

**EVALUATION OF REFRESHER TRAINING PROGRAMS
FOR SCHOOL TEACHERS CONDUCTED BY THE UNIVERSITY OF DANANG -
UNIVERSITY OF SCIENCE AND EDUCATION**

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Abstract: Renovation of refresher training programs for school teachers is one of the important parts in the contents of the Project on fundamental and comprehensive renovation of the Vietnamese education after the year of 2015. However, in order to build up a complete program in line with the trend, the process of experimenting and evaluating refresher training programs for school teachers always plays a crucial role. At The University of Danang - University of Science and Education, improving the quality of refresher training programs for school teachers has always been a significant task in the university's development strategy, contributing to the successful implementation of the mission of training high-quality human resources to meet the country's demands in the period of integration and economic development.

This article presents the results of the evaluation of the refresher training programs for school teachers conducted by The University of Danang - University of Science and Education as well as influential factors.

Key words: evaluation; professional development; refresher training programs for school teachers; evaluation of refresher training programs for school teachers; teacher.

1. Overview

Renovation of refresher training programs for school teachers is one of the important parts in the contents of the Project on fundamental and comprehensive renovation of the Vietnamese education after the year of 2015. However, in order to build up a complete program in line with the trend, the process of experimenting and evaluating refresher training programs for school teachers always plays a crucial role. At The University of Danang - University of Science and Education, improving the quality of

implementation of the mission of training high-quality human resources to meet the country's demands in the period of integration and economic development.

In order to enable teachers to improve their professional capacity to meet the demands of the society, the training programs at the university are always designed in a flexible and flexible manner. However, in light of the renovation of the general education curriculum, the development of refresher training programs for school teachers has revealed certain limitations, such as the lack of testing and evaluation.

This article presents the results of the evaluation of refresher training programs for school teachers conducted by The University of Danang - University of Science and Education and factors influencing this situation.

2. Theoretical foundation and research methods

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refresher training programs for school teachers has always been a significant task in the university's development strategy, contributing to the successful

2.1. Theoretical foundation

• *Evaluation of the professional development program*

Program assessment and accreditation are conducted on the basis of accreditation standards and a fixed process. While program accreditation takes place every four to seven years, program evaluation is usually conducted annually. Based on the results of assessment and requirements of the labor market, the program is modified or revised to ensure that learners are able to meet the requirements of their profession. Program accreditation is a combination of formative assessment (called *assessment for learning*) - where the assessment helps learners understand their own learning and encourages them to learn better) and summative assessment (called *assessment of learning*) to determine the outcome that learners achieve) (ETS, 2007, Daniel, Anthony, 2007) [2].

However, since quality is the result of many factors, when evaluating or accrediting a training program, one must consider it in a whole variety of factors such as inputs, processes and outputs of the program (Peter F. OLIVA, 1997; GAO, 2002, Program toolkits) [3], [4], [5]. Program inputs include human resources, facilities, funding, environment, time, etc. Processes include teaching and learning processes, and program management processes. Program outputs are considered to be knowledge, skills and morality that learners achieve. These factors are closely related and affect the quality of training.

Assessment of professional development programs: Professional development programs are designed based on the assessment of learners' needs. After each course or professional development theme, the program manager will collect learners' feedback on the course or theme they join (William J. Rothwell and H.C. Karenas, 1998).

Brown (2001) defines "program evaluation" as a process of collecting, analyzing and aggregating data to continuously improve the curriculum.

According to A.C.Orstein and F.D. Hunkins – the authors of the 7th edition of the book "Curriculum: Foundations, Principles, and Issues" – "Evaluation of professional development program is a process of gathering data to decide, accept or modify or remove a program".

Evaluation of a professional development program is to find out whether the program designed, developed and implemented produces expected outcomes/results or not. The evaluation also identifies the strengths, weaknesses or limitations of the program before it can be officially, massively disseminated or defined to be effective in a program implementation period.

• *Types of professional development program assessment*

There are four types of training/professional development program assessment:

1. Appraisal/acceptance is the type of evaluation that is implemented immediately after a program is prepared. This assessment is primarily aimed at reviewing the whole program development process, program content and the format in accordance with regulations, guidelines and requirements on program objectives and quality.

2. Formative assessment is the type of evaluation that is implemented right in the course of implementing the program. This assessment involves each stage of the program implementation for the purpose of seeking feedback to improve or adjust the program.

