VIỆN ĐẠI HỌC MỞ HÀ NỘI
HANOI OPEN UNIVERSITY

Learning Opportunity for All

Reforming the Organizational Structure for ODeL: The Case of Hanoi Open University

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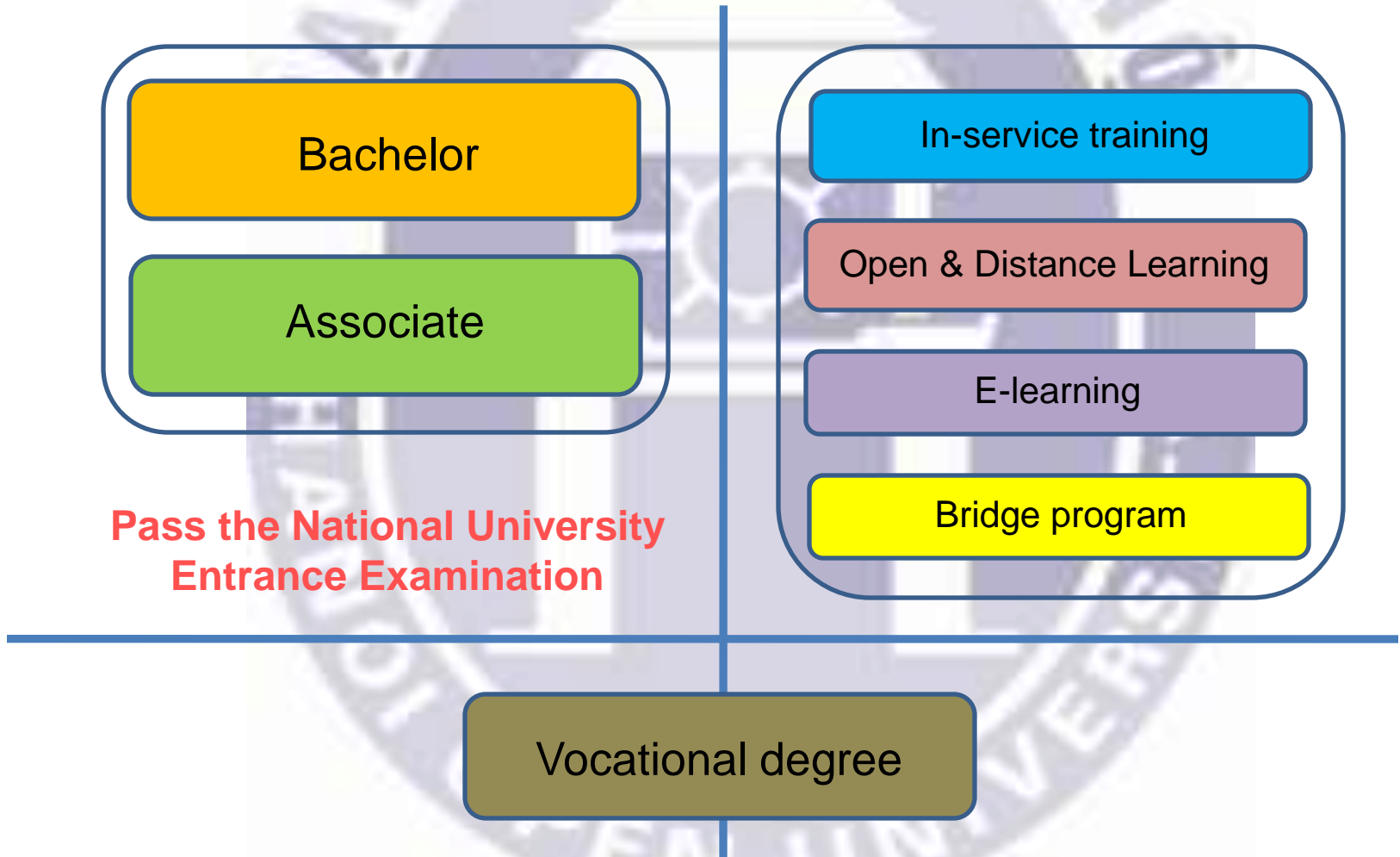**Faculty of Electronics, Telecommunication and Information Technology**

