

Development of Optimal Educational Theory and Digital Transformation in Vietnamese Universities

Dr. Dinh Van De, Dr. Pham Huu Loc, Dr. Nguyen Trong Nghia, Dr. Nguyen Thanh Nam, and MS. Lam Viet Dung Ly Tu Trong College of HCMC - Vietnam.

Abstract: Developing optimal educational theory is the scientific thesis of the best education. There, the learner's attitudes, knowledge and skills are comprehensively developed based on their temperament and competence. Learners develop as expected of education, such as: Capable of thinking, quick awareness, active creativity, principled learning, planning, mastery of the situation and consistency, deep thinking, rich imagination. have self-awareness, high consciousness, are persistent, have many initiatives. On the basis of digital transformation in higher education in Vietnam, it contributes effectively to creating high-quality human resources, capable of international integration and meeting the requirements of education in the new era. Developing optimal educational theory is the development of the knowledge economy and the next development of socio-economic forms... Optimal educational theory is proposed to develop Vietnamese higher education asymptotically with modern education in the world.

Keywords: Educational theory, optimal education, digital transformation, higher education, knowledge-based economy.

INTRODUCTION

Traditional education in Vietnamese universities, including its curricula, contents, methods, teaching aids, and especially testing and assessing procedures, does not meet the expectations of learners, their families, schools, the whole society, and the world of work. Therefore, it is always the guiding principle and the goal of the national education to build an education system that is progressive, modern and rich in national identities. The optimal educational theory proposes a possible direction for Vietnamese education to approach asymptotically with modern education in the world [Duc, T.K, 2015; Van De, D, 2020].

Optimal Education Theory is a collection of the most advanced teaching methods, and assessment strategies, approached with a view to bringing about the comprehensive development of learners. Over the centuries, the world's education has made strong and positive changes in both form and content, from the organization and management of educational institutions to the teaching methods, contents and each lecturer's strategies. However, the approach to optimal education for each country has different directions to suit the origin, audience, culture, history of each locality and region. Vietnamese education inherits and promotes the quintessence of human education and bases on the foundation of digital transformation applied in education and training to build the optimal educational theory [Van De, D, 2020].

Optimal educational theory, built from ideas to designs and operating in a new modern educational environment, always inherits from traditional education. In other words, traditional education is a lever for optimal education to develop.

Digital transformation in education is the transfer of beneficial educational activities from the real world to the virtual world in the cyber environment. There, people access more information, shorten the distance, save time, and narrow the spatial gap. Digital transformation is an inevitable, obvious and very fast trend, especially in the context of the current Industrial Revolution 4.0 (Industry 4.0).

Digital transformation in education is a process in which we equip education with new technology infrastructure as well as new equipment for learners (students), people who directly teach (Teachers), institutions and government agencies. In parallel with hardware devices are software applications and platforms for all educational activities and educational management of all levels to take place on that environment.

STUDY OVERVIEW

Status of Higher Education in Vietnam

In traditional education, the curriculum in the direction of academia, or commonly called "content-oriented" education, has been widely applied. The basic feature of this educational method is that it is always interested in imparting scientific knowledge to learners according to the prescribed curriculum. The knowledge content is imparted based on the subjects of the respective specialized sciences. There, learners are equipped with different systems of objective scientific knowledge in many fields. However, the academic curriculum has not explicitly focused on learners as well as on the ability to apply learned scientific knowledge to real life situations.

The forms of testing and assessment of students' learning outcomes according to the content-oriented approach are biased towards the assessment of knowledge value, mainly testing and evaluating the ability to memorize and reproduce knowledge. This has been revealing many limitations in improving the activeness of learning and students' ability to flexibly and creatively apply knowledge, skills and techniques in various real-life situations [Van De, D, 2020; Sinclair, B, 2020].

Content-oriented education has a one-way approach: Teachers give lectures, students listen and copy lessons. There is little change in the construction of exercises, usually closed exercises, and hardly any applied reference to transfer the learned knowledge to unknown or real life situations. The cumulative nature of learning is not sufficiently taken into account. Hence, the learning results did not reflect the true capacity of the learners. There is too much concentration on imparting knowledge, degrees and exam results, but no appropriate attention to the capacity and quality of learners. The current way of organizing exams mostly just limits to assess students' theoretical awareness.