3. Summative assessment is a type of evaluation that is performed at the end of a course. The purpose of this type of assessment is to collect information about the entire program and consider whether the program is valuable or not. The overall review aims to identify whether the program has achieved the set objectives or not.

4. Performance and effectiveness assessment is the type of evaluation performed when a program is completed after a certain period of time.

• *Criteria for refresher training programs for school teachers*

- Program Objectives: Training objectives are in line with missions, educational objectives, functions and duties of a university, and at the same time, associated with the needs of learners and the labour market 's demand for human resources, the country's cause of industrialization and modernization.

- Program Contents: The program consists of a system of subjects to equip learners with the knowledge, skills and attitudes to meet requirements of employers, meeting the program objectives according to the Ministry of Education and Training's legal documents. The program is consistent with learners' psychology and expectations, the mission of a university, the goal of

the country's socio-economic development and the globalization trend and meets teacher professional standards.

- Program duration: The time amount for fields of knowledge is allocated properly to ensure effective professional development.

- Conditions for program implementation: In order to implement the program with quality and efficiency, it is necessary to ensure the sufficient number of lecturers qualified and capable of carrying out the training according to their assigned tasks and requirements, managers and support staff who are qualified and experienced in performing the tasks, technicians and technical staff are proficient in professional requirements involved in the program implementation. Conditions on facilities and equipment for the program should meet the professional development objectives, content and duration.

- Lecturers, administrators, technicians and staffs implementing the program: To ensure the sufficient number of lecturers qualified and capable of carrying out the training according to their assigned tasks and requirements, managers and support staff who are qualified and experienced in performing the tasks, technicians and technical staff are proficient in professional requirements involved in the program implementation.

- Facilities and equipment for the program: Conditions on facilities and equipment for the program should meet professional development objectives, content and duration to ensure highly effective program implementation.

2.2. Research Methods

A survey of 92 teachers who have participated in professional development programs offered by The University of Danang - University of Science and Education was carried out.

In this study, a system of methods used includes theoretical research, expert consultancy, questionnaire survey, observation, interview and mathematical statistics.

For the questionnaire survey method, a self-assessment questionnaire was designed for teachers in

order to understand the current status quo of refresher training programs for school teachers through the following aspects: 1) Objectives and impacts of professional development programs on teachers' capacity; 2) Contents; 3) Teaching methodology and organization of learning activities; 4) Courseware; 5) Instructors; 6) Facilities and factors affecting the status quo of refresher training programs for school teachers. The teachers' feedback on each aspect is based on four levels:

- Disagree, - Confused, - Agree - Absolutely agree.

All collected data was processed using the SPSS 21.0 software.

3. Results and evaluation

3.1. Teachers' feedback on objectives and impacts of professional development programs on teachers' capacity

The assessment scores that teachers participating in the training gave to each criterion are used to calculate the average score the teachers giving to aspect 1 - Objectives and impacts of professional development programs on teachers' capacity. The distribution of teachers' scores for aspect 1 is shown below (Table 1).

The scores teachers giving to the impacts of professional development on teachers' professional capacity vary from 1.5 to 4.0 with an average of 57 teachers achieving 3.22 (maximum score = 4.0) and a standard deviation of 0.636, indicating that the teachers surveyed believed that the objectives of professional development programs on teachers' capacity was appropriate and the programs had a great impact on their professional capacity.

The average score distribution ranging from 2.5 to 4 shows that most instructors believe that professional development is effective in enhancing teachers' professional competence and that it is a necessary activity to develop professional competence and an opportunity for teachers to connect, exchange professional knowledge and also update their knowledge and skills to be employed in teaching.

Table 1. Percentage of Teachers' feedback on objectives and impacts of professional development programs on teachers' capacity (N = 92)

No	Opinions	(%)			
		①	②	③	④
I. Objectives and impacts of professional development programs on teachers' capacity					
1	Continuous professional development is a necessary activity to help teachers develop their skills and professional capacities, research and complementary capacities.	5.2	1.7	29.3	63.8
2	Teachers' professional capacity is enhanced after each training session.	13.8	13.8	43.1	29.3
3	Training is an opportunity for teachers to connect, exchange their expertise, skills, research results and experience with peers inside and outside schools.	0	10.5	40.4	49.1
4	Lots of knowledge and skills gained through refresher training programs for school teachers are effectively applied to teaching and educating students.	1.8	19.3	43.9	35.1

1 - Disagree, 2 - Confused, 3 - Agree, 4 - Absolutely agree.

