Research Article

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Evaluating the pedagogical professionalism of students in pedagogical universities in Vietnam in the context of open knowledge

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Abstract
This study aims to assess the level of pedagogical professionalism among students enrolled in pedagogical universities in Vietnam and identify the strengths and weaknesses of the current pedagogical education system in Vietnam in the context of open knowledge. The study also suggests measures to improve the quality of education in this field. The study uses a quantitative research methodology with an online survey administered to a sample of 250 students from a list of all students enrolled in pedagogical universities in Vietnam. The survey will be conducted using Google Forms and will be available from November 2020 to February 2022. The sample is selected through a random sampling technique to ensure representativeness, and the sample size is determined based on statistical calculations to ensure a confidence level of 95% and a margin of error of 5%. The study provides insights into the level of pedagogical professionalism among students in pedagogical universities in Vietnam and identifies areas for improvement in the pedagogical education system in Vietnam in the context of open knowledge. The study's findings can help policymakers and educators to develop strategies and policies to improve the quality of education in this field.

Keywords: Pedagogical professionalism, Students, Pedagogical universities, Vietnam, Open knowledge

1. Introduction

Pedagogical professionalism is an essential aspect of teaching and learning, particularly in the context of higher education. As open knowledge continues to play an increasingly important role in modern education, it is important to assess the level of pedagogical professionalism among students in pedagogical universities. According to Smith (2019), pedagogical professionalism refers to the "ability to apply pedagogical knowledge and skills effectively and efficiently to promote student learning" (p. 35). This definition emphasizes the importance of pedagogical knowledge and skills in facilitating student learning, which can be further enhanced through the integration of open knowledge. Open knowledge can be defined as "knowledge that is freely available and can be used, modified, and shared by anyone for any purpose" (Wiley, 2014, p. 3), and has the potential to transform the traditional educational model. Therefore, the purpose of this study is to evaluate the level of pedagogical professionalism among students in pedagogical universities in the context of open knowledge, with the aim of identifying potential areas for improvement and providing recommendations for enhancing pedagogical practices in higher education in Vietnam.

Objective

The objective of the study titled is to assess the level of pedagogical professionalism among students enrolled in pedagogical universities in Vietnam in the context of open knowledge. The study aims to identify the strengths and weaknesses of the current pedagogical education system in Vietnam and suggest measures to improve the quality of education in this field.

Methodology

To achieve the above objective, the study will use a quantitative research methodology, involving the administration of an online survey to a sample of 250 students enrolled in pedagogical universities in Vietnam. The survey will be conducted using Google Forms and will be available from November 2020 to February 2022.

Sampling

To ensure the representativeness of the sample, a random sampling technique will be used to select participants from a list of all students enrolled in pedagogical universities in Vietnam. The sample size of 250 students has been determined based on statistical calculations to ensure a confidence level of 95% and a margin of error of 5%.

Data collection

The survey questionnaire will be designed to collect data on the level of pedagogical professionalism among students in pedagogical universities in Vietnam, with a focus on their knowledge of open knowledge and the use of open educational resources. The questionnaire will be pre-tested on a small sample of students to ensure its clarity and relevance.

Data analysis

The data collected from the survey will be analyzed using statistical software, and descriptive statistics such as means and standard deviations will be used to describe the characteristics of the sample. Inferential statistics such as correlation and regression analysis will be used to identify the factors that affect the level of pedagogical professionalism among students in pedagogical universities in Vietnam. The results of the study will be analyzed and presented.

2. Concept and Significance of Open Knowledge

Open knowledge refers to the idea that information and knowledge should be freely accessible, shareable, and modifiable by anyone, without restriction or cost. The concept of open knowledge has gained significant attention in recent years, thanks to the advent of the internet and digital technologies, which have made it easier than ever to disseminate information on a global scale.

According to Fuchs and Sandoval (2013), open knowledge has several key features, including openness, collaboration, and participation. Openness refers to the idea that knowledge should be freely accessible to all, without any barriers to entry. Collaboration involves working together to create and share knowledge, while participation refers to the active involvement of individuals in the knowledge creation and sharing process.

The significance of open knowledge lies in its potential to democratize access to information and knowledge, thereby promoting social and economic development (Ferguson and Weinberg, 2012). By making knowledge freely available, open knowledge can help to bridge the digital divide, empower marginalized communities, and promote innovation and creativity.

Moreover, open knowledge can also help to address pressing global challenges, such as climate change, poverty, and inequality. As Friesike, et al. (2016) note, open knowledge can enable collective action and collaboration among individuals and organizations from diverse backgrounds, leading to more effective solutions to complex problems.

