

## The advantages and shortcomings of the credit training and education

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**Abstract:** In order to innovate higher education in Vietnam, the Ministry of Education and Training has demanded the transition from the implementation of curricula into US-based credit system, starting with In the 2008-2009 school year, and required to complete this transition by the year 2012. So far, many universities throughout the country have adopted a credit-based training. After nearly 10 years of transition to a new form of training, not out of the general rule, "transitional" from the training to the credit training, besides the advantages, there are also many difficulties in transition as other universities.

**Keywords:** credit training and education, advantages, shortcomings.

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### 1. Introduction

Training under the credit system looks at the learner as the center of the training process. "Credit" is the basic unit for measuring the amount of knowledge and evaluating student learning outcomes. The characteristic of this system is that knowledge is structured into modules. The amount of knowledge available to students consists of two basic blocks: general education and specialized education. Each knowledge block has two groups: compulsory modules are prerequisite knowledge that obliges students to study and pass on to another course; The elective classes include the necessary knowledge but the students are selected according to the instruction of the school.

- + The module is a relatively comprehensive amount of knowledge, convenient for students to accumulate in the learning process. Most of the modules have a volume of 2-4 credits, the content is arranged in full instruction and distributed evenly in a semester.

- + One credit is regulated by 15 theoretical lessons; 30 - 45 periods of practice, experiment or discussion; 45 - 90 hours internship; 45-60 hours of essay writing, large assignments or project, graduation thesis.

- + For theoretical or practical subjects, experiments, to acquire a credit student must spend at least 30 hours personal preparation.

- + Heads of schools shall specify the number of hours and the number of hours for each module to suit the characteristics of the school.

- + For the programs, the volume of each module is calculated according to the unit of study, the 1.5 credit units are converted into 1 credit.

- + One period is 50 minutes.

- + The volume of knowledge is evaluated on the scale of letters A, B, C, D is converted into the following points: Type of attainment: consists of: Excellent A (8.5 - 10), Fair B (7.0 - 8.4), Medium C (5.5 - 6.9), Medium D weak (4.0 - 5.4). Type Failure: Poor F (under 4.0). Students who take the compulsory F grade must re-enroll in one of the following semesters until they reach A, B, C, or D.

- + Grade level is determined by the cumulative grade point average of the overall course, as follows: Excellent grade: 3.6 to 4; Qualification: from 3.2 to 3.59; Fair type: from 2.5 to 3.19; Average category: 2 to 2.49.

Schools provide training by course, year and semester.

a) The course is designed for students to complete a specific program. Depending on the program, the course is regulated as follows:

- College-level training is conducted for two to three academic years, depending on the training disciplines for those who have graduated from high schools or intermediate diplomas; Between one and a half to two academic years for people with intermediate diplomas in the same discipline;

- University-level training shall be conducted for between four and six academic years, depending on the training disciplines applicable to persons with high-school diplomas or intermediate diplomas; Between two and a half to four years for those with secondary education in the same discipline; Between one and a half to two years for those with a college degree in the same discipline.

b) One academic year consists of two major semesters, each of which has a minimum duration of 15 weeks and three weeks. In addition to the two main semesters, the Principal considers the decision to hold an

extra semester so that students can re-learn; Make up or study beyond. Each sub-session has at least 5 weeks of practical study and one week of examinations.

Based on the minimum volume and content prescribed for the programs, the principal will allocate the number of modules for each academic year and semester.

The maximum time for completion of the program includes: the design time for the program referred to in paragraph 1 of this Article, plus two semesters for courses of less than three years; 4 semesters for courses from 3 to less than 5 years; 6 semesters for courses from 5 to 6 years.

Depending on the training conditions of the school, the principal determines the maximum time for each program, but may not exceed two times the design time for that program.

Subjects entitled to preferential policies as stipulated in the Regulation on enrollment of tertiary or tertiary students of formal education are not limited in terms of maximum time to complete the program.

## **2. Advantages**

This mode of training has the advantage of promoting the initiative and creativity of learners; The choice of subjects, flexible learning time, can shorten the training time for students. However, due to various reasons, the implementation of credit-based training is causing difficulties for both students and the school.