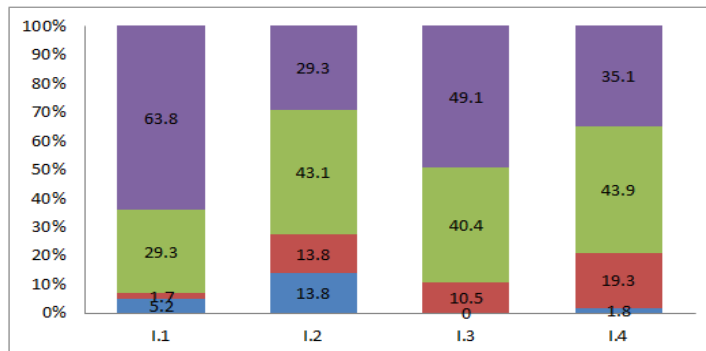


Figure 1. Percentage of teachers' assessment of objectives and impacts of professional development programs on teachers' capacity

3.2. Teachers' assessment of contents

Table 2 shows that in the majority of criteria for content assessment, the proportion of teachers selecting "Agree" and "Absolutely Agree" is very high, indicating that the teachers highly appreciate the criteria related to the program contents.

Regarding the program contents, the teachers agree that they have been trained in professional capacity, education competence and social understanding, teaching capacity, pedagogical capability, capacity to assess learners,...

In addition, the results of the data analysis also show that in some criteria related to the program contents there is a high rate of teachers choosing "Disagree" and "Confused". These contents do not meet the needs of the teachers in general, so they need to be adjusted to improve the quality of professional

development. The contents that need to be revised include foreign language proficiency, research capacity and the publication of research works nationwide and worldwide, and the capacity for social criticism.

The results of the analysis of teachers' feedback on the program contents show that the average score varies from about 1.5 to 4.0 (the maximum scale = 4); however, the scores given by the majority of teachers range from 2.50 to 4.0 and the average score is 2.99 with a standard deviation of 0.558, indicating that most teachers highly appreciate the program contents - in other words, the contents meet the teachers' need for knowledge improvement.

In addition, teachers have suggested some following contents:

- ICT skills.
- Skills for new methods of developing students' competence.

Table 2. Teachers' feedback on contents (N = 92)

No	Opinions	(%)			
		①	②	③	④
II. Contents					
5	Teachers have been trained in their proficiency.	5.3	15.8	50.9	28.1
6	Teachers have been trained in the competence of education and social understanding.	1.8	7.1	60.7	30.4
7	Teachers have been trained in foreign language skills.	23.2	30.4	37.5	8.9
8	Teachers have been trained in teaching competence.	0.0	7.0	42.1	50.9
9	Teachers have been trained in pedagogical competence.	1.8	1.8	40.0	56.4
10	Teachers have been trained in integrated teaching.	1.8	9.1	34.5	54.5
11	Teachers have been trained in differential teaching.	3.6	16.1	32.1	48.2
12	Teachers have been trained in assessment of learners' results towards the expected learning outcomes.	8.9	16.1	42.9	32.1
13	Teachers have been trained in the development of the general education curriculum.	7.0	14.0	36.8	42.1
14	Teachers have been trained in evaluation of education programs.	3.6	5.4	51.8	39.3
15	Teachers are trained in research and research guidance.	12.5	26.8	41.1	19.6
16	Teachers are trained in the design and dissemination of research results domestically and abroad.	25.0	23.2	39.3	12.5
17	Teachers are trained in the capacity to build a democratic education environment in general education establishments and the school cultural environment.	1.8	23.2	50.0	25.0
18	Teachers are trained in counseling, consultancy and student guidance.	8.9	14.3	42.9	33.9
19	Teachers are trained in the ability to cooperate with social forces and community in the education of students.	1.8	19.6	46.4	32.1
20	Teachers are provided with competence to organize experiential activities and social activities for students.	10.7	14.3	46.4	28.6
21	Teachers are trained in social criticism.	16.4	23.6	47.3	12.7
22	Teachers are trained in political competence.	5.5	21.8	40.0	32.7
23	The contents are updated.	3.6	28.6	35.7	32.1
24	The contents are appropriate and well connected with the practical requirements of the development of the general education program.	1.8	22.8	42.1	33.3
25	The number of topics to be trained in an academic year is appropriate.	5.3	21.1	49.1	24.6

1 - Disagree, 2 - Confused, 3 - Agree, 4 - Absolutely agree.