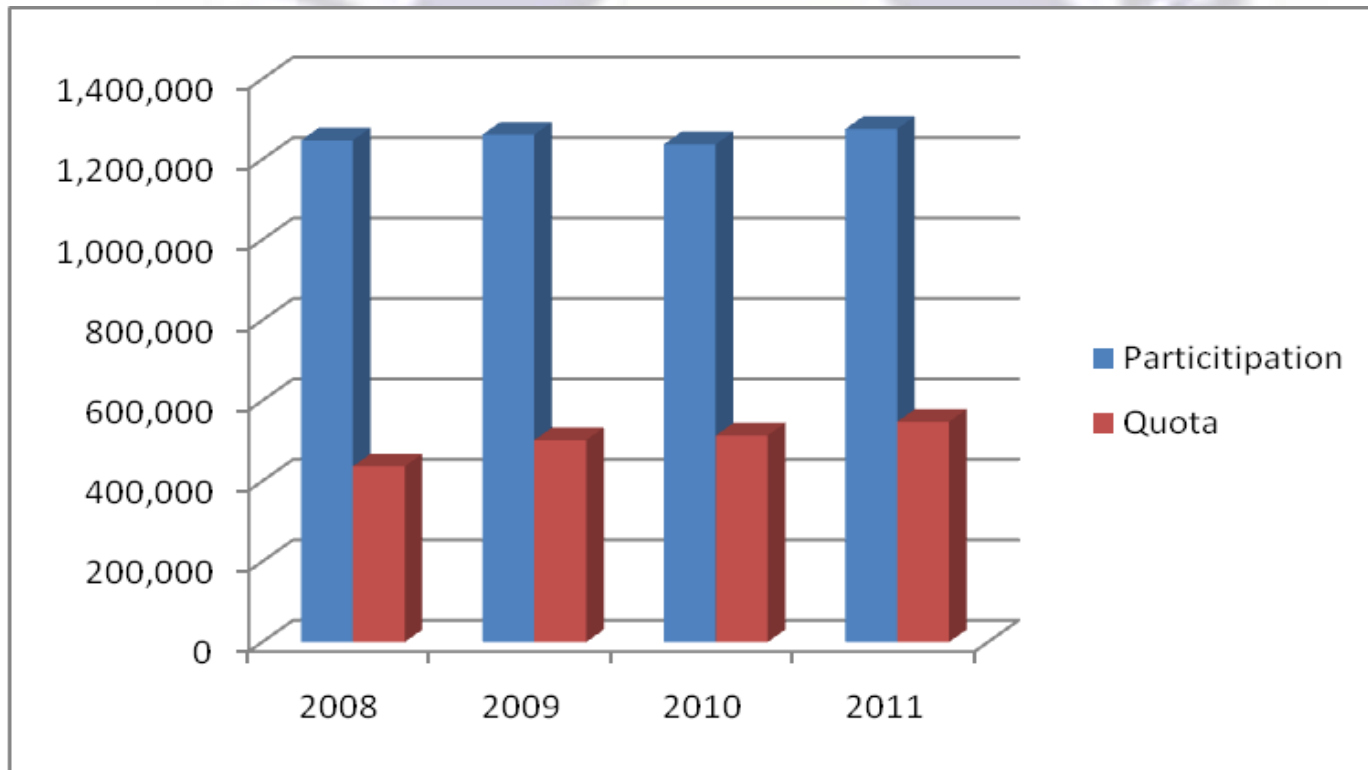**Hanoi Open University**

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Presentation Outline

1. The role of ODL in the context of Vietnam's higher education system.

2. E-learning development in the Vietnam's universities.

3. Reforming the organizational structure for ODeL: A HOU's case.

The Vietnam Higher Education System: Formal vs. Non-formal Sector

Bachelor

Associate

Pass the National University Entrance Examination

In-service training

Open & Distance Learning

E-learning

Bridge program

Vocational degree

National University Entrance Examination participation/quota 2008-2011
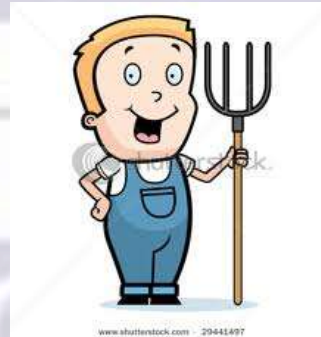

2008: 35%   2009: 39.8%   2010: 41.5%   2011: 42.9%

ODL: The path for the other half

Knowledge

Degree

Increase Income

ODL characteristics

❖ Separation of teacher and learner in time or place, or in both time and place.

❖ Institutional accreditation.

❖ Use of mixed-media courseware.

❖ Two-way communication.

❖ Possibility of face-to-face.

❖ Use of industrialized processes.

Percentage of non-formal student in some large higher educational institutions - academic year 2007-2008

No	Institute Name	Number of students	Number of non-formal students	Percentage of non-formal students
1	Vietnam National University, Hanoi	43,062	24,249	56.3%
2	Vietnam National University, HCMC	74,368	29,512	39.7%
3	Hue University	41,407	18,300	44.2%
4	Thai Nguyen University	52,052	29,000	55.7%
5	Da Nang University	45,777	17,198	37.6%
6	Can Tho University	32,433	10,963	33.8%
7	Hanoi University of Technology	42,411	20,389	48.1%
8	National Economics University	39,861	24,903	62.5%
