticulously designed to align with specified learning outcomes while incorporating interactive and collaborative elements, thereby augmenting student engagement and the effectiveness of the learning process.

Initially, ensuring the curriculum's alignment with the intended learning outcomes is crucial. The curriculum's online and offline segments must be purposefully crafted to fulfill these outcomes. This entails a detailed mapping of specific objectives for each delivery mode and ensuring a cohesive relationship between them. Such alignment facilitates a comprehensive understanding among students regarding each activity's purpose and contribution to their overarching learning objectives.

The infusion of interactive and collaborative activities is vital in sustaining student engagement. Online discussions, group projects, peer evaluations, and interactive simulations are quintessential examples that can significantly boost engagement and learning. These methods encourage students to immerse themselves actively in the learning process, thereby cultivating a sense of community and collaboration.

Diversifying assessment strategies is essential for effectively evaluating learning across both online and offline platforms. This diversity can be achieved through various assessments, including quizzes, assignments, projects, and exams, designed to gauge students' comprehension and application of knowledge in differing contexts. Providing timely and constructive feedback on these assessments is pivotal in aiding students' academic progression and success.

The curriculum must also accommodate flexible learning pathways to address students' varied needs and preferences. This flexibility can be attained by offering options such as self-paced learning, blended modules, and elective courses,

allowing students to tailor their learning journey according to their interests and career aspirations. Such adaptability empowers students to take control of their learning process, fostering increased motivation and engagement.

Moreover, integrating real-world applications within the curriculum enhances its relevance and practicality. Incorporating case studies, internships, and project-based learning opportunities enables students to bridge theoretical knowledge with real-world situations, thereby sharpening their problem-solving and critical-thinking capabilities. By emphasizing these elements, educational institutions can develop curricula that adhere to academic standards and actively engage and motivate students within a blended learning framework.

2.3.4 Policy and Support

The imperative of instituting robust policies and frameworks to foster the adoption of blended learning methodologies within academic institutions must be addressed. Such policies are instrumental in providing the necessary incentives for faculty members, ensuring comprehensive support systems for students, and establishing mechanisms for ongoing evaluation and enhancement of blended learning initiatives.

To begin with, universities must formulate policies that offer tangible incentives for faculty members to embrace and excel in implementing blended learning strategies. The recognition and reward of faculty efforts could encompass financial bonuses, accolades, advancements in professional standing, and opportunities for continued professional development. These forms of motivation are essential in encouraging faculty members to dedicate the requisite time and effort toward creating superior blended learning experiences.

Equally pivotal is the provision of extensive support services for students. These services are vital in aiding students in effectively navigating the complexities of the blended learning environment. They should include, but not be limited to, academic advising, technical assistance, counseling services, and access to comprehensive learning resources. Affording students with such support significantly bolsters their educational experience and academic achievement.

Furthermore, implementing a system dedicated to continuously evaluating and refining blended learning programs is crucial for preserving their quality. The employment of regular surveys, feedback mechanisms, and performance analytics serves to pinpoint areas needing enhancement and facilitates the making of informed decisions. A commitment to ongoing improvement ensures that blended learning initiatives remain efficacious and attuned to the evolving needs of students and faculty.

Policies that are inclusive and cater to the diverse needs of the student body are of paramount importance. This includes making provisions for students with disabilities and those from disadvantaged backgrounds. To ensure equitable access to education, it is imperative to offer learning materials and support services that are accessible and tailored to the varied needs of a diverse student populace.

Lastly, the engagement of all stakeholders in the policy development process is a critical aspect of crafting successful blended learning frameworks. Involving faculty, students, administrators, and external partners in both the development and implementation phases of blended learning policies guarantees that these policies are comprehensive and address the needs of the entire educational community. Regular consultations and collaborative efforts are essential in cultivating a unified vision and commitment towards the flourishing of blended learning initiatives.

In conclusion, by establishing supportive policies and frameworks, universities can engender an environment conducive to the growth and sustainability of blended learning, ultimately elevating the quality of education for all students.