3.3. Teachers' feedback on teaching methodology

The survey results show that the instructors' teaching methodology is highly appreciated. The percentage of teachers choosing "Agree" upwards in the criteria is very high, proving that the methods used by the instructors are effective. The instructors use a variety of teaching methodologies, promoting the learners' positiveness and encouraging learners to participate in practical and experiential activities. The assessment of the results of the training courses is

conducted effectively and properly, which helps to assess learners' true capacity.

The scores given to the teaching methodology range from 1.83 to 4.0, with the average score of 3.20 (maximum = 4.0) and a standard deviation of 0.555, indicating that the methodology is highly appreciated, bringing efficiency to the programs (Table 3).

Some assessment methods recommended by learners in professional development programs are as follows:

- Encouraging teachers to carry out practice and application.
- Hands-on exercises.
- Evaluation through hands-on exercises.
- Visual method and interpretation method.
- Evaluation through task performance.
- Writing assignments and experience.
- Evaluation through performance results.

3.4. Teachers'feedback on the courseware

The percentage of learners choosing "Disagree" in the contents related to courseware is very low, and most learners choose "Agree" and "Absolutely agree" .

The results in Table 4 show that learners are satisfied with the quality of courseware provided in the

programs. The courseware is adequate and timely, meeting the learners' self-study needs, with a balance between theory and practice. The courseware is updated with educational reform issues and associated with local educational practices.

It can be seen that the scores are in the range of 2.5 to 4.0, and the average score is 3.19 with a standard deviation of 0.624. Teachers participating in the training highly appreciate the quality of the courseware used in the professional development programs. The use of the courseware is highly effective for professional development programs.

Table 3. Teachers' feedback on teaching methodology (N = 92)

No	Opinions	(%)			
		①	②	③	④
III. Methodology					
25	Courses adopt a variety of teaching methodologies, promoting teachers' positiveness and experience.	0.0	15.5	46.6	37.9
26	Courses mainly focus on explanation - illustration.	0.0	22.4	46.6	31.0
27	Courses encourage teachers to carry out practice and application.	0.0	8.6	44.8	46.6
28	Teachers are evaluated at the end of the courses with writing assignments	1.7	13.8	43.1	41.4
29	Teachers are evaluated at the end of the courses with multiple choice questions and essays.	5.2	13.8	41.4	39.7
30	Teachers are evaluated at the end of the courses with hands-on exercises.	8.6	8.6	43.1	39.7

1 - Disagree, 2 - Confused, 3 - Agree, 4 - Absolutely agree.

Table 4. Teachers' feedback on the Quality of Courseware (N=92)

No	Opinions	(%)			
		①	②	③	④
IV. Courseware					
31	Meeting teachers' self-learning needs.	0.0	17.2	48.3	34.5
32	Providing adequate and timely courseware for teachers.	1.7	13.8	44.8	39.7
33	Compilation with a balance between theory and practice.	1.7	22.4	44.8	31.0
34	Expressions are easy to understand and easy to implement.	1.7	10.3	43.1	44.8
35	Updated with the trends of education reform in the world.	1.7	22.4	36.2	39.7
36	In accordance with teachers' practical needs.	3.4	12.1	39.7	44.8

1 - Disagree, 2 - Confused, 3 - Agree, 4 - Absolutely agree.

3.5. Teachers' feedback on the organization of learning activities

In the criteria for the organization of learning activities, there is a relatively low rate of teachers choosing "Disagree", and the majority of teachers

choosing "Agree" upwards show that they are happy with the organization of learning activities.

In addition, the results of the survey indicate that direct and direct training is directly beneficial to the retraining process.