The credit-based training mode is the training mode in which the learner is awarded a degree after having accumulated enough knowledge (the number of credits) required by the training program.

Forms of credit accumulation are classroom learning; Practice, practice and self study. The knowledge in the credit system is structured into modules, with modules ranging from 2 to 3 credits. The curriculum includes compulsory and elective modules. Students are selected and enrolled in modules that match their abilities, conditions and circumstances.

+ If the training is done according to the academic year, the student must study all the things that the school has arranged, regardless of whether the students have good ability, can study conditions or students have weak capacity, complete. Difficulties are the credit system training that allows students to actively learn by their ability and condition.

Students can take the initiative in terms of time, arrange the completion of the program according to their capacity. Mandatory hardware and software chosen by students (long time with weak students and short with good students).

Students are allowed to extend their study program (for a specified period of time, according to their own school). If the student does not have the economic condition or illness or illness causes him or her to study halfway through, the student Will continue to study after that without any effect when returning to continue the program.

+ Students can also change the majors they are studying with quite easily without having to repeat from the beginning. If students are able to arrange the same credit between the two majors, students will be able to fully graduate from the two programs in a significantly reduced time compared to the traditional form of training.

Another important advantage of the credit system is that it allows students to make their choice of study program according to their preferences.

+ On learning methods, students can maximize their self-research capacity and teamwork skills. The stipulation of the number of student self-study classes at home helps students to maximize their self-study ability as well as improve their sense of learning. Moreover, in most subjects students study, discuss and work in groups with different topics. In particular, giving lectures on the subject of groups helps students feel more confident when working in front of the crowd.

## **3. Disadvantages and shortcomings**

+ On the learner side: It is not easy to register and select appropriate credits for students. Students must be able to have a high level of self-control in learning about the curriculum as well as arranging their learning pathways in a logical manner in accordance with the training process.

+ As for the trainer: Some long-term faculty members with a career in planting people whose teaching methods are "rooted" in their teaching, the teaching of new methods - according to credit - It seems that it still does not completely convince them, the innovation just stopped in the form only.

+ On the side of the school: Improving self-learning ability and self-study more in students requires the school to meet the curriculum resources and learning materials, full reference, rich and multi Form for learners. Besides, there are difficulties in terms of facilities, classrooms (many of the classrooms are cramped compared to the number of students enrolled, H-blocks have poor soundproofing conditions, Not equipped with new teaching equipment such as projector, projector, mic ... in the lecture room.

+ In addition, another difficulty that cannot be overcome is the mass organization, the class organization can be broken when the students are organized into "groups" and fully active in the way they learn like time learning.

Although it is known that there are many shortcomings in training credit in universities nationwide in general and Hue College of Science in particular, but the transition to credit training system is an indispensable trend of Modern society and of course cannot solve the "inadequacies" in "one soon, one way" is.

The method of training under the credit system also reveals some disadvantages, which are caused by the characteristics of the training program, inadequacies from universities, colleges and students. Because students have their own study schedule, the connection between the students in the class, the class staff is very loose, almost no support for each other in learning, life; Group activities, associations also decreased.

The homeroom teacher also does not fully play the role of academic counselor to assist the student in acquiring new training, as well as advising on the selection of subjects suitable for the professions. rim.

Although the current enrollment of students in the subject has the support of software on the computer network, in practice, students still have difficulty registering the subject.

On the side of universities, colleges, lack of resources on facilities, teachers ... should not really meet the needs of learners. Many courses have a large number of students enrolled, but lack of teachers so schools can not organize enough classes according to the needs of students. Some schools offer elective courses that do not follow the subject logic, so first year students can still choose to study 3rd or 4th year majors, or vice versa.

Another limitation is that the credit-based training program promotes the active role of the learner, reduces the time spent in class, increases the self-study time and self-study of the students. Meanwhile, many Vietnamese students still do not have the habit of working independently, not clear orientation in the industry, so embarrassing, passive in the choice of subjects and subjects. Many students do not use their time for self-study, self study after class time, resulting in poor quality of study, to lengthen the time at school.