9	Hanoi Agricultural University	19,538	8,867	45.4%
10	Hanoi Medical University	3,018	240	8.0%
11	Hanoi Pedagogical University	16,970	9,166	54.0%
12	HCMC University of Economics	44,323	23,460	52.9%
13	HCMC Medicine and Pharmacy University	6,836	1,625	23.8%
14	HCMC Pedagogical University	19,476	12,461	64.0%
15	HCMC Open University	19,049	4,778	25.1%
	Total	500,581	235,111	47.0%

Source: MOET

Number of attending/graduated students in distance education - academic year 2009 (Source: Continuing Education Department)
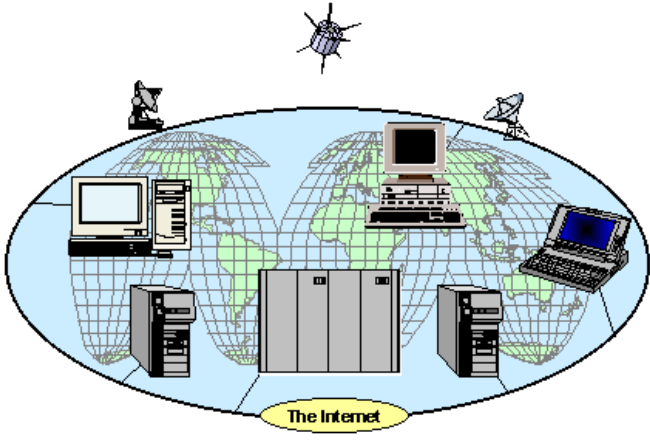
No	Institute Name	Attending Students	Graduated Students
1	Hanoi Open University	42.000	21.500
2	HCMC Open University	39.519	7.024
3	University of Information Technology - Vietnam National University, HCMC	12.658	3.750
4	Hanoi Pedagogical University	45.327	38.795
5	Hanoi University	2.437	6.735
6	Post & Telecommunication Institute of Technology	4.540	297
7	National Economics University	2.500	0
8	Hue University	48.038	77.731
9	Da Nang University	14.541	3.100
10	Da Lat University	931	995
11	Binh Duong University	13.900	20
12	Tra Vinh University	2.300	0
13	Duy Tan University	3.400	0
14	Hanoi Pedagogical University No 2	400	0
15	Hong Bang University	0	0
16	Dong Thap Pedagogical University	0	0
17	Hanoi University Business and Technology	290	0
18	Long An University of Economy and Industry	-	0
19	Can Tho University	-	0
	Total	232.781	159.947

The development of E-learning in the Vietnam's universities

❖Many ambitious universities have developed E-learning portal to provide full degree program. None of them was successful except for Hanoi Open University.

