Application of digital transformation in entrepreneurship education for students from at Vietnam Trade Union University

Dao Tuan Anh[1] , Nguyen Duc Huu[2]*

Authors:

[1- 2] Faculty of Social Work- Trade Union University, Ha Noi, Viet Nam

*Email: huund@dhcd.edu.vn

Address for Postal Correspondence: Assistant professor Nguyen Duc Huu

Faculty of Social Work, Trade Union University, 169 Tay Son Street, Hanoi, Vietnam

Abstract:

Trade Union University is focusing on digital transformation in the training program. From 2017 to 2022, the school will concentrate on teaching activities related to digital transformation. This is an opportunity for lecturers and students to gain access to cutting-edge teaching methods, enhancing knowledge, skills, and professional autonomy. Completing the digital transformation process is also fraught with difficulties due to the school's digital infrastructure and other factors influencing the overall operation of this process. The article will examine the positive and negative factors that have influenced digital transformation in entrepreneurship education for students at a trade union university in the past.

Keywords: Student, start-up, digital transformation, university trade union

1. Introduction

Starting a business is a training program in many universities around the world, helping young students understand and have the ability to create new businesses after they leave school. So far, most countries have affirmed that startups have a huge role to play as a strong driver of socio-economic development. With the term "startup", everyone thinks of setting up new businesses with different sizes and sizes, but the problem has a broader meaning if we consider startups as solutions to solve jobs, overcome unemployment, economic growth, social development, etc.

In order for startups to create the right direction and develop strongly, special attention is paid to entrepreneurship education to train people with the qualities and capacity to create businesses such as the spirit of innovation, creative thinking, the spirit of adventure, communication capacity, knowledge of science and technology, business ethics, etc.

People who want to have the ability to start a business must be extensively trained in specialized fields, but must have a rich knowledge of economics, philosophy, psychology, sociology, ethics, science and technology... Along with this requirement, people who want to start a business must be creative, dare to take risks, always learn to rise and surpass themselves.

In the world, the issue of entrepreneurship has long been raised. In 1947, Harvard University (USA) opened the "Entrepreneurship Education" Program, and in 1989, UNESCO officially introduced the concept of "Entrepreneurship Program". Following the US, there are a number of countries that in turn include entrepreneurship education programs in training plans in universities. Particularly in Vietnam, we have only recently talked about entrepreneurship, and the start-up education program, in the documents of the Government and the Ministry of Education and Training, we have not seen any ideas. Compared to other countries, Vietnam puts the problem of starting a business too slowly, but setting it slowly and finding a good way to do it is also a manifestation of thinking innovation, because when it comes to developing the market economy without starting a business, the market will certainly be gloomy.

2. Methodology

This article is based on an overview of secondary literature groups and surveys of faculty and students of trade union universities. On 30/10/2017, the Prime Minister issued Decision No. 1665/QDTTg approving the Project "Supporting students to start a business until 2025". The overall objectives of the Project are: Promoting the entrepreneurial spirit of students and equipping students with entrepreneurship knowledge and skills during their time studying at schools. Create a favorable environment to support students to form and realize startup ideas and projects, contributing to creating jobs for students after graduation. The specific objectives of the Project are that by 2020: 100% of universities, academies, universities, colleges and intermediate schools plan to support students to start a business; At least 90% of students of universities, academies, universities, colleges, intermediate schools, high schools and vocational education centers - continuing education are propagated, enhanced education, equipped with knowledge and skills about entrepreneurship before graduation; 100% of universities, academies, universities, 50% of colleges and intermediate schools have at least 02 startup ideas and projects of students, students are supported to invest from appropriate funding or connect with businesses and venture capital funds.

Objectives by 2025: Continue to promote propaganda, education to raise awareness, equip students with knowledge and skills about entrepreneurship;

Strengthening facilities for student support centers in universities, academies, universities, colleges and intermediate schools; 100% of universities, academies, universities, 70% of colleges and intermediate schools have at least 05 ideas and startup projects of students, students are supported to invest from appropriate funding sources or connect with businesses and venture capital funds. Regarding tasks and solutions to implement the Project, including: Promoting information and communication; Support start-up training; Create a supportive environment for students to start a business; Supporting capital for start-up programs and projects of students; Complete mechanisms and policies to support students to start a business.

