

“Ecology of social innovation” in Vietnamese higher education: Insights and possibilities

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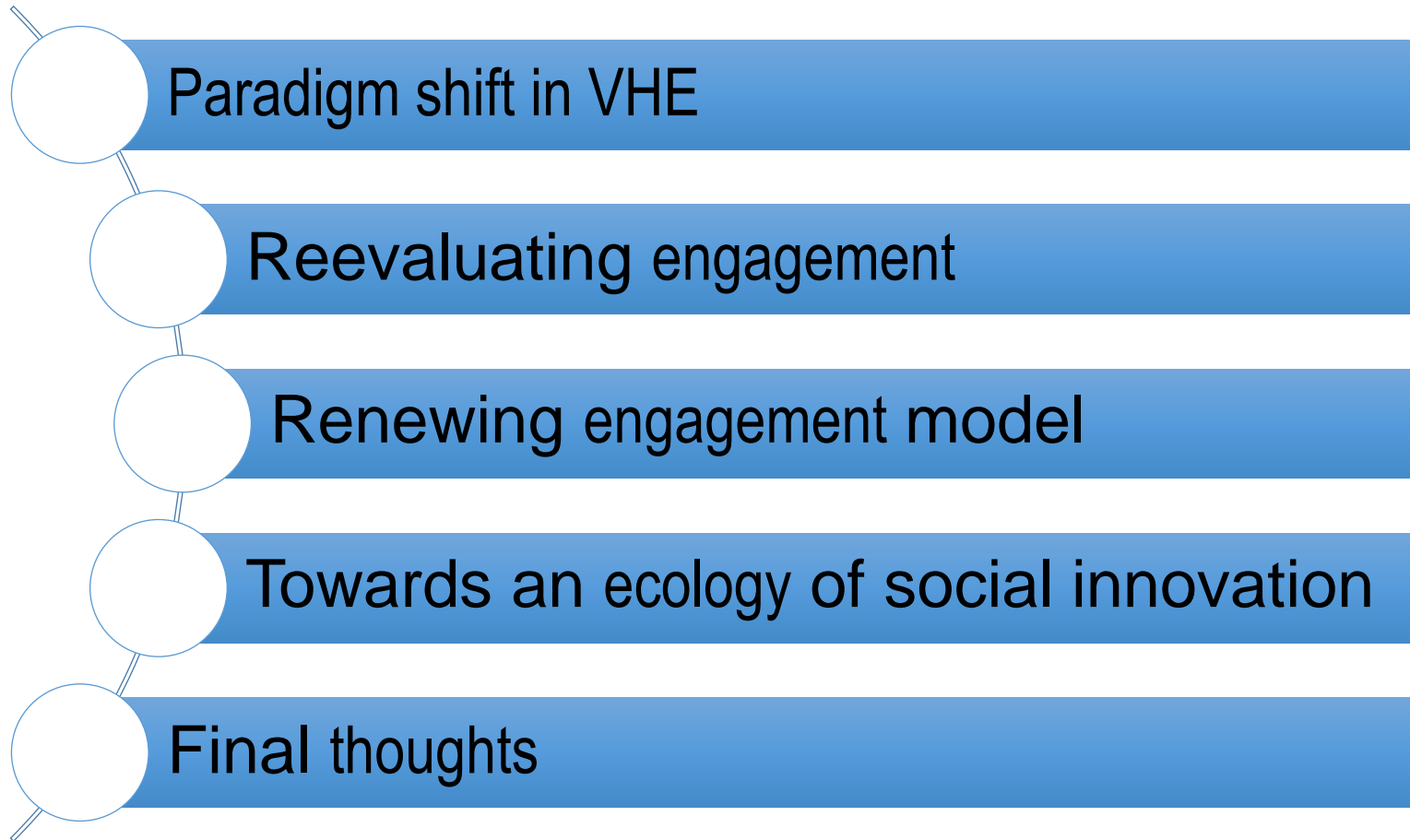
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OUTLINE



Higher education institutions in the Asia Pacific are shifting *their “ivory tower” status to the community-centredness*. This paradigm shifts the community engagement from the margin to the epicenter of the university research, teaching and service.