❖Review the case of Post and Telecommunications Institute of Technology (PTIT) a subsidiary of Vietnam Post and Telecommunication Group (a state-owner group).

Why PTIT fails in deploying E-learning

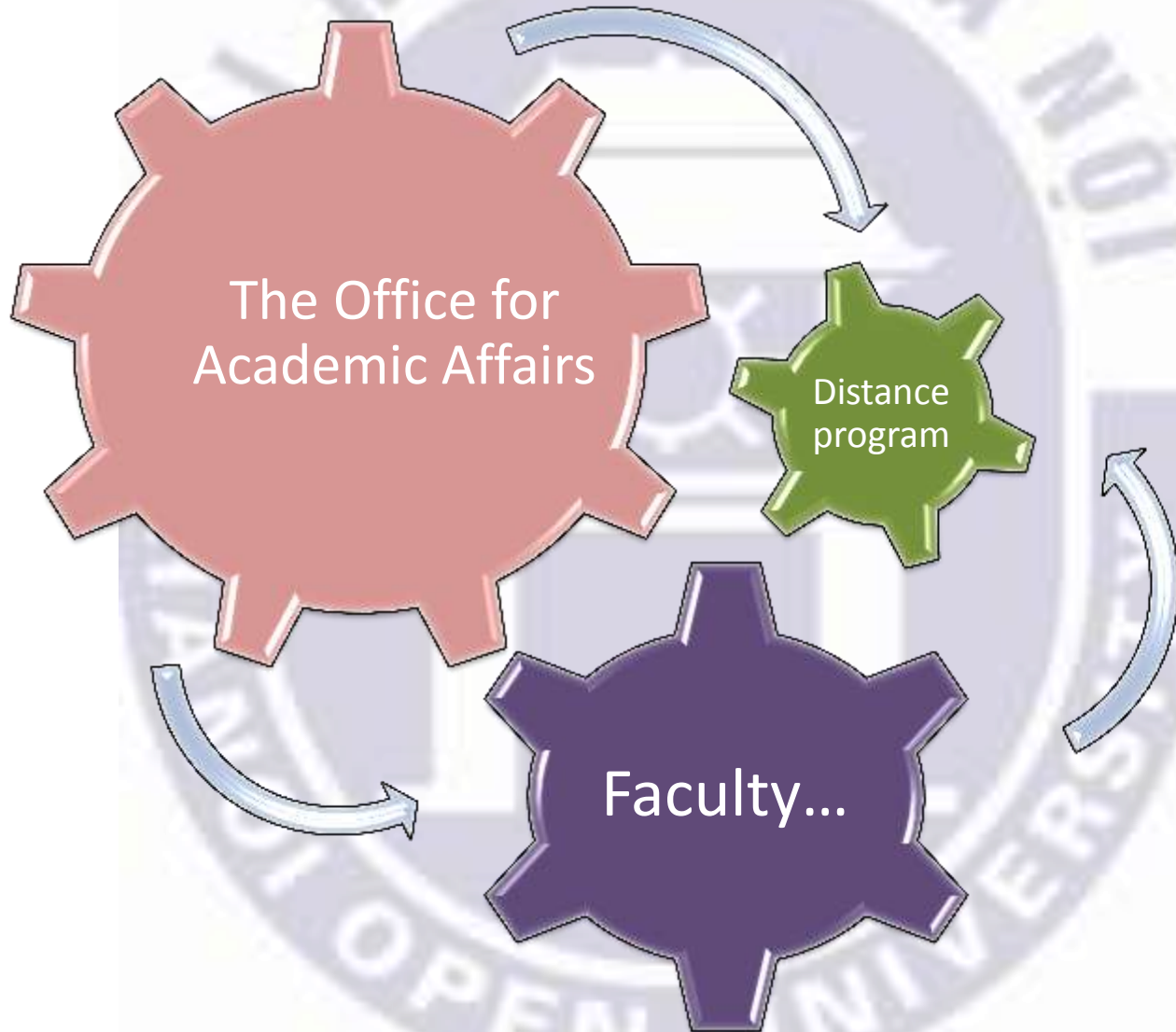ICT Infrastructure

Financial Support

Good reputation

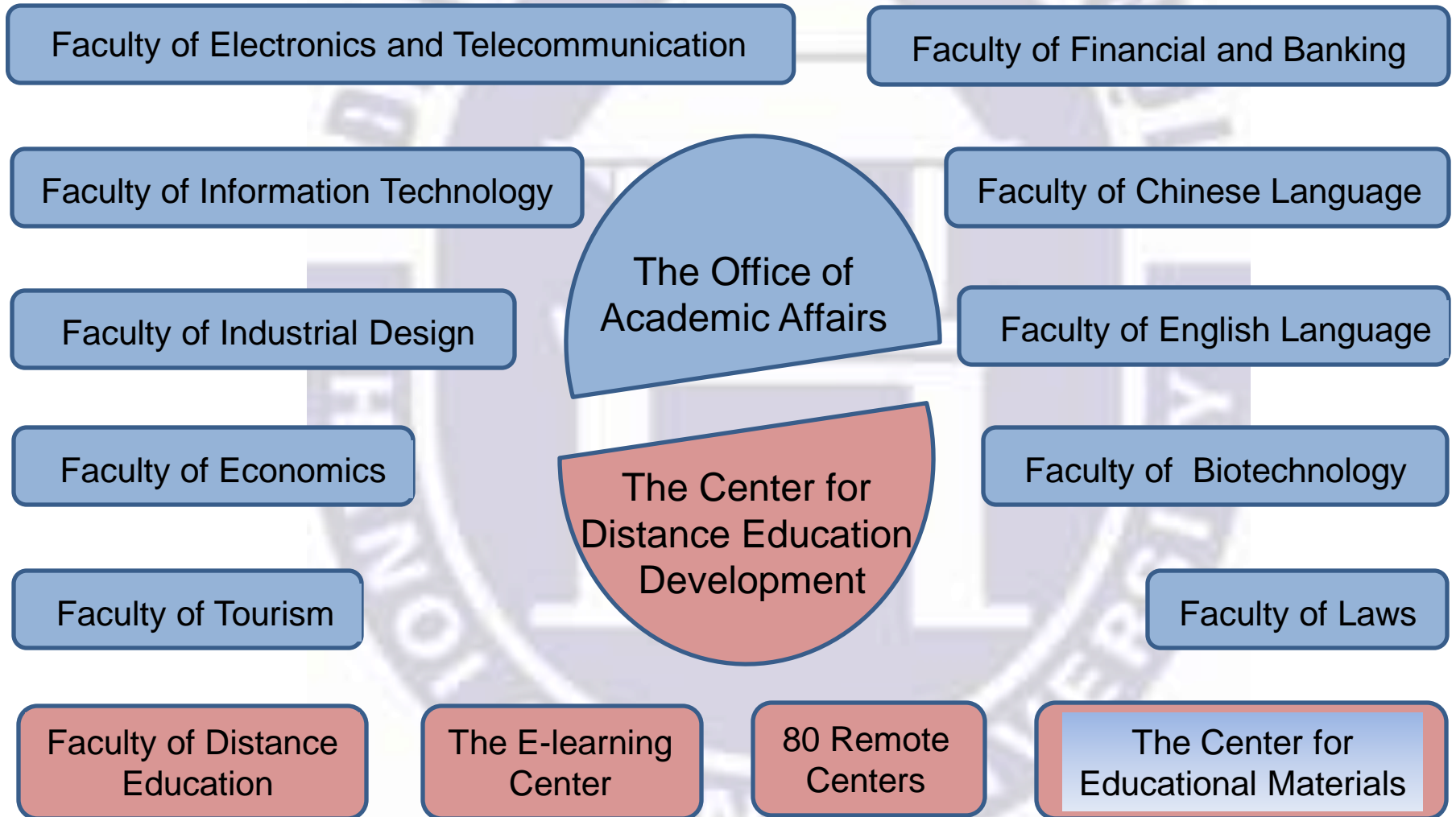Highly qualified faculties and staffs

Ha Noi Open University in brief

❖ State owned university established in 1993.

❖ One head quarter and 10 Faculties at 10 different campuses.

❖ Total formal education students enrolled each year is around 4,000.

❖ About 30,000 student has been graduated from ODL programs

Old Model for Distance Education at HOU

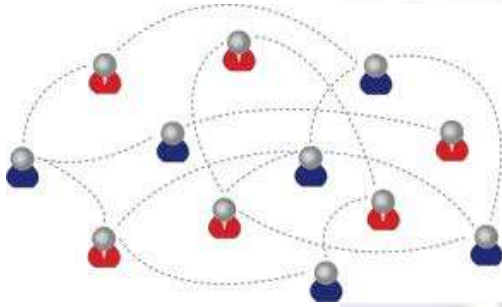# HOU: Organizational structure from educational and training perspective

Faculty of Electronics and Telecommunication

Faculty of Financial and Banking

Faculty of Information Technology

Faculty of Chinese Language

Faculty of Industrial Design

The Office of Academic Affairs

Faculty of English Language

Faculty of Economics

The Center for Distance Education Development

Faculty of Biotechnology

Faculty of Tourism

Faculty of Laws

Faculty of Distance Education

The E-learning Center