At the meeting of the National Committee for Education and Training Innovation (MOET) and the National Council for Education and Human Resource Development (June 18, 2018), the Prime Minister asked the Ministry of Education and Training to direct higher education institutions to include entrepreneurship in specific curricula, more practical and consider it an important training content. At the same time, universities need to set specific goals for entrepreneurship activities in training.

To implement the Project, on March 30, 2018, the Ministry of Education and Training issued Decision No. 1230/QD-BGDDT attached to the implementation plan of the Project; At the same time, there are documents guiding training institutions to soon put the Project into practice and achieve the goals achieved by the Project. The Ministry of Education and Training has organized thorough conferences and plans to support students to start a business, as well as discuss solutions to effectively implement the contents of the Project. The Ministry of Education and Training has also asked universities, academies, pedagogical colleges and pedagogical intermediate levels to focus on implementing a number of tasks:

• Develop start-up topics to be included in the training program in a compulsory or elective direction in accordance with the school's practice.

• Arrange staff and lecturers to support students to start a business. Establish a department or center to support students to start a business on the basis of existing departments, departments and departments of the school.

• Set up information channels to provide materials on innovation and entrepreneurship, school resources for students. Organize communication on activities to support students to start a business, encourage students to propose projects and ideas to the school's startup support department for advice and support.

• Coordinate with businesses, invite experts to organize training courses, seminars, forums to raise awareness, knowledge and skills of entrepreneurship for students. Organize the selection of feasible projects and ideas to support incubation at the school or connect to start-up support centers in the area to support incubation, acceleration and investment connection.

• Establish a database of students' start-up projects and ideas after being supported, select feasible and creative project ideas to attend the national startup day for students at the regional level.

• Research and support capital for start-up programs and projects of students as prescribed in Decision No. 1665/QD-TTg dated 30/10/2017 of the Prime Minister on approving the Project "Supporting students to start a business until 2025"

3. Result

As one of the pioneering universities in the country in entrepreneurship, creating an ecosystem to develop startup ideas for students, since 2018, Trade Union University has attached digital transformation to entrepreneurship subjects taught at all faculties in the field of economics. Digital transformation in start-up education of the university contributes to the implementation of the Democratic Regulation, building a teaching staff with high moral qualities, professional conscience and professional qualifications, advanced and modern teaching methods and styles. It also helps lecturers have more information to promote the advantages, overcome the disadvantages, improve the sense of responsibility of the lecturers in implementing the training goals of the school.

Digital transformation activities in start-up education are regularly evaluated by the school for advantages and limitations in teaching activities of lecturers, in order to adjust plans, contents, teaching methods, propose solutions to prevent negative and overcome limitations, contributing to improving the quality of training. At the same time, applying digital transformation in teaching activities on entrepreneurship also helps faculties, departments and school leaders have an additional channel for objective assessment of teaching activities of lecturers, thereby planning to train and foster teaching staff, renew contents, programs, innovate management methods to improve the quality of training.

After conducting a survey of students of the university on the content of digital transformation in entrepreneurship education, a total of 5,604 survey votes with 74 lecturers were consulted. Vote entry is carried out, data processing and results aggregation are carried out. With 20 criteria evaluated on 5 levels of scale: 1 is Good; 2 levels Quite; 3 Average; 4 levels of Weakness; 5 levels Poor. Criterion 21 is other input. The results of applying digital transformation in

entrepreneurship training for students can be considered in several aspects as follows:

Table 1: Teaching associated with digital transformation

Content	1	2	3	4	5
Instructors guide learning methods, syllabuses and references	3137	1848	461	97	57
Instructors inform about the form and methods of pre-study learning assessment	3048	1950	442	96	64
Instructors prepare suitable instruments for lectures	2947	2947	575	99	56

(N= 5604; (1) Good (2) Quite (2) Medium (3) Weak (4) Poor (5)

Source: Survey results of digital transformation activities at trade union universities (2017-2022)

Criteria of lecturers guiding learning methods, syllabuses and references with the number of comments from a good level or higher accounting for 89.02%; Criteria for lecturers to inform about the form and method of pre-study learning assessment with the number of comments from a good level or higher, accounting for 89.25%; Criteria for lecturers to prepare suitable instruments for lectures with the number of comments from a good level or higher accounting for 86.96%.