Assessment is an important component of the training process, but now it is only at the level of categorizing students' learning. It focuses excessively on short-term memory and comprehension achievements while there is too little regular review and connection between the known and the new. There is almost no identified competency required in the test such as generic or distributed capabilities;

Education is limited in schools and is mainly based on interaction between teachers and students within the scope of textbooks, lacking interaction with society. The role of families, mass organizations and the society is increasingly blurred in the education of the young generation.

According to the knowledge assessment criteria, the final exam results do not define the level of knowledge such as: knowing, understanding, applying, analyzing/synthesizing, evaluating and creating. According to skill assessment criteria, final exam results do not distinguish abilities such as imitate, do (basic initial skills), do exactly (skills for independent execution), transform (synthetic techniques) and mastering and automating (high-level techniques). According to the attitude evaluation criteria, the final exam

results do not show the students' learning and examination attitudes such as acceptance, response, evaluation, sense of organization, personality expression.

The cause of all causes leading to limitation is the too slow development and little change of science and technology, so the traditional society sets the mission of the school to be fully equipped with knowledge so that people can be qualified to work for life.

The biggest limitations and barriers of Vietnam's higher education are confusing the management of university institutions and the state management of education, schools do not have much autonomy, mainly performing assigned tasks. The organizational structure has not been self-sufficient, the activities of the School Council are still lackluster and not yet promoted. The education management model currently does not meet expectations. The training market is increasingly competitive. Another challenge for universities is the possibility of "brain drain", which is ongoing and will tend to increase sharply in modern education.

Meanwhile, the Covid-19 pandemic has caused difficulties and damage to all aspects, strongly affecting the field of Education and Training. According to the World Labor Organization (ILO), more than 70% of young people studying or combining study with work have been negatively affected by the closure of schools, universities and training centers since the outbreak of the pandemic.

Immediate Damage

In the context of the complicated development of the Covid-19 pandemic, online learning is a mandatory solution when learners cannot go to school. However, online learning has greatly increased the cost of education. In Vietnam, the shift to online teaching causes the cost of education to increase exponentially. The entire training program was disrupted, causing additional costs to build and redesign the program. That is not to mention the expenses for the work of disinfection, sterilization, disease prevention and control over the past many months and other costs that have not been fully enumerated.

Long Term Impact

While the cost of education and training increased, educational services declined sharp. According to the assessment of economic experts, the education

services have the most dramatic economic decline compared to that of other fields.

To solve the above problem, it is necessary to approach modern and advanced education and develop optimal educational theory on the basis of digital transformation in higher education in Vietnam.

The Inevitability of Digital Transformation

Over the past decades, our country's education has made remarkable achievements and development steps, making an important contribution to the task of raising people's knowledge, training human resources, fostering talents and achieving some important results in the construction, protection and development of the country. However, that achievement is still low compared to the general

development of the world education, especially higher education. Optimal educational development is inevitable and digital transformation has contributed value and topicality to education.

Social criticism has raised many questions for education; Transformation in education is a change and this change must bring a new face for optimal education and approach the world education. So what element would be changed in education? Where would this start? What are appropriate levels, fields and roadmaps? From a comprehensive perspective, this is a nonlinear problem and the domain-dependent solution is different for each educational institution in each country [Windpassinger, N Sinclair, B, 2020].

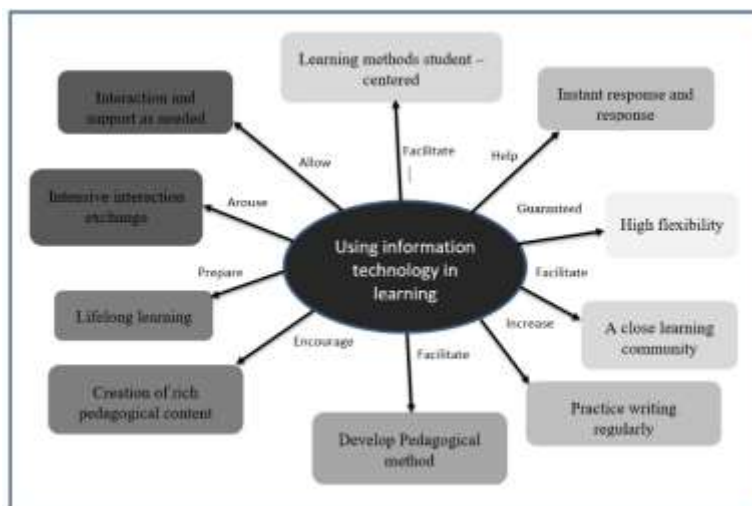


Figure.1: Applying IT to learning

The common point is that, unlike traditional education, digital transformation is a transformative method of transmission. This change is to change the nature of the process with the ultimate goal of developing education towards modernity. Digital transformation changes contents, methods and means, helping learners access modern technology, and academic exchange.