**HE as a controversial
site of
public goods vs. private
goods**

Teaching scholarship

**Scholarship of
Engagement**

Scholarship of engagement as a **KEY
driver ...**

**of social innovativation
in VHE**

To thrive in the 21st Century, higher education must move engagement from the margin to the mainstream of its research, teaching and service work. (Council on Engagement and Outreach Association of Public and Land Grant Universities, 2011)

Community Engagement



"... engaged scholarship embraces knowledge discovery, application, dissemination and preservation.



At the frontier of relevancy, innovation, and creativity;



Create energy, synergy, and community independence to assess projects and processes, providing a reason and a capacity to gain new knowledge

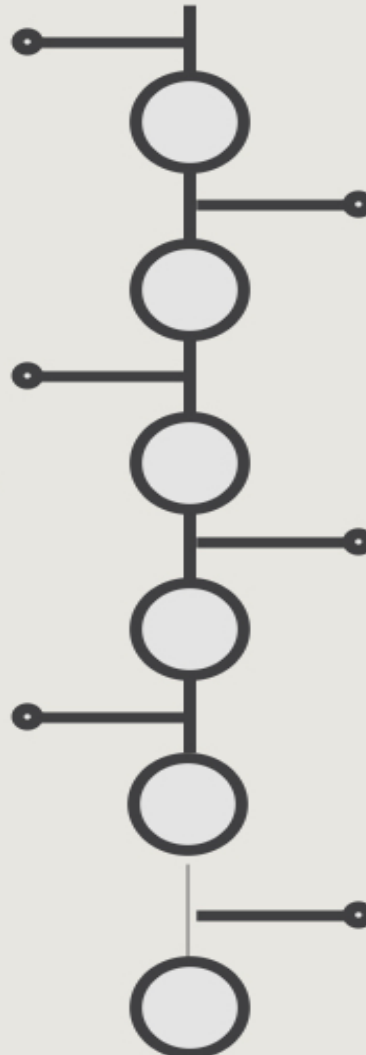


Knowledge "that continually pushes the boundaries of understanding (Simon, 2011, p.115)



Be accessible across the chasms of geographic boundaries and socioeconomic situations

Be organized and openly communicated to build capacity for innovation and creativity



A close-up photograph of a person's hand holding a single puzzle piece. The person is wearing a dark blue pinstriped suit jacket over a light blue shirt and a dark tie. The background is a solid blue color. The puzzle piece is white with a thick white outline. The word "PARTNERSHIP" is written in a white, handwritten-style font across the center of the puzzle piece. The hand is positioned in the center of the frame, with the thumb and index finger gripping the edges of the puzzle piece.

PARTNERSHIP

Community Engagement

- Collaboration

Knowledge exchange

higher education
and their larger communities
(local, regional/state, national,
global) for the mutually beneficial
exchange of knowledge and
resources in a context of
partnership and reciprocity”
(Carnegie Foundation, n.d.)

... collaboration between institutions
of higher education and their larger
communities (local, regional/state,
national, global) for the mutually
beneficial exchange of knowledge
and resources in a context of
partnership and reciprocity”
(Carnegie Foundation, n.d.)

Engagement
as an umbrella
covering every
good practice in
teaching,
research and
service



Enriching learning experience for students

Improving research by broadening academic thinking and creating results with greater impact and relevance

Supporting a curriculum that improves student development as “scholars”, “researchers”, “leaders” and “engaged citizens”

Advancing opportunities for internationalizing the university through shared research, scholarship, and service

Renewed 'Engagement Model'



Place a strong focus on the community as the placement for classroom and research in Vietnam.



Support the community while enhancing student learning experience.

Innovative learning solutions - **Green Youth Collective**



The screenshot shows a web browser window with multiple tabs open. The active tab displays a PDF document titled "Green haven in a CONCRETE JUNGLE". The document features a background image of a dense urban landscape with tall buildings. The title "Green haven" is in green, "in a" is in black, and "CONCRETE JUNGLE" is in large red letters. Below the title, a green banner contains the text: "Within the sprawling mass of housing, commerce and industry across Ho Chi Minh City, there's a team of environmentally and socially responsible young people constructing pockets of green space among the concrete." At the bottom left, it says "Story by Karen Matthews". The browser's address bar shows the file path: "file:///C:/Users/Administrator/Desktop/BLENDED%20LEARNING/GreenHavenInAConcreteJungle%20(1).pdf". The Windows taskbar is visible at the bottom with various application icons and the system clock showing 11:27 PM.