Table 2: Teaching methods of lecturers associated with digital transformation

Content	1	2	3	4	5
Lecturers present lectures clearly understandable	2877	1828	653	163	78
Lecturers use a variety of teaching methods	2757	1887	753	140	65
Instructors guide learning methods at the beginning of the course	2854	1961	628	94	65
Lecturers make effective use of teaching facilities	3070	1811	562	92	65
Lecturers are interested in answering students' questions	3198	1770	512	110	69
Instructors encourage students to actively participate in the learning process	3134	1827	489	90	60
Lecturers promote the self-study of students.	3061	1842	543	86	64

(N= 5604; (1) Good (2) Quite (2) Medium (3) Weak (4) Poor (5)

Source: Survey results of digital transformation activities at trade union universities (2017-2022)

The criteria for lecturers to present lectures are clearly understandable with the number of comments from a good level or higher accounting for 84.03%; Criteria Lecturers use many teaching methods (presentations, discussions ...) with the number of comments from a good level or higher accounting for 82.90%; Criteria for lecturers to guide learning methods at the beginning of the subject with the number of comments from a good level or higher accounting for 85.95%; Criteria for lecturers to effectively use teaching facilities (projectors, computers ...) with the number of comments from a good level or higher accounting for 87.16%; Criteria Lecturers are interested in answering students' questions with the number of comments from a good level or higher accounting for 87.66%; Lecturer criteria encourage students to actively participate in the learning process with the number of comments from a good level or higher, accounting for 88.59%; Criteria Lecturers promote the self-study of students with the number of comments from a good level or higher accounting for 87.62%.

Table 3: Content of teaching and assessment associated with digital transformation

Content	1	2	3	4	5
Lecturers use a variety of testing and evaluation methods.	2835	1997	603	158	38
The detailed assessment scale for each test content is clear.	2936	1936	559	104	66
Instructors have comments after each test	2960	1854	595	127	64
Fair test and evaluation results.	3206	1807	427	84	76

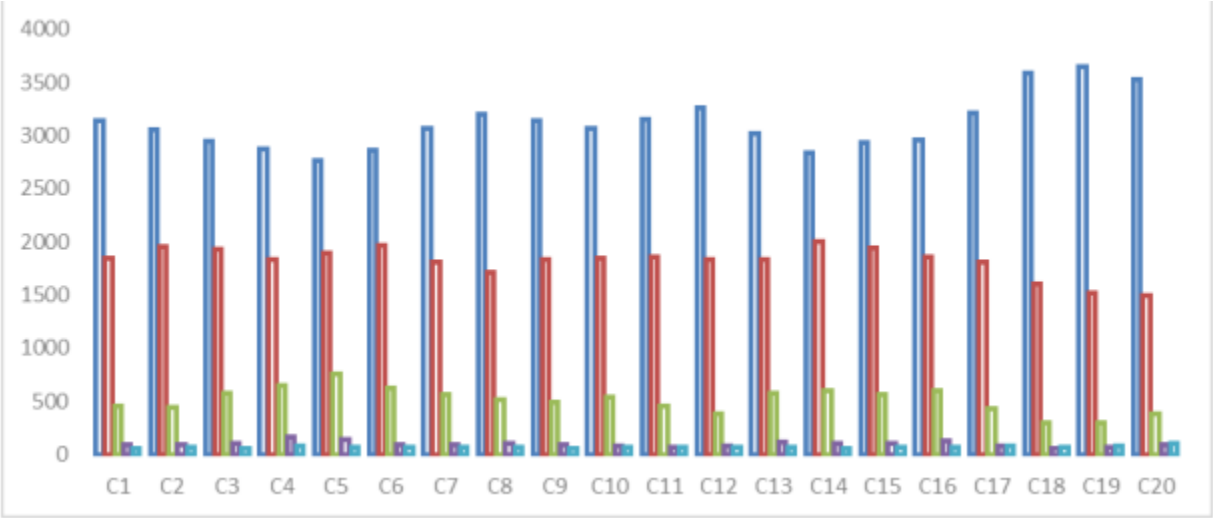
(N= 5604; (1) Good (2) Quite (2) Medium (3) Weak (4) Poor (5)