Digital transformation in education is a change in which modern information technology is applied to meet the increasing learning needs of students, lecturers and schools; create a learning environment where everything is connected. It is an ecosystem that combines technology, services and security to bridge the digital gaps; create collaborative, interactive, and personalized learning experiences.

In the school organizations, implementing digital transformation means the school renews the teaching and management models, teachers innovate the contents and teaching methods based on e-lessons, students learn actively and experience more through interaction in the digital environment, thereby capturing knowledge more easily and improving the quality of education. Thanks to digital learning materials and that digital learning environment, teaching models and methods are innovated in a more effective way [Sinclair, B, 2020].

To successfully carry out the task of digital transformation in education, identifying digital transformation as the optimal goal is completely appropriate, grounded and feasible. The reason is that the 4.0 revolution is an opportunity for breakthroughs, Industry 4.0 is associated with the destruction of old models but this is creative destruction. This revolution creates opportunities

for latecomers, poor countries, and developing countries like Vietnam.

Digital transformation in Education focuses on two main issues, which are digital transformations in teaching, learning, testing and assessment, and digital transformations in management. Digital transformation in teaching, learning and testing and assessment is the digitization of learning materials (electronic lectures, electronic textbooks, e-learning lessons, multiple-choice question banks, ...), virtual laboratories, digital library, online training system...; Digital transformation in teaching transforms all teaching methods, classroom management techniques, ways to interact with learners in digital space.. Digital transformation in management is digitizing management information, creating interconnected large database systems, deploying online public services, and applying 4.0 technologies such as: AI (Artificial Intelligence), blockchains, analytic data, ... for management, executive leadership, and administration [Raskino, M. et al., 2020].

Digital transformation in education does not just stop at teaching and learning, but the scope is extremely large. Education management plays a very important role, where all activities, relationships, manipulations, interactions in progress will be placed in the digital platform for operation and implementation. It is necessary to clearly see the nature of digital transformation as follows: Digital transformation is not a substitute for real, direct and vivid elements, but actual elements are put into digital transformation, thereby operating faster, more open and more inclusive creating more learning opportunities and conditions, making the implementation and operation of education in reality more effective and high-quality.

Improving the quality of education: Today, technological achievements such as the Internet of Things (IoT) help enhance management and supervision in educational institutions, monitoring and observing learners' behavior. Big data technology helps to analyze learners' learning behavior for appropriate support and advice. What is more, Block chain helps to build and develop an information management system and student's education records, supporting consolidation, management and data sharing, learning history recording, individual transcripts to ensure consistency and transparency.

Building and developing a flexible learning space and time, promoting open - equal - personalized education: Currently, open mass online courses appear with big names in the world such as: Udacity, Coursera, edX, Udemy, FutureLearn, creating the most favorable conditions for learners to quickly acquire and master knowledge in a flexible, efficient and convenient way anytime and anywhere. This base has opened up a new education - open education, helping people to access multi-dimensional information, narrowing all gaps, optimally saving time, thereby rapidly developing knowledge, and thinking on multimedia platforms.

Increase interactivity, practicality - application: Applying virtual reality, augmented reality in education to build virtual laboratories, virtual reality models with user interaction, AR books, Blippar software for research on space science, etc. helps learners have interesting, open, multi-sensory experiences in a virtual environment. Therefore it is easy for them to understand, remember and explore while promoting interaction, practicing and applying knowledge right in the lecture hall [Lac, N, 2017].

Reduced training costs: With the development of the Internet, online teaching models (e-learning) help reduce training costs. Accordingly, the tuition fee will be significantly declined. The training institution saves the cost of equipping facilities and the pay for lecturers and experts; learners save on tuition fees, living expenses, study materials and other fees, etc.