2.3.5 Expected outcomes

The proposed blended learning model is meticulously designed to significantly enhance the quality and accessibility of higher education within Vietnam. This innovative model aims to leverage the myriad potentials of blended learning methodologies to furnish more adaptable and individualized educational experiences. Such experiences are paramount in equipping students with the requisite skills for success in the contemporary workforce.

A primary outcome anticipated from this initiative is the notable improvement of learning outcomes. By amalgamating online and face-to-face instruction, blended learning facilitates a comprehensive spectrum of teaching methodologies that cater to diverse learning styles and preferences. This adaptability enables students to engage more efficaciously with the course content and fosters enhanced retention and practical application of knowledge. Consequently, students are expected to witness an improvement in academic performance and gain a deeper understanding of their studies.

Furthermore, this model is set to expand the accessibility of higher education significantly. By incorporating online components, universities can extend their educational reach to students impeded by geographical, financial, or personal constraints from participating in traditional on-campus classes. This augmentation of inaccessibility ensures that quality education opportunities are available to a broader audience, including individuals in remote locales.

Another pivotal advantage of the blended learning model is its capacity to facilitate enhanced student engagement. Integrating interactive and collaborative online activities is anticipated to cultivate active participation in the learning process. Access to diverse and stimulating learning resources can amplify students' motivation and satisfaction with their educational experience, leading to more engaged learning communities.

Moreover, the model is poised to produce graduates better prepared for the demands of the modern workforce. By integrating real-world applications and accentuating critical thinking and problem-solving skills, blended learning equips students with the competencies essential for professional success. This preparation not only enhances their competitiveness in the job market but also contributes to the overall quality of the workforce.

Lastly, adopting blended learning is expected to facilitate the development of sustainable and adaptable education models. These models can swiftly transition to fully online formats in response to emergencies, such as pandemics or natural disasters, ensuring education continuity and minimizing disruptions.

In summary, emphasizing these anticipated outcomes, the proposed blended learning strategy aims to revolutionize higher education in Vietnam. Its implementation is expected to render the educational system more efficient, accessible, and responsive to the evolving needs of both students and the labor market.

2.3.6 Implementation plan

A meticulously structured implementation plan is imperative to systematically embed blended learning within the higher education framework. This document delineates a comprehensive approach encompassing sequential phases, timelines, and requisite resources to integrate blended learning methodologies into the academic fabric seamlessly. The proposed implementation strategy encapsulates the following phases:

Phase 1: Planning and Preparation:

A foundational step involves a thorough needs assessment to ascertain the prevailing technological landscape, faculty preparedness, and student requirements. This assessment will serve as a cornerstone for the strategic blueprint.

Subsequently, the formulation of a strategic plan is crucial. This plan should articulate clear goals, objectives, and timelines, detailing actionable steps and assigning responsibilities for each phase of the endeavor.

Securing adequate funding and resources is paramount for the initial setup and sustained support of the blended learning infrastructure. This may entail exploring avenues such as government grants, private investments, or collaborations with technology vendors.

Phase 2: Infrastructure Development:

Essential hardware and software investments are critical to support the blended learning model. This encompasses the procurement of computers, interactive whiteboards, and multimedia devices, along with the deployment of sophisticated Learning Management Systems (LMS).

Enhancing internet connectivity across all campuses is vital, ensuring the availability of high-speed internet and Wi-Fi hotspots in strategic locales. Negotiations with ISPs for cost-effective student packages are also recommended.

Establishing dedicated IT support teams and regular maintenance schedules will ensure optimal technological infrastructure performance. Routine updates and maintenance are indispensable for minimizing disruptions and safeguarding security.

Phase 3: Faculty Training and Curriculum Development

The initiation of training programs for faculty on blended learning pedagogies and technological applications is essential. These should encompass modules on online teaching methodologies, technology integration, and the creation of engaging online activities.