Source: Survey results of digital transformation activities at trade union universities (2017-2022)

Criteria Lecturers present the purpose and requirements of the subject clearly with the number of comments from a good level or higher, accounting for 89.36%; Criteria for lecturers to present the full lecture content in accordance with the teaching schedule with the number of comments from a good level or higher, accounting for 90.77%; Teaching content criteria are regularly linked to reality with the number of comments from a good level or higher accounting for 86.56%. Criteria Lecturers use a variety of testing and evaluation methods with the number of comments from a good level or higher, accounting for 86.27%; Detailed assessment scale criteria for each test content are clear with the number of

comments from a good level or higher accounting for 86.98%; Criteria Lecturers have comments after each test with the number of comments from a good level or higher, accounting for 85.96%; Criteria Fair test and evaluation results with the number of comments from a good level or higher accounting for 89.52%

Table 4: Students' opinions on the school's digital transformation



Source: Survey results of digital transformation activities at trade union universities (2017-2022)

In the opinion form, in addition to the criteria (from C1 to C20) evaluated according to the level with the corresponding scale, there are other opinion criteria (called C21 criteria). This criterion gives a lot of valuable information because it is the student's mind, the criterion that they can best express their opinions, their very real opinions are valuable information for teachers to better understand the aspirations of students, thereby promoting the advantages and limitations, overcoming the disadvantages in applying digital transformation to teaching activities. The results of collecting feedback from students on teaching activities associated with digital transformation in the period of 2017-2022 are used to refer to helping the management of faculty and department leaders, thereby improving the efficiency and quality of training in entrepreneurship education associated with digital transformation of trade union universities.

4. Discussion

In essence, entrepreneurship education is a major educational reform, it requires a high level of critical and creative thinking, breaking with imposing, cramming, stereotyping, abrading the unique characteristics of the learner's personality, but this way of training is quite popular in our country. The lag of higher education in Vietnam is in not keeping pace with the start-up trend of higher education in the world.

Countries must have a specialized start-up education development strategy regime from the national level, considering entrepreneurship education as a component of the national transformation strategy, implemented from the stage of primary and secondary education, considering entrepreneurship education as a basic job to ensure economic development momentum and capacity. long-term competition. Many countries have built lifelong entrepreneurship education development and have institutions that support entrepreneurship education in terms of policies, investment capital and other resources.

Integrating entrepreneurship education with other development strategies is an extremely necessary way to do things such as lifelong learning strategies, economic growth strategies, science and technology innovation strategies... In the lifelong learning strategy proposed by the European Union, there are 8 key competencies that each individual in the knowledge society must have, of which, entrepreneurship capacity is indispensable.

Start-up education must be conducted from the micro level (in each university) to the macro level (national and transnational level). Start-up education is not only aimed at students who tend to start a business and engineering school, but is a form of education that fosters the spirit of innovation and innovation capacity for all students attending the faculties, different disciplines.

The integration of entrepreneurship education with subject education will attract a large number of entrepreneurs and managers to teach entrepreneurship programs. The university must play the role of a facilitator of an environment for innovation and entrepreneurship. Science and technology jobs, school-business cooperation organizations have the effect of stimulating the entrepreneurial spirit of students through fostering them and entrepreneurship knowledge and entrepreneurship skills.