80 Remote Centers

The Center for Educational Materials

Private vs. public higher education institutions in E-learning market

On the keynote speech given at AAOU 25th of John Daniel

"The development of eLearning has encouraged many conventional universities to offer ODL but research in North America suggests that few are doing it very well. Private for profit providers are more successful"

The partnership between HOU & TOPICA in the E-learning sector

Network of Remote Centers

Business Process

Degree

Money

Reputation

Academic Community

Marketing Team

E-Learning Technology

The partnership between HOU & TOPICA in the E-learning sector

HOU	TOPICA
- Design curriculums.	- Produce educational materials for each subject.
- Issue certificates and official transcripts.	- Manage the E-learning portal.
- Manage student record keeping.	- Provide technical support for student.
- Monitor and investigate throughout the learning activities of students.	- Organize classes, schedules, examinations
- Provide quality assurance and program accreditation.	- Provide tutors and educational advisors.
- Appraise educational materials for each subject.	- Provide student services.
- Coordinate the cooperation activities between TOPICA and the Remote Centers.	- Recruit students.
	- Implement PR activities.
	- Research the demand of market on E-learning
	- Collect tuition fee.
	- Control and manage the E-leaning program deployed at the Remote Centers.

Result of the partnership after three-year establishment

❖ 4 E-Learning Bachelor Degree Programs:

- Business and Administration   - Information Technology

- Financial and Banking   - Accounting

❖ Up to September 2011, the E-learning Center had recruited 6,403 students with 4,764 has finished the registration procedure; 1,639 are waiting for the procedures to complete. In 2011, the number of enrolled student is about 3,500. In 2012, the number of student enrollment is estimated to be about 5,000

Conclusion

❖ Building a successful model for ODeL at a conventional university requires not only effort of the university itself but also contribution from outside organizations.

❖ The academic community realizes that, for ODeL practices, the private organizations are ahead of the conventional university.

❖ However, the reformation of the organizational structure of HOU as well as the flexible cooperation mechanism between HOU and TOPICA has proved an appropriate method for ODeL practice.

Thank you