Open education is an open learning resource that helps learners and teachers connect with knowledge effectively wherever they are and during any time period; help managers be transparent about the teaching and learning work of the educational institution that they lead. Open learning resources are an inevitable development trend of modern education.

Optimal operation of training facility: The application of technology into operation helps to manage teachers and students more thoroughly, reduce workload, decrease waste, and improve the efficiency and working quality of departments and divisions.

Evaluating learners' learning outcomes is assessing learners' knowledge, skills and attitudes through instructional materials and measuring progress: Using student assessments in combination with the analysis of data, lecturers exercise their rights and

obligations as teachers along with classroom management to adjust teaching plans so that they are convenient and suitable for learners. The lecturer builds a suitable question bank for each subject; students answer the lecturer's questions through the assessment software, from which the lecturer can accurately assess the knowledge, skills, and attitudes of each student [Yoshitaka, T, 2020].

The opportunities and challenges of digital transformation in education are expected to optimize multi-goal training efficiency. However, if the hypothesis of the problem of network infrastructure, equipment and technological solutions is not met, then the conclusion of the problem of digital transformation in education cannot be found; that shows that factors such as: the competence of unsupervised lecturers, the teaching methods of teachers are left open, the digital teaching experience for teachers and learners can become consequences, disasters. From there, many risks appear such as the student's academic behavior may be deviant, the educational activities and management of education are not properly controlled; the quality of education is relaxed, free fall. The price paid for this danger is if we abandon or abandon, to lose the learner in the vast virtual space.

Optimal Educational Theory

Teachers and students are constantly concerned about effective teaching and learning. Teachers can use learning theories to determine a learner's capacity to orient and choose relevant instructional strategies. Learning theories assist students in gaining a better understanding of their own talents so that they can select effective learning techniques. The Theory of Optimal Education is a compilation of the most sophisticated methodologies and methods of higher education, all aimed at providing learners with a holistic growth. However, depending on the origin, audience, culture, and history of each area and region, each country's approach to optimal education takes different ways [Duc, T.K, 2020].

In order to maintain the stability and development of multi-objective education, educators and education managers must solve the problem of optimum education with a fast impact on time in the process of transitioning the higher education model from the traditional to the optimal educational model.

The optimal teaching method will prepare students to be experts of critical thinking, creative thought, and action. The teacher provides orientation, makes suggestions, guides document searches, organizes and coordinates discussions, creates debate content, provides feedback to students, and appears when students are having difficulty.

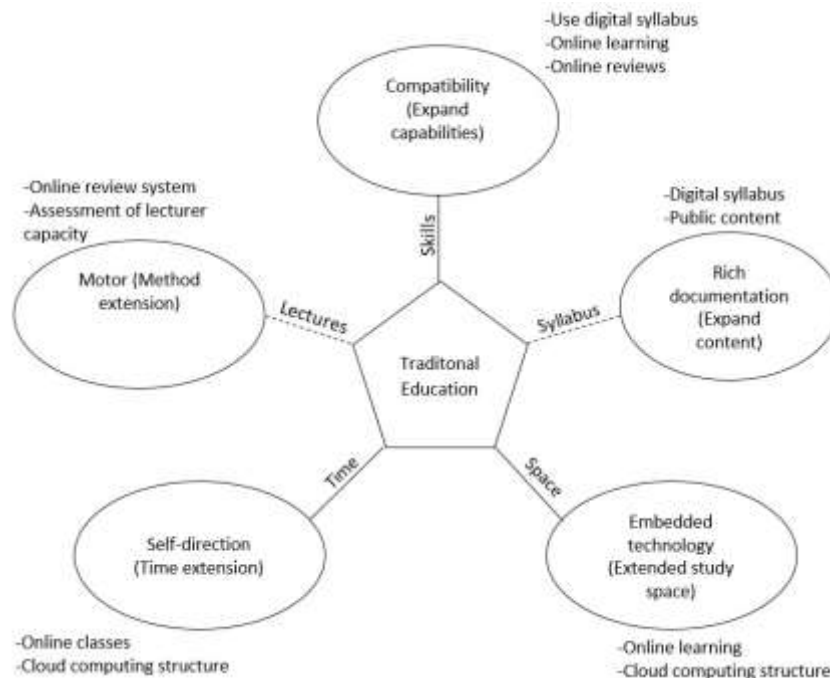


Figure 2: Optimal educational model

Information technology advancements could lay the foundation for innovative management,

teaching, learning, and research approaches. The optimal educational method is the one based on the

traditional educational method to develop. Furthermore, there must be an organic dialectical connection between old and new educational techniques; benefits and strengths must be retained and advanced, while restrictions that cannot be further developed must be eradicated. It then provides learners with excellent efficiency and in-depth information. We always seek, inherit, and promote our achievements in education; yet, we do not leave any ideas that would allow education to grow and expand effectively.