5. Conclusion

One of the measures of university success is how many students start and become successful. Therefore, schools need to create a favorable environment and conditions for students to have knowledge to start a business. The mission of the university besides training, needs to form a startup ecosystem and prepare career skills, entrepreneurial and creative thinking for students. To start a successful business, in addition to capital issues, students first need to be fully equipped with knowledge, especially advanced knowledge. Creative start-ups must be associated with scientific research ability, with students who choose the path of creative entrepreneurship need to practice and hone their research abilities right from the time they study in school.

Trade Union Universities should focus on improving teaching ability, improving teaching opportunities, and improving the motivation for teachers to teach; Develop support regulations to help employees work satisfactorily. The school needs experienced, enthusiastic, trained and in-depth lecturers on entrepreneurship to teach, orient and inspire students to start a business. The philosophy of education also needs to change, instead of just training students to become highly qualified people to apply for jobs, it is also necessary to teach them how to start a business.

Reference

1. Bui Nhat Quang. "Start-up innovation in Vietnam in the context of the fourth industrial revolution." *Vietnam Social Science Magazine* (2017): 35-52.
2. Dinh Van Toan. "Management organizations in universities ahead of university governance innovation and entrepreneurship innovation." (2020).
3. Dinh Van Toan "University autonomy in the period of university model transformation: The experience of some universities in the world and implications for Vietnam." (2020).
4. Dinh Van Toan. "Governance innovation adapts the Startup University model and policy implications for Vietnamese public universities." (2021).
5. Nguyen Quang, Ngo Quang Huan, Tran Nha Ghi. "The relationship between enterprise resources, dynamic capacity and performance of startups in Ba Ria-Vung Tau province." *Journal of Economic Development* 28.12 (2020): 05-21.
6. Nguyen Dinh Quang. "TRANSFORMING THE TEACHING METHOD OF ENTREPRENEURSHIP IN THE CONTEXT OF DIGITAL TRANSFORMATION FOR GIA DINH UNIVERSITY STUDENTS." *INNOVATING TEACHING METHODS AND EVALUATING STUDENTS IN THE CONTEXT OF DIGITAL TRANSFORMATION*: 91
7. Nguyen Duc Khuong, Pham Truong Thi. "Unknown resources and competitive advantages of innovative start-ups in Vietnam."
8. Le Thi Minh Hang, Ha Hoang, and Nguyen Son Tung. "The impact of entrepreneurship training on startup intentions." *National Conference-Connecting Network Research Policy Supporting Enterprise Innovation*. Labour and Social Publisher, Hanoi, Vietnam, 2022.
9. Huu, Nguyen Duc. "Information Systems In International Human Resource Management (Ihrm)-An Overview." *Webology (ISSN: 1735-188X)* 19.2 (2022).
10. Huu, Nguyen Duc. "Competing workers' rights to represent workers as Viet nam joins free trade agreements (CPTPP, EVFTA)–a challenge from Viet

nam's trade unions." *Revista de Investigaciones Universidad del Quindío* 33.2 (2021): 153-162.

11. Huu, Nguyen Duc. "The Need to Protect the Rights and Interests of Workers at Private Health Facilities in Vietnam Without Trade Union." *Turkish Journal of Computer and Mathematics Education (TURCOMAT)* 12.6 (2021): 5641-5654.
12. Huu, Nguyen Duc. "The Need to Protect the Rights and Interests of Workers at Private Health Facilities in Vietnam Without Trade Union." *Turkish Journal of Computer and Mathematics Education (TURCOMAT)* 12.6 (2021): 5641-5654.
13. Huu, Nguyen Duc, and Phan Thi Luyen. "Equality in Online Education during COVID-19: Challenging the Educational Needs of Ethnic Minority Students in Vietnam." *Law, State and Telecommunications Review* 14.1 (2022): 31-51.
14. Thu-Giang, Hoang Thi, and Huu Nguyen Duc. "Online teaching for ethnic minority students in Vietnam during the COVID-19 pandemic-A qualitative study." *Revista de Investigaciones Universidad del Quindío* 34.1 (2022): 228-238.