Pham Quang Trung, Vice Rector of the National Economics University, stated: "Credit is very important, depending on the great individuality of the students. It means that if you do not control yourself, do not plan your own, do not follow the schedule of work, do not protect yourself against the current temptations such as online games, betting. Leading to many poor students, drop out, not go to school. Even those children who have previously attended some of the best schools in some provinces are not difficult to work with. The other positive friends are still learning well and achieving good results. "

The world-wide training methods are applied in both general and tertiary education. However, in Vietnam, due to limitations from the school, the learner should not use all the advantages that the form of credit only. Given the limited resources available for investment in facilities and human resources, students are not yet familiar with the new learning methodology. Unreasonable to be considered in the future.

The rigid management approach is reflected in the equalization of all training disciplines in a single pattern, regardless of the specificity of each discipline (in the past, all majors were 138 Only, and now is 120 credits). The transition to the credit system is very tedious, manifested through the implementation of patches due to lack of vision and constant change, creating psychological insecurity in the teaching staff.

Democratization in the process of training has not been fully realized, thus not promoting the dynamics of the learners. Many academic measures such as subject registration, timetable adjustments, class management and specialized classes ... (Dao Ngoc Canh, 2008, 5-6 Nguyen Cong Danh, 2008, p.22). Duong Hieu Dau, 2008, pp. 29-30) cause many troubles for learners, contrary to the spirit of the credit system. Regulation of dismissal in Article 16 of Decision 43/2007/BGD & DT of the Ministry of Education and Training is rigid, not consistent with the principle of accumulating knowledge of training under the credit.

It is not feasible to shorten study time for some students in the field of theoretical as theoretically possible, such as pedagogy students who cannot finish the program more than four years earlier, Pedagogy is only held in the second semester.

Specifying the maximum time to complete a non-science-based training program (in accordance with Article 6, Section 3 of Decision 43/2007 / BGD & DT, four-year baccalaureate + 4 semesters), is to go Against the spirit of democratization and popularization of higher education. In order to control the completion time of a student's training program, it must be based on the change cycle of the training program and not on the basis of sensible, arbitrary rules.

Registration of the course at the beginning of each semester is lengthy and prolonged: until the end of the third registration, the new class size is stable, meaning that it takes 4 weeks for the faculty to obtain the student list. Of the classroom, making the classroom management and assessment frequently encountered many difficulties. This situation has a great impact on the learning outcomes, especially for students who are late.

The cognitive counselor's study plan is very formal, especially in large crowded classes: there are no shortcomings in the graduation process and the student knows he or she has "forgotten" Sign a few modules, even in the case of forgetting to register 10 credits to replace graduate thesis.

Reducing classroom instruction is conducted mechanically, at a common rate for all disciplines (66%) is unscientific because it is not based on the subject area of the course. The foreign language sector has very few theoretical modules that mostly incorporate theory and practice, through practice, to convey theory. Still, there was a reduction in the number of class hours, and the proportion of theoretical courses was not appropriate.

The number of elective credits that students have access to is one of the democratic rights measures students enjoy. Yet, the design and compilation of elective modules are too rushed and often not enhanced. Elective modules are too few, so the meaning of self-selection to self-structure the modules according to the interests of students is not large. Especially for undergraduate students, the elective modules only exist in the name, because if students are allowed to choose their own, the class will not have the minimum number needed to open the class. Therefore, the beginning of every semester has virtual class status, and the restructuring of classes - the module takes quite some time. These causes have made the design of electives in some sectors less formal, more or less formal.

The typical measure of performance in credit-based training is the regular assessment of the learning process, not the application of the ABC score. The confusion between the assessment purpose and the evaluation tool is complicated by the complexity of the transition to credit system training.

#### 4. Conclusions

All training methods take the teaching-learning process as the focus. However, in traditional training, the role of the teacher is valued (centered). In contrast, in the form of credit-based training, the role of the learner is specifically considered (learner-centered). The learner-centered approach is thoroughly mastered from program design, curriculum development, and teaching. In order to have a method of teaching - learning in the true sense of the method of credit training, the first key point is to redefine the role of the teacher and the learner.

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