Optimal educational theory is developed from concept to implementation in a new, modern educational setting, and it always draws on conventional education. Traditional education is a lever for optimal education to develop.

The optimal educational challenge is solved by learners' real-world experiences. In fact, students come to higher education institutions from all over the world, representing a variety of age groups, living situations, social settings, and physical conditions. Ideologies differ as well. As a result, curriculum content must be built around this hands-on experience. Because the pedagogical form, management method, learning conditions, experience environment, and so on vary by location, the teacher cannot use a single pedagogical method for the entire class, but must rely on the average number of people in the class and the personality of the learners to implement multi-intelligence teaching theory in education and training [Hai, N.T, 2020].

According to optimum education theory, a national general training program should be produced, with the detailed program determined by the educational institution in order to be consistent with the framework program. It is not possible to impose a precise national program common to all learners from all localities, and it is not possible to apply one kind of pedagogy to all learners. Specifying how the overall educational goals are presented concisely and succinctly in the training framework program, while the educational institution and school are responsible for implementing the detailed program to achieve that goal, and each teacher in the classroom is responsible for teaching.

To conduct optimal education, optimal educational theory is determined to apply the principle that program content, pedagogical methods, and management methods must be tailored to each age group, each geographical region, and each socio-

cultural environment. In addition, special attention is paid to each learner's physical condition, aptitude, and temperament. The teacher a magnificent educational labour profession, revered by the entire society and charged with tremendous responsibility is the one who successfully solves this multi-objective optimization issue [Armstrong, T, 2011].

The teacher is a "pedagogical encyclopaedia" with expertise in age psychology, as well as a neurologist, psychotherapist, and a psychologist who assists students in their development. A teacher is someone who can comprehend a student's characteristics, personality, thoughts, and aspirations, as well as communicate the learners' experiences and thoughts in their own words. At the same time, the teacher is the architect who creates the curriculum content and selects the best pedagogical methods for each object, collection of objects, or individual student in the classroom.

Teachers put in a lot of time, effort, and enthusiasm to write numerous scenarios for a lesson, design many times for a lesson, and prepare several lesson plans for the same class in order to have 1 lesson/hour in class. Teachers design classes based on the psychophysiology, temperament, and nervous system of their students. As a result, the theory of optimal education has demonstrated that teachers in the theory of optimal education are not only skilled in pedagogical skills, but also in the disciplines of psychology, operations, and education. The instructor is the originator of the lecture content in teaching and learning, and he or she teaches in collaboration with the students [Armstrong, T, 2011].

As a result, "soul engineer" is the universal key that unlocks all doors of achievement for learners, according to the philosophy of optimal education for teachers. The content of ideal education is open and evolves in an endless stream, never changing, never fixed, and constantly in a state of flux. That flow carries scientific information, ethical principles, humanity, and human culture, which the school respectfully passes on to learners in the hope that they would achieve.

Optimal educational theory promotes democracy because democracy is a method of collective decision-making in which all members have equal rights when participating in decision-making; It's a feature of the times. Democracy in schools when teachers and students jointly design and build the

goals of education, lessons, chapters and subjects. This goal is to achieve a high level of unity between the teacher's knowledge and experience and the learners' comprehension and awareness of boundaries through their own experiences; teachers and students interact, and learners receive educational results. Democracy's distinct feature is that it empowers learners to be self-reliant and confident in their ability to grow. The student is at the centre of the educational process here. Learners freely grow their intelligence, judgment, thinking ability, independent creativity, and critical thinking through capacity, conditions, and enthusiasm. This is an important scientific way for students to obtain knowledge for themselves, establishing a habit of self-study not just in school but also in society, and encouraging lifelong learning [bethongminh.vn; genocodevietnam.com].

