

Some learning activities of the students at BVU in the academic credit system

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Abstract

Nowadays, university training under the academic credit system is a progressive training system with the basic philosophy of respecting learners, considering learners as student-centered. Its purpose focuses on the flexible training process in order to help learners freely select for themselves the way of learning that best suits with their ability and finance. According to the roadmap of the Ministry of Education and Training from 2010, all universities must switch to training under the academic credit system. The fact shows that this is the right policy, suitable, accompanying the development trend of higher education in the world. In order to successfully implement this policy, the management of universities needs have many innovations like renovating the management of student learning activities to suit the academic credit system. Management of student learning activities is the process of purposeful impact of the management subjects who are principle, lecturers and administrators on their students through activities to change their awareness in learning, teach them how to learn, build class in groups, organize and manage learning activities, coordinate in managing learning activities, etc. to teach students to become fully developed people with ethics, knowledge, health, aesthetics and profession, and meet the requirements of society. The article focuses on discussing four factors of managing students' learning activities in the academic credit system including learning purpose, learning motivation, guiding how to study in university; managing self-study activities. The results of the paper can contribute to improve the efficiency of learning management, and improve students' learning quality in the academic credit system.

Keywords: learning activities, the academic credit system, learning goals

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I. INTRODUCTION

All people activities are activities targeted and motivated. Students' activities are highly independent and have a very personal feature which is showed by learning motion system. Students' learning motion also have many different levels, starting from satisfying their needs of learning and showing up themselves, hoping to get their future career, skills and knowledge. Therefore, the learning purpose and motion of education for students in universities usually focus on the following duties:

- (1) Organize educational activities on politics, ideology, traditions, goals and ideals of life.
- (2) Raise students' awareness of the goals and requirements of the discipline.
- (3) Build a positive atmosphere for learning, encouraging and helping each other.
- (4) Stimulate the spirit of passion for learning and scientific research.

Also, learning methods are ways of absorbing, processing and applying learning content in a way that is unique to each learner in order to achieve the highest learning efficiency. The learning method of university students is much different from that of high school students. Therefore, universities need to teach students how to study at universities at the beginning of the course because training according to the academic credit system must require students to be active during the learning process and have a strict and scientific study plan to achieve high academic results.

In addition, teaching students skills to develop a study plan includes list and write down what need to be done; self-build study plans for each week, month, semester, and school year; arrange, allocate reasonable time for learning tasks, give priority to important tasks; determine the time to complete the work; self-control, evaluate the plan and learn from these experiences. Teach them how to use their time to help them get their time effectively and remember their learning tasks. Teach them the principles of listening to lectures and taking notes in classroom. Listening and recording the lesson fully and carefully with the highest combination of their auditory, visual and perceptual senses in order to help them understand the information of knowledge in deeply way. In the academic credit training, students must spend a lot of time on self-study such as actively looking for

materials related to the subject, reading books, going to the library, studying in groups, doing exercises, doing projects, etc. so need to teach them the methods for self-study to achieve high efficiency, teach students how to communicate, give oral explanations, learn to persuade others, learn to manage and organize their own study groups. Teach them skills and effective methods of reading books and other documents to help them improve the quality of students' self-study, and how to select books suitable for the subject's objectives, learners' knowledge and improving professional qualifications.

DEFINITION OF TERMS

Learning objectives are the intended aims and expected outcomes of a course, and they specify the information, abilities, and capacities that a student in that the student should attain.

Students' ability to learn efficiently is influenced by internal or external extrinsic motivation. In the teaching-learning relationship, teachers are the best source of inspiration to motivate the students to study better.

Study methods at university, the student must find the main reason why he/she chooses to study a course, the right study method for himself/herself, get active to pursue the aim, have a clear study plan.

Self-study is the study of anything without direct supervision or attendance in a class.

Learning activities are dissemination, discussion, exploration, and demonstration activities are only few of the activities that are recommended to enhance learning.

FINDINGS

The paper conducts a small survey on 500 students who are studying at BVU. The results show that 57.2% of the students have learning goals, 22.2% of them have not identified learning goals, and 20.6% of them have no learning goals. However, 70.4% of the students learn based on their emotions and they learn what they like. 65% of the students like to learn what teachers teach in class. Only 30.4% of the students are eager to find new information for their studies. 37.2% of the students like to study alone and 62.8% of them like to study in groups. 39.6% of the students like to study through your presentations. 42.8% of them like to learn through doing projects. 24.6% of the students like to spend more than 5 hours a day studying out of class. 62.4% of them like learning through experiences.

No.	Questionnaire	N = 500		
		Yes	No	Not sure
1	Do you have a learning goal?	57.2%	20.6%	22.2%
2	Do you only study what you like to learn?	70.4%	29.6%	0%
3	Do you only learn what the teacher teaches in class?	65%	35%	0%
4	Do you always find yourself hungry for new information?	30.4%	45.6%	24%
5	Do you like to study alone?	37.2%	62.8%	0%
6	Do you like to study in groups?	62.8%	37.2%	0%
7	Do you like learning through your presentations?	39.6%	60.4%	0%
8	Do you like to learn through doing projects?	42.8%	57.2%	0%
9	Do you like to spend more than 5 hours a day studying out of class?	24.6%	46.4%	29%
10	Do you like anything you've learned to serve your goals?	43.2%	30.4%	26.4%
11	Do you like learning through experiences?	62.4%	37.6%	0%

The results of the survey on 500 students studying at BVU

Through these findings, 42.8% of the students have not defined goals yet or have no learning goals. This is a quite large number and this number can greatly affect on the learning process as well as the outcome standards because when the students have clear learning goals, they will have a study plan and be proactive to learn better. Since there is no learning goal, the students just follow what the teacher teaches in class (65%) or learn based on their feelings (70.4%). Their willingness to learn is also rather low. 30.4% of them feel that they really desire to find new information to learn. In addition, learning autonomy is low too. Specifically, 62.8% of the students do not like to study alone, they do not like to learn through self-presentation with 60.4%, they do not like learning through projects with 57.2%. Moreover, they also don't not take effort into self-study for their goals with 56.8%. However, they like to join the funny and experiential activities with (62.4%).

II. CONCLUSION

From the results of the small survey, the paper can go to conclude that the criteria for setting learning goals, self-motivation, methods for study at university, and managing students' self-study activities have not been met the expectations compared with the spirit of the academic credit system. Therefore, the paper also proposes to strengthen teaching skills of self-positioning, goal setting, study planning, how to study at

university, etc. with the hope that it can help the students establish suitable learning activities when studying in the academic credit system, and contribute to the improvement of students' qualifications after graduating.

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