A curriculum redesign process to incorporate both online and offline elements is imperative. Implementing this revised curriculum in selected courses will allow for iterative feedback from faculty and students, facilitating ongoing refinement.

The institution's continual professional development initiatives will ensure faculty remain abreast of the latest educational technology and pedagogical advancements. This could include workshops, online courses, webinars, and conferences.

Phase 4: Policy Development and Support Services

Creating and enforcing policies that foster the adoption of blended learning is essential. Policies should outline incentives for faculty, delineate student support services, and establish mechanisms for ongoing evaluation and enhancement.

Comprehensive support services for students are crucial to effectively navigating the blended learning landscape. This includes academic advising, technical support, counseling services, and access to learning materials.

Stakeholder engagement throughout the policy development and refinement process is vital. Regular consultations and collaborative efforts will cultivate a collective vision and commitment to the initiative's success.

Phase 5: Evaluation and Continuous Improvement

Implementing mechanisms for the regular assessment of the blended learning initiative is critical. This involves the collection and analysis of data to identify areas for enhancement.

Leveraging student and faculty feedback and performance metrics will inform data-driven decision-making. A commitment to continuous improvement ensures blended learning programs' enduring efficacy and relevance.

Adaptation and scaling based on evaluative insights and feedback are necessary. Expanding successful strategies across other courses and programs will ensure institution-wide benefits from the enhancements.

By adhering to this comprehensive implementation plan, higher education institutions can methodically and effectively incorporate blended learning into their educational offerings, aligning with students' evolving needs and the contemporary workforce's demands.

3 DISCUSSION

Blended learning methods within Vietnam's higher education context are critical and timely, aligning with the ambitious objectives outlined in Resolution No. 29-NQ/TW. This policy underscores the imperative for educational reform to boost the competitiveness and quality of Vietnam's workforce internationally. Blended learning, which merges online and traditional in-person teaching, emerges as a critical strategy for revitalizing Vietnam's higher education by fostering a more adaptable, learner-centric educational approach. This model addresses significant challenges such as improving accessibility, teaching quality, and promoting essential skills like critical thinking and lifelong learning in students.

Blended learning's potential benefits for academic achievement are vast, offering students a personalized and interactive learning journey that caters to diverse learning preferences. This approach is anticipated to enhance academic performance and produce well-prepared graduates for the global job market. Furthermore, it promotes cultivating vital 21st-century skills, including digital literacy, critical thinking, collaboration, and problem-solving, in a more engaging learning ambiance that encourages active student participation.

For educators and institutions, the transition to blended learning provides substantial advantages, such as integrating innovative teaching methods and digital resources into the curriculum, enhancing the educational experience, and efficiently tracking student progress. Institutions can also achieve higher efficiency and cost savings by diminishing physical infrastructure needs while extending their reach and capacity to admit more students.

4 CONCLUSION

By embedding blended learning strategies into its higher education system, Vietnam positions itself to enhance educational quality and accessibility, fostering a workforce endowed with critical 21st-century competencies and improving its global competitiveness. Although the journey ahead demands resilience, adaptability, and innovation, the potential gains for the nation and its citizens are expansive. The move towards blended learning represents a significant stride towards educational excellence and equity and empowers a new generation of leaders and learners in Vietnam. This shift promises to elevate academic achievement and inclusivity and equip learners with necessary contemporary skills.

However, realizing blended learning's full potential necessitates collective action from policymakers, educators, students, and the wider community, alongside considerable investments in digital infrastructure and educator training. It also involves a cultural shift within education towards embracing innovation and constant enhancement. By encouraging teamwork and harnessing technology, Vietnam can build a more robust and adaptable educational system that is ready to meet future challenges. In sum, adopting blended learning is a fundamental, forward-looking step for Vietnamese higher education, aligning with global educational trends and addressing the sector's unique needs to advance Toward a brighter future for Vietnamese education and its graduates.

COMPETING INTERESTS

The authors have no relevant financial or non-financial interests to disclose.

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