WILU Assessm x objective - Go x flappy bird - C x dimension of i x Your Exchang x GreenHavenIn x GreenHavenIn x GreenHavenIn x First user

file:///C:/Users/Administrator/Desktop/BLENDED%20LEARNING/GreenHavenInAConcreteJungle%20(1).pdf

Green haven in a **CONCRETE JUNGLE**

Within the sprawling mass of housing, commerce and industry across Ho Chi Minh City, there's a team of environmentally and socially responsible young people constructing pockets of green space among the concrete.

Story by **Karen Matthews**

11:27 PM

Social Marketing Campaign



Raise Your Hands

Protect yourself

6% of victims were hospitalized

10% experience sexual violence.

32% of the victims experience physical violence at least once

54% of women have experiences emotional abuse.

64% of women live along with domestic violence.

The global issue
Domestic Violence
on Women and Children

STOP

Don't be a victim of
Domestic Violence!

- Department for families services

- ▶ Phone number: (08) 932 1030

- ▶ Address: 43 Nguyen Thong,
Q.3, Ho Chi Minh city

- Tu Du hospital

- ▶ Phone number: (08) 932 1030

- ▶ Address: 284 Cong Quynh,
Q.1, Ho Chi Minh city

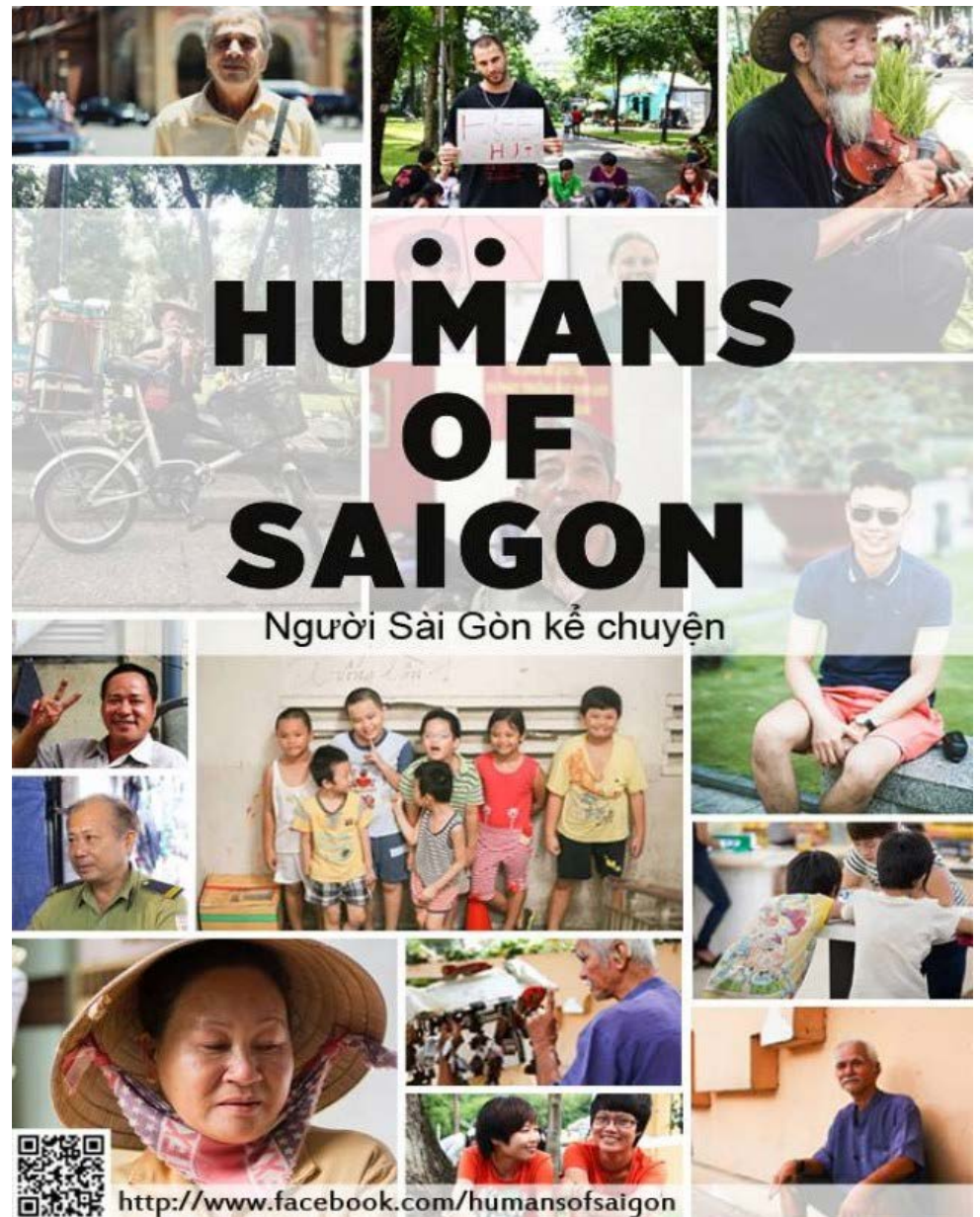




www.youtube.com/watch?v=7yUcnHXtdSc

<http://www.mumbrella.asia/2016/01/pepsi-reunites-vietnamese-families-for-tet/>

Behind stories...



SOCU2251 – Negotiating Transnational Agreements

Learning activities

Multiplying channels of communication vs. collaborative learning

- Shared Google folder: course updates, assigning exercises and homework, uploaded the outcomes of their negotiation practice
- Online discussion and negotiation
- Offline negotiation



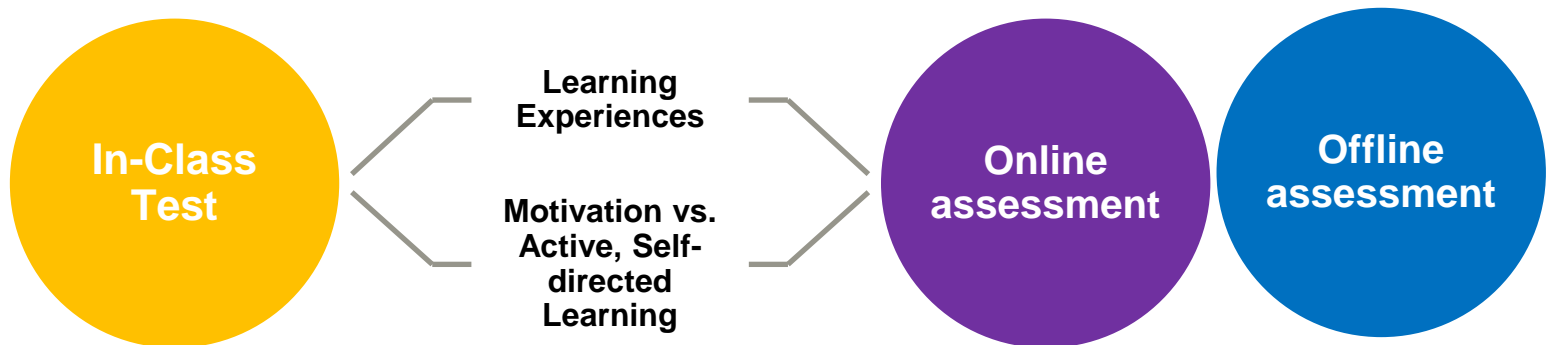
SOCU2251 – Negotiating Transnational Agreements

Testing and assessment:

I. Online test preparation activities

- Online collaborative revision on Google doc.
- Online Negotiation assessment (20%)