The autonomy of learners will become a valuable characteristic of human civilization. This habit assists learners in mastering themselves, mastering their own lives, knowing how to change for perfection, discovering and being able to solve and conquer challenges and complex problems posed by life for themselves and the world around them.

The function of testing and evaluating learners' learning outcomes is emphasized in optimal educational theory. It's a tool for teachers to show society and the workplace that their students have acquired the knowledge, abilities, and attitudes appropriate for their level of study. A task of optimal educational theory is competency-based teaching and assessment of learners' learning outcomes based on competence.

Results of Optimal Educational Theory in Experimental Planning

Optimal educational theory has experimentally designed some of the following preeminent contents through theoretical and experimental study in higher education:

When learners complete a unit of theoretical learning, they will achieve results according to Bloom criteria, and when they complete a unit of practical learning, they will achieve results according to Harrow criteria.

A multi-dimensional approach to learners is at the core of optimal educational philosophy including frequent changes in exercise construction, often open-ended exercises; applied reference approach, transferring what has been learned to unknown problems as well as real life situations. The acquisition of knowledge is a condition in optimal

education theory. The learning outcomes correctly reflect the learners' true capabilities rather than cramming, concentrate on transferring knowledge, skills, and attitudes; focus on learners' abilities and traits; and how to design exams, tests, and comprehensive assessments of learners [Van De, D, 2020].

The best educational theory is an open educational method that is no longer restricted to the four walls of the school; interactions are not limited to teachers and students, but include a wide range of interactions such as interactions with textbooks and interactions with society, forming an ecosystem. In the education of the young generation, the function of family, union, and society is becoming increasingly important.

In addition to the ability to test for grading, the design of the assessment test according to the optimal theory of education has an important function of informing learners, teachers, and the working world that students have mastered the necessary skills and abilities that are required by teachers and employers; particularly for the practice of skill formation exceeding stakeholder expectations [wikipedia.org].

Building a test to evaluate students' learning results based on the optimal education theory, clearly distinguishing between average and good students' abilities; and good with excellent. The test results represent the students' learning outcomes and assess the learners' genuine capacity.

Testing and evaluating learning outcomes in accordance with the optimal educational theory in order to further the goal of cultivating learners' interest and, more significantly, increasing learning self-discipline. This is critical in order to contribute to the future success of students. The main measure for determining the level of achievement of the teaching objectives/output standards is the assessment of learning outcomes for subjects and educational activities during and after school hours, and it plays a critical role in the learning process and in improving student learning outcomes. To put it another way, effective educational assessment is the evaluation of knowledge, abilities, and attitudes as they are applied in real-world situations.

The following are the criteria for evaluating knowledge: Knowing, comprehending, applying, analysing/synthesizing, assessing, and creating are some of the levels of knowledge found in the final exam results. The following are the criteria for

evaluating skills: The ability was split into four categories based on the results of the final exam and practical exercises: imitate, do (basic initial skills), do correctly (skills for independent execution), transform (synthetic techniques), master and automate (high-level techniques). According to the attitude evaluation criteria: The final test and practical exercises revealed the students' attitudes toward studying and taking the exam, including acceptance, response, appraisal, organization, expression, and personality display [genecodevietnam.com].

The assessment of learning outcomes does not consider the ability to reproduce learned knowledge as the emphasis of the assessment from the perspective of teaching in the direction of constructing optimal educational theory for learners. The ability to apply knowledge creatively in a variety of circumstances is the emphasis of competency-based assessment of learning outcomes.

There is no conflict between the assessment of knowledge and skills and the assessment of educational optimal theory. In essence, the assessment of knowledge and skills is considered a higher development step than the assessment of optimal educational theory. To demonstrate that learners are competent to some extent, opportunities for learners to solve problems in real-life situations must be provided; at that time, learners must apply both the knowledge and skills learned in school and their own experiences gained from experiences outside of school, such as experiences at home, in the community, and in society;

Thus, by completing a task in a real-world setting, one may examine learners' cognitive abilities, performance abilities, values, and emotions all at the same time. On the other hand, according to the theory of optimal education, assessment does not entirely rely on the subject education program, such as assessment of knowledge and skills, because capacity is a combination of knowledge, skills, attitudes, values, ethical standards, and so on, and it is formed through a variety of learning experiences and a person's natural social development [Van De, D, 2020].