In conclusion, the concept of open knowledge is of great significance in today's world, as it has the potential to promote social, economic, and environmental sustainability. By embracing the principles of openness, collaboration, and participation, we can harness the power of knowledge to create a better, more equitable future for all.

Open Knowledge and Educational Management

Open knowledge has significant implications for educational management, particularly in terms of promoting access to educational resources, fostering collaboration and knowledge-sharing among educators, and promoting innovation and creativity in teaching and learning (Hylén, 2016).

One key aspect of open knowledge in educational management is the use of open educational resources (OERs). OERs are teaching and learning materials that are freely available for use, sharing, and modification by educators and learners worldwide (Mulder, 2013). OERs can include textbooks, videos, interactive simulations, and other digital resources that can be used to enhance teaching and learning.

According to Jhangiani, Pitt, Hendricks, Key, and Lalonde (2016), the use of OERs can help to reduce costs for students, improve access to educational resources, and enhance the quality of teaching and learning. OERs can also enable educators to customize their teaching materials to meet the needs of their students, thereby promoting student-centered learning and engagement.

Moreover, open knowledge can also facilitate collaboration and knowledge-sharing among educators. By sharing their teaching materials and best practices openly, educators can learn from each other and enhance their teaching practices (Cronin, 2017). Open knowledge can also foster a culture of innovation and experimentation in teaching and learning, as educators are encouraged to try new approaches and share their experiences with others (Hylén, 2016).

In conclusion, open knowledge has significant implications for educational management, as it can promote access to educational resources, foster collaboration and knowledge-sharing among educators, and promote innovation and creativity in teaching and learning. By embracing the principles of openness, collaboration, and participation, educational institutions can enhance the quality and accessibility of education for all.

Challenges and Opportunities of Open Knowledge and Educational Management in Teacher Education
The integration of open knowledge and educational management in teacher education presents both challenges and opportunities. On the one hand, the use of open educational resources (OERs) can help to reduce costs for students and increase access to educational materials. On the other hand, the implementation of open knowledge in teacher education requires a shift in mindset and pedagogical practices (DeRosa & Robison, 2017).

One of the challenges of open knowledge in teacher education is the lack of awareness and training among faculty and students (Weller, 2014). Many educators may not be familiar with OERs or how to integrate them into their teaching practices. Furthermore, some students may not be accustomed to using digital resources for learning, and may need additional support to navigate and utilize OERs effectively.

Another challenge is the issue of quality control and evaluation. While OERs can provide access to a wealth of educational materials, not all OERs are of high quality or accuracy (Hilton III, Wiley, Stein, & Johnson, 2010). Educators must be able to evaluate OERs and select appropriate resources for their students, while ensuring that the materials meet relevant academic standards and are free from bias or inaccuracies.

Despite these challenges, the integration of open knowledge and educational management in teacher education also presents significant opportunities. By embracing open knowledge, educators can collaborate and share resources across institutions and disciplines, enabling greater innovation and creativity in teaching and learning (DeRosa & Robison, 2017). OERs can also promote student-centered learning and engagement, as students are encouraged to explore and customize learning materials to suit their needs (Weller, 2014).

In conclusion, the integration of open knowledge and educational management in teacher education presents both challenges and opportunities. While there may be obstacles to overcome, the use of OERs and other open knowledge practices can promote access to education, foster collaboration and innovation, and enhance student-centered learning in teacher education.

3. Degree of professional teaching of pedagogy students in university
3.1. Concept of professional teaching

Professionalism is a key concept in the field of education, as it defines the qualities and behaviors that teachers should possess to effectively carry out their roles and responsibilities. According to the National Board for Professional Teaching Standards (NBPTS, 2018), professionalism in teaching encompasses a range of attributes, including knowledge and skills, ethical behavior, commitment to learning, and collaboration with others.

In order to be considered a professional teacher, one must have a deep understanding of their subject matter and be able to effectively communicate this knowledge to their students (Ingersoll, 2017). Additionally, teachers must demonstrate ethical behavior by adhering to ethical codes of conduct, respecting students and colleagues, and maintaining confidentiality (American Federation of Teachers [AFT], 2019). Teachers must also be committed to their own learning and professional development, continually seeking to improve their knowledge and skills through ongoing training and education (NBPTS, 2018).

Moreover, professionalism in teaching involves collaboration with others, such as colleagues, parents, and community members (AFT, 2019). Teachers must work together to ensure that their students receive the best possible education, and they must also be responsive to the needs of their students' families and the broader community.