II. In-class quiz and exercises

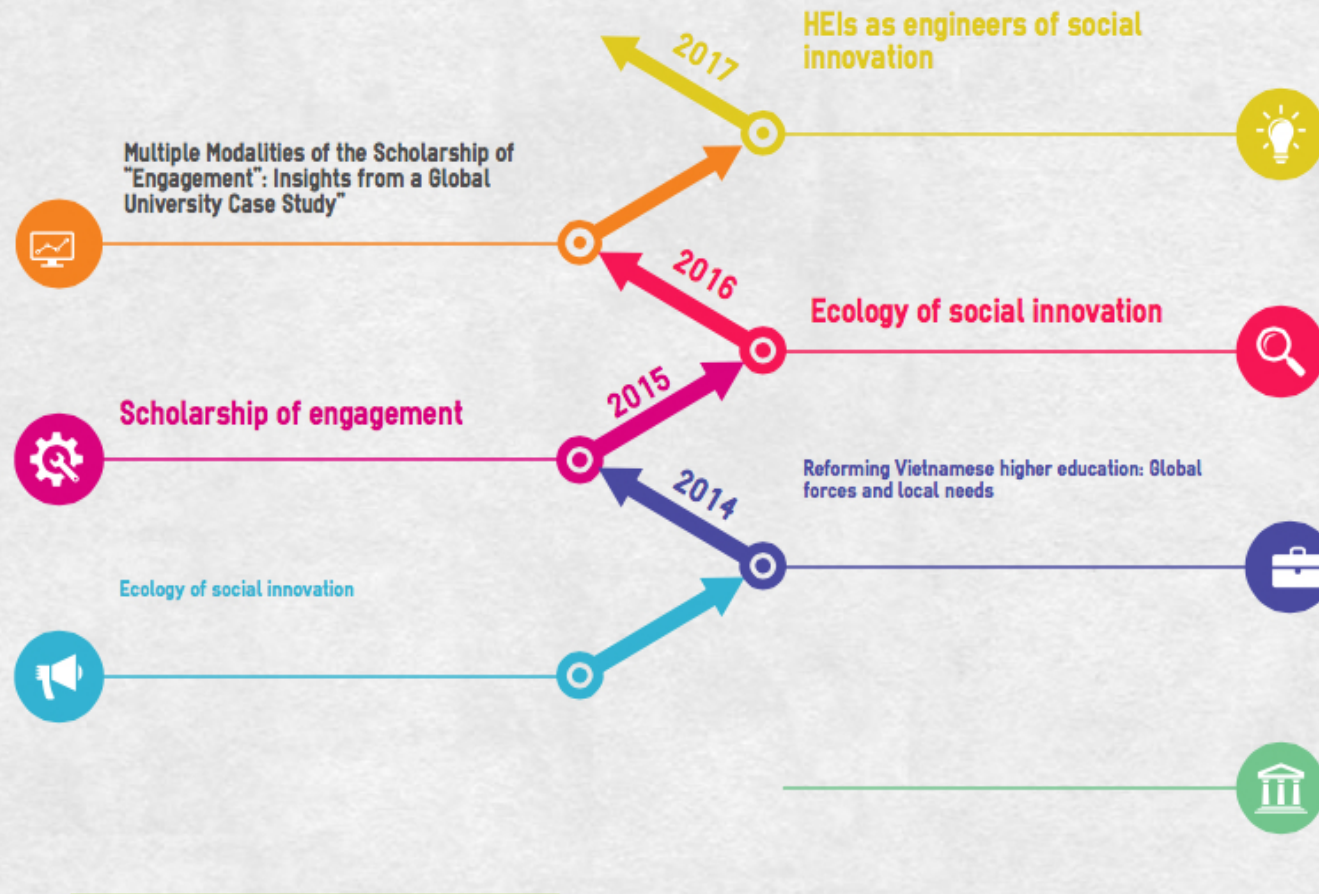


Teaching scholarship

**Community of
practice**



TIMELINE RESEARCH SCHOLARSHIP



CONCLUSION

**Ecology of Social Innovation in VHE:
Possibilities**

Ecology of Social Innovation:

Possibilities?

Teacher perception about innovative teaching
Teachers' beliefs about learning and innovation
Pedagogy of engagement