Some modern teaching methods have brought the expected success for education such as: Experiential education, learner-centered education, E-Learning, multi-intelligent education, virtual interactive teaching, reverse teaching, ... In which

inheritance chooses classical education with access to new educational model has proven that: Optimal education theory is the best.

CONCLUSION

With the ultimate aim of integrating Vietnamese higher education with global education, a revolution in education is required. Starting from idea to design, develop optimal educational theory and experimental planning, let the optimal educational theory be the result of expectations.

In theory, we should proceed to explicitly build criteria and standards as a measure for optimal theory; and build quality standards with the proposal of optimal educational theory.

In practice, using global reference frames for modern education, comparing them to Vietnamese education, and therefore developing Vietnamese education in a more advanced and modern manner, with the purpose of comprehensively applying and optimizing educational theory in teaching and learning.

In terms of education, digital transformation is a new process that is altering the way education is delivered. According to the principle, when an educational technique is changed, the method is altered, which in turn causes adjustments in teaching tasks, teaching and learning methods, assessment methods, and so on. The origin is a change in input factors to accommodate new educational situations, which leads the output product to vary in lockstep with the input.

When organizing, implementing, and managing change in education, management thinking must change ideally, be flexible, and have expertise. Learners will gain a variety of competencies as a result of their educational experiences, and their capacity to perform new abilities will develop as a result of their fluency.

The article has analysed some contents related to the current status of traditional education and the impact of the Covid-19 pandemic. On this foundation, the authors propose a broad solution for advancing Vietnamese education in a modern direction by constructing optimal educational theory based on higher education's digital revolution. The proposed solution must be studied in greater depth, a detailed roadmap must be developed, a reasonable implementation organization must be assigned, and the solution must be evaluated and tested to ensure that it is

effective when deployed in accordance with the diverse realities of different places and times.

REFERENCES

1. Duc, T.K. "Capacity and creative thinking in higher education." *Hanoi National University Publishing House* (2015).
2. Van De, D. "Assessment of student learning outcomes according to competency approach in teaching mechanical engineering technology at colleges." *Doctoral thesis in Technical Pedagogy, University of Technology Hanoi* (2020).
3. Windpassinger, N. "Internet of Things (IoT): Digital Transformation or Death." *Vietnam Information and Communication Publishing House*; Translators: Ho Thi Huong Giang and Nguyen Thi Ngan Ha (2020).
4. Sinclair, B. "IoT Inc - the internet of things - Your chance to lead in the results-driven economy." *Vietnam Information and Communication Publishing House*; Translators: Le Minh Thong and Ngo Thi Tuong Vy (2020).
5. Raskino, M. and Waller, G. "Digital transformation to the core - Elevate leadership for your industry, business and yourself." *Vietnam Information and Communication Publishing House* (2020).
6. Lac, N.X. "Introduction to theory and modern teaching technology." *Vietnam Education Publishing House* (2017).
7. Yoshitaka, T. "Education reform in Vietnam – Will it come true?." *Vietnam Women's Publishing House* (2020).
8. Duc, T.K. "Theory and teaching methods develop capacity and creative thinking." *Hanoi National University Publishing House* (2020).
9. Hai, N.T. "Stem/Steam Education – From hands-on experience to creative thinking." *Young Publishing House* (2020).
10. Armstrong, T. "Multiple intelligences in the classroom." *translated by Le Quang Long, Education Publishing House* (2011).
11. www.unesco.org.vn.
12. <http://bethongminh.vn/mida/howard-gardner-cha-de-cua-thuyet-tri-thong-minh-da-dang.html>.
13. http://en.wikipedia.org/wiki/Thuy%E1%BA%B Ft_%C4%91a_tr%C3%AD tu%E1%BB%87.
14. <http://genecodevietnam.com/ly-thuyet-thong-minh-da-tri-tue/>.

Source of support: Nil; **Conflict of interest:** Nil.

Cite this article as:

Van De, D., Loc, P.H., Nghia, N.T., Nam, N.T. and Dung, L.V. "Development of Optimal Educational Theory and Digital Transformation in Vietnamese Universities." *Sarcouncil Journal of Education and Sociology* 1.8 (2022): pp 1-9.