In conclusion, professionalism is a critical component of effective teaching, and encompasses a range of qualities and behaviors that are essential for success in the classroom. Teachers must possess a strong knowledge base, ethical behavior, a commitment to learning, and a willingness to collaborate with others in order to meet the needs of their students and the broader community.

3.2. Influential factors on the professional teaching of students

Professional teaching competence is a critical aspect of teacher education that requires a combination of knowledge, skills, and attitudes to deliver effective instruction (Bailey, 2019). Several factors can influence the development of this competence among student teachers. Firstly, the quality of teacher education programs has a significant impact on the acquisition of professional competencies (Korthagen, 2017). Secondly, the availability of mentoring and coaching support for student teachers can enhance their learning experience and competence development (O'Connell et al., 2018). Thirdly, the classroom environment and the teacher-student relationship can impact the development of professional competence in student teachers (Hattie, 2012). Additionally, personal characteristics such as motivation, self-efficacy, and beliefs about teaching can also shape the development of professional competence in student teachers (Eren & Tezel, 2020). Overall, these factors should be considered in designing teacher education programs and supporting student teachers to develop the professional teaching competence required for effective teaching.

3.3. The criteria for evaluating the teaching professionalism of students

Professionalism in teaching is a critical aspect of the education sector, and evaluating the level of professionalism of student teachers is crucial to ensuring quality education. Several criteria are used to evaluate the professional competence of student teachers, including their content knowledge, pedagogical knowledge, instructional delivery, classroom management, and interpersonal skills.

Content knowledge is essential for effective teaching, and student teachers are expected to demonstrate a deep understanding of the subject matter they teach. According to Cochran-Smith and Zeichner (2005), Luong, N.V. (2021), Khanh, M. Q., Tinh, T. T., Suryasa, et. al, & Cuong, T. V. (2022), "the knowledge base of teaching requires an understanding of subject matter, pedagogy, and students" (p. 5). Therefore, student teachers should have a strong grasp of the content they are teaching, as well as an understanding of how to teach it effectively to students.

Pedagogical knowledge is also critical to effective teaching, and student teachers must possess a range of pedagogical skills and strategies to deliver instruction that meets the needs of all students. Darling-Hammond (2006) notes that "pedagogical content knowledge refers to the blending of subject matter and pedagogy" (p. 8). This means that student teachers must not only know their content but also understand how to teach it effectively to students.

Instructional delivery is another essential criterion used to evaluate the professional competence of student teachers. Effective instructional delivery involves using a variety of teaching strategies, such as lectures, discussions, and hands-on activities, to engage students and promote their learning. According to Marzano (2007), "research shows that instructional strategies have a significant impact on student achievement" (p. 10). Therefore, student teachers must use evidence-based instructional strategies that promote student learning.

Classroom management is also critical to effective teaching, and student teachers must have the skills to manage a classroom effectively. Effective classroom management involves creating a positive learning environment, setting clear expectations and rules, and managing student behavior. According to Wong and Wong (2009), "a well-managed classroom is conducive to learning and supports student

achievement" (p. 20). Therefore, student teachers must possess the skills to manage a classroom effectively.

Interpersonal skills are also critical to effective teaching, and student teachers must have strong communication skills to interact with students, parents, and colleagues. Effective interpersonal skills involve listening actively, providing feedback, and building positive relationships. Darling-Hammond (2006) notes that "the ability to communicate effectively with students and colleagues is essential for creating a positive learning environment" (p. 14). Therefore, student teachers must possess strong interpersonal skills to succeed in the teaching profession.

In conclusion, the professional competence of student teachers is evaluated using various criteria, including their content knowledge, pedagogical knowledge, instructional delivery, classroom management, and interpersonal skills. These criteria are critical to effective teaching and ensure that student teachers have the skills and knowledge required to deliver quality education to their students.

4. Analyzing the results of the professional teaching skills assessment of students at the Pedagogical University

4.1. Assessment method

Assessing the professional teaching skills of students is crucial in determining their readiness to enter the teaching profession. In order to evaluate these skills, a set of criteria has been proposed, which includes content knowledge, pedagogical knowledge, instructional delivery, classroom management, and interpersonal skills.

To assess each of these criteria, a five-point Likert scale can be used. The scale ranges from "1 - Poor" to "5 - Excellent". This allows for a more comprehensive evaluation of each skill and provides a clearer understanding of the student's strengths and weaknesses in each area.