Teaching Innovation

Learning Innovation

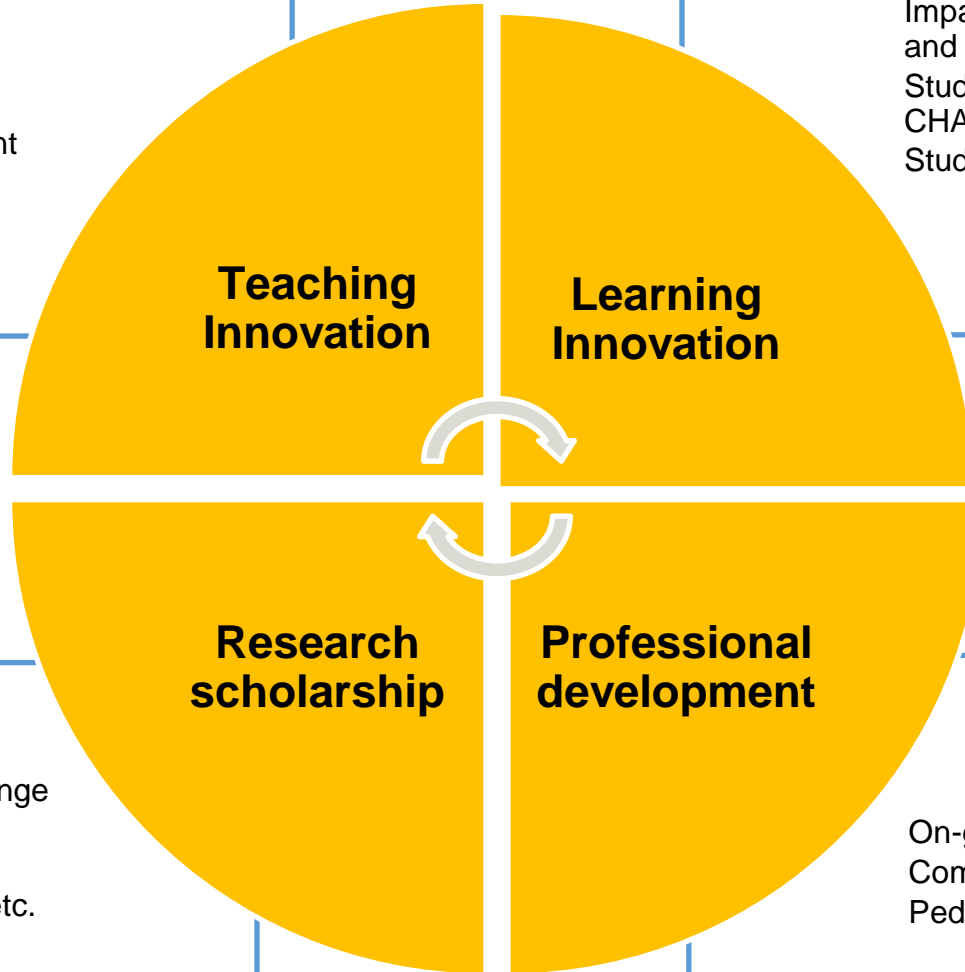
Deep learning
Impacts on course outcomes and learner development
Students as SOCIAL CHANGE AGENT
Students as junior scholars

Research scholarship

Professional development

Teacher as researcher
Teacher as agent of change
Publication writing
Conference, seminars, symposium, workshop, etc.

On-going PD
Community of practice
Pedagogy of Engagement



Ecology of Social Innovation: Possibilities?

The renewed engagement model is in this line of argument expanded beyond. It, on the one hand, addresses local specificities and appropriateness essential to new, **changing landscape of Vietnam higher education**.

It, on the other hand, ***redirects students toward a global setting*** characterized by cosmopolitan sensibilities in which the global curriculum mounts to the nourishment of “**global**”, **instead of being solely confined to local, civic education**, unbounded by specific geography, by which I mean the students are aware of and equipped with their life trajectories as a global citizen and how to create their **own global connectedness** and **global citizenry values** essential to the betterment of human life while, at the same time, not trading off their core values and identities.

<https://cosmoholos.wordpress.com/>



Final thoughts

I just want to thank you for always encouraging me and giving my team such enthusiastic support us in the last assignment. That assignment has been the best thing we've ever made. Until now, just like the process of making our dream come true. On the day we finished, my team member (Nguyen Duc Minh) shared the website on his Facebook. It gained over 2,000 views on that day. A couple of days after that, we received a compliment from the poet Do Trung Quan. Moreover, we also gained trust and positive support from LGBT community after that assessment. These wonderful things would not have happened if we didn't have your guide. If you had had time, we would have made it even better. (cited from a thankyou letter of a Modern Asia student team, sem A 2016).