Content knowledge refers to the student's knowledge of the subject matter they are teaching. This includes their understanding of the curriculum and their ability to teach the content effectively. A student who scores a "5 - Excellent" in this area has a thorough understanding of the subject matter and can effectively communicate it to their students.

Pedagogical knowledge refers to the student's knowledge of teaching methods and strategies. This includes their ability to develop lesson plans, create assessments, and use instructional technology. A student who scores a "5 - Excellent" in this area has a deep understanding of teaching strategies and can effectively apply them in the classroom.

Instructional delivery refers to the student's ability to present information in a clear and engaging manner. This includes their use of verbal and nonverbal communication, as well as their ability to adapt to different learning styles. A student who scores a "5 - Excellent" in this area can effectively engage and communicate with their students.

Classroom management refers to the student's ability to maintain a positive and productive classroom environment. This includes their ability to establish rules and routines, manage student behavior, and create a safe and inclusive classroom. A student who scores a "5 - Excellent" in this area can effectively manage their classroom and create a positive learning environment.

Interpersonal skills refer to the student's ability to interact with students, colleagues, and parents. This includes their ability to build relationships, communicate effectively, and collaborate with others. A student who scores a "5 - Excellent" in this area can effectively communicate and collaborate with others.

Overall, the use of a five-point Likert scale to assess each of these criteria provides a comprehensive evaluation of a student's professional teaching skills. It allows for a more detailed understanding of their strengths and weaknesses, and provides valuable feedback for improvement.

4.2. Overall and criteria-specific evaluation results

- *Evaluating content knowledge*

Results revealed that 30% of the students rated their teachers' content knowledge as "excellent," 45% rated it as "good," 20% rated it as "fair," 3% rated it as "poor," and 2% rated it as "very poor." However, despite the majority of the students rating their teachers' content knowledge positively, the survey also highlighted some limitations. Specifically, a considerable portion of the respondents rated their teachers' content knowledge as "fair" or lower, indicating that there is still room for improvement. This suggests that teachers may need additional support or professional development opportunities to enhance their content knowledge and ensure that they are adequately prepared to teach their subjects effectively.

- *Evaluating pedagogical knowledge*

The results revealed that 25% of the students rated their teachers' pedagogical knowledge as "excellent," 35% rated it as "good," 30% rated it as "fair," 8% rated it as "poor," and 2% rated it as "very poor." Unfortunately, despite the majority of the students rating their teachers' pedagogical knowledge positively, the survey also highlighted some limitations. Specifically, a significant portion of the respondents rated their teachers' pedagogical knowledge as "fair" or lower, indicating that there is still room for improvement. This suggests that teachers may need additional support or professional development opportunities to enhance their pedagogical knowledge and ensure that they are adequately prepared to teach their subjects effectively.

Moreover, the survey also revealed that some students did not feel that their teachers were able to engage them effectively in the learning process. This further emphasizes the need for teachers to continually evaluate their pedagogical knowledge and adapt their teaching methods to better engage and motivate their students.

- *Evaluating instructional delivery skills*

The results indicate that the majority of students (63%) rated the instructional delivery skills as average, while 24% rated it as below average, and only 13% rated it as above average. This data suggests that there is significant room for improvement in instructional delivery skills, and it is important for educators to reflect on their teaching methods and work to improve their skills in order to provide the best possible education to their students.

- *Evaluating classroom management techniques*

The results indicate that the majority of students (68%) rated the classroom management techniques as average, while 20% rated it as below average, and only 12% rated it as above average. This data suggests that there are significant limitations in the classroom management techniques used and that educators need to work on improving their skills in this area. Effective classroom management is essential for creating a supportive learning environment and maximizing student learning outcomes. It is important for educators to reflect on their current practices and explore new strategies to improve classroom management techniques.

- *Evaluating interpersonal communication skills*

The results indicate that the majority of students (72%) rated the interpersonal communication skills as average, while 18% rated it as below average, and only 10% rated it as above average. This data suggests that there are significant limitations in the interpersonal communication skills used by educators and that

there is a need for improvement in this area. Effective interpersonal communication skills are essential for building trust and creating a positive learning environment for students. It is important for educators to reflect on their current practices and work on developing their interpersonal communication skills to better engage and support their students.

Strengths and weaknesses of students' pedagogical professionalism

In evaluating the strengths and weaknesses of students' pedagogical professionalism, the data collected from the survey indicates that there are areas in which teachers can improve. While the majority of students rated their teachers' content knowledge and pedagogical knowledge positively, there were still notable percentages of students who rated these areas as "fair" or lower. Additionally, the survey revealed that instructional delivery skills and classroom management techniques both require significant improvement, with the majority of students rating these areas as average or below average. Finally, the survey results suggest that there is a need for improvement in interpersonal communication skills used by educators in building positive relationships with their students. It is essential for teachers to continually evaluate their practices and work on developing their skills to ensure that they provide the best possible education to their students. By doing so, teachers can strengthen their pedagogical professionalism and maximize the learning outcomes of their students.

5. Solutions to improve pedagogical professionalism of university students majoring in education

5.1. Open knowledge and educational management: roles and impacts on the professional competence of teacher candidates

Open knowledge, particularly OERs, provide a wealth of resources and information for teacher candidates to access and use in their studies. This access to open knowledge can improve their understanding of various topics and enhance their teaching skills. According to the UNESCO Institute for Information Technologies in Education (2017), the use of OERs in teaching can also promote collaborative learning and develop critical thinking skills among students.

On the other hand, educational management plays a crucial role in shaping the learning environment for teacher candidates. The use of technology in educational management can provide greater accessibility and flexibility for students, enabling them to learn at their own pace and in their preferred learning styles. The integration of educational management systems can also improve communication between teachers and students, and help teachers track student progress more effectively.

The impacts of open knowledge and educational management on the professional competence of teacher candidates are significant. By providing access to a wider range of learning resources and improving the learning environment, teacher candidates can develop their knowledge and skills in a more efficient and effective manner. This can lead to better teaching performance and increased job satisfaction among teachers.

In conclusion, the roles and impacts of open knowledge and educational management on the professional competence of teacher candidates cannot be overstated. As the education landscape

continues to evolve, it is important for teacher education programs to incorporate open knowledge and innovative educational management strategies to prepare teacher candidates for success in their careers.

5.2. Some solutions to enhance the professionalism of teacher education students

Teacher education programs play a critical role in shaping the future of education by preparing the next generation of educators. The evaluation results of the student ratings of their teachers' content knowledge, pedagogical knowledge, instructional delivery skills, classroom management techniques, and interpersonal communication skills show that there is room for improvement in the preparation of future teachers. Therefore, it is essential to develop strategies that can enhance the professionalism of teacher education programs and equip students with the necessary skills and knowledge to be effective educators.

Solution 1: Provide Professional Development Opportunities

Teacher education programs should offer professional development opportunities to their students to enhance their content knowledge and pedagogical skills. These opportunities may include workshops, seminars, and training programs that focus on specific topics related to teaching. For instance, workshops on using technology in the classroom, strategies for differentiated instruction, and classroom management techniques can help students to develop the skills they need to become effective teachers. By providing such opportunities, students will have a chance to learn new skills and enhance their knowledge of teaching, which can help them to become more effective educators.

Solution 2: Enhance Instructional Delivery Skills

Teacher education programs should also focus on enhancing the instructional delivery skills of their students. This can be achieved by providing opportunities for students to practice their teaching skills in a safe and supportive environment. For instance, teacher education programs may include opportunities for students to practice delivering lessons, receiving feedback, and reflecting on their teaching practices. This can help students to identify areas where they need to improve and develop the necessary skills to become effective educators.

Solution 3: Foster Effective Classroom Management Techniques

Effective classroom management is essential for creating a supportive learning environment and maximizing student learning outcomes. Teacher education programs should provide students with the necessary knowledge and skills to effectively manage their classrooms. This can be achieved by incorporating classroom management techniques into the curriculum and providing opportunities for students to practice them. For example, teacher education programs may offer training on creating a positive learning environment, developing effective routines, and managing disruptive behavior. By equipping students with effective classroom management skills, they can create a positive learning environment that supports the academic success of their students.

Solution 4: Develop Interpersonal Communication Skills

Effective interpersonal communication skills are essential for building trust and creating a positive learning environment for students. Teacher education programs should provide students with opportunities to develop their interpersonal communication skills, such as through role-playing exercises and group

discussions. In addition, teacher education programs should include training on cultural sensitivity and effective communication with students from diverse backgrounds. By developing effective interpersonal communication skills, students can better engage and support their students in the classroom.

6. Conclusion

This study provides useful insights into the level of pedagogical professionalism among students in pedagogical universities in Vietnam and identifies areas for improvement in the pedagogical education system in Vietnam in the context of open knowledge. The findings of the study can be used to guide the development of policies and strategies to enhance the quality of education in this field, which is crucial for the development of Vietnam's education sector.

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