Table 5. Teachers' feedback on the organization of learning activities (N=92)

No	Opinions	(%)			
		①	②	③	④
V. Organization of learning activities					
37	Face-to-face instruction is commonly used in the professional development program.	1.7	13.8	50.0	34.5
38	Online instruction is effective and suitable for teachers.	6.9	19.0	43.1	31.0
39	The combination of face-to-face and online instruction is the most effective.	5.2	17.2	36.2	41.4
40	The organization process is proper.	0.0	17.2	51.7	31.0
41	Duration for the training is reasonable.	5.2	15.5	43.1	36.2
42	Duration for each professional development subject is appropriate.	1.7	10.3	48.3	39.7
43	The organizational time is very reasonable.	6.5	17.4	54.3	21.7

1 - Disagree, 2 - Confused, 3 - Agree, 4 - Absolutely agree.

3.6. Teachers' feedback on teaching aids, facilities and supporting activities

In the criteria related to the facilities, there is a relatively high rate of teachers choosing "Agree" and "Absolutely agree", indicating that the facilities meet the requirements of teaching-learning activities, contributing to improving the effectiveness of the teaching and learning process. (Table 6)

The scores range from 1.33 to 4.0, with an average score of 3.11 and a standard deviation of 0.702, and for most teachers, the scores range between 2.5 and 4, 0. The data shows that the facilities and teaching aids meet the requirements of the professional development activities, and the survey results also show that the majority of teachers highly appreciate the favourable conditions on time and work to enable them to attend professional development courses.

3.7. Teachers' feedback on the instructors

The information presented above shows that the majority of teachers believe that the instructors have good professional knowledge, provide more scientific and updated information, and that they are experienced in educational practices, and organize teaching activities based on the practice of skills for teachers. (Table 7)

The results show that the majority of teachers think that the instructors have good qualifications, ensuring the teaching requirements.

3.8 Teachers' feedback on the factors affecting the effectiveness of the refresher training program

The survey results show that "the program contents, organization of learning activities"; "instructors"; "facilities and teaching aids" and "teachers' expectations to apply training results to the professional practice" are the factors influencing the effectiveness of professional development programs the most. (Table 8)

Table 6. Teachers' feedback on facilities, teaching aids and supporting activities (N=92)

No	Opinions	(%)			
		①	②	③	④
VI. Facilities					
44	Courses are equipped with modern teaching facilities.	6.9	20.7	37.9	34.5
45	Teachers are given time to participate in training courses.	1.7	13.8	43.1	41.4
46	The facilities (rooms, tables and chairs, ...) provide good support for the teachers in learning the theory and doing practice, working individually and working in groups.	3.4	15.5	48.3	32.8

1 - Disagree, 2 - Confused, 3 - Agree, 4 - Absolutely agree.

Table 7. Teachers' feedback on instructors (N=92)

No	Opinions	(%)			
		①	②	③	④
VII. Instructors					
47	Instructors provide more scientific and updated information.	0.0	8.6	48.3	43.1
48	Instructors only give instructions on documents.	10.3	12.1	44.8	32.8
49	Instructors give teachers a chance to study the courseware and have discussions.	3.5	19.3	36.8	40.4
50	Instructors have teachers apply and practical skills.	0.0	8.9	51.8	39.3
51	Instructors have a lot of practical experience in general education, so their lectures include both theory and practice.	1.8	17.5	29.8	50.9

1 - Disagree, 2 - Confused, 3 - Agree, 4 - Absolutely agree.

Table 8. Teachers' feedback on factors affecting the effectiveness of the refresher teacher training (N=92)

No	Factors	Level			
		①	②	③	④
1	Contents of the training and professional development program	0.0	8.6	53.4	37.9
2	Organization of learning activities	0.0	19.0	41.4	39.7
3	Instructors' competences	0.0	10.7	33.9	55.4
4	Courseware and facilities	0.0	12.1	41.4	46.6
5	The policy on taking the application of results after the training as a criterion for evaluating and classifying teachers	3.6	23.2	41.1	32.1
6	Teachers' willingness to participate in the program	1.7	17.2	43.1	37.9
7	Teachers' expectations to apply training results to the professional practice	1.8	10.5	33.3	54.4
8	Time for organizing professional development activities		12.3	54.4	33.3
9	Duration (length) of the training	3.4	17.2	41.4	37.9
10	Financial support for teachers during the training	1.7	27.6	27.6	43.1
11	Organizing activities and program management	1.7	12.1	46.6	39.7
12	Follow-up activities, exchange and help from experts and colleagues after the training	1.7	20.7	29.3	48.3
13	School culture encourages teachers to apply knowledge and skills learned from professional development courses	1.7	13.8	39.7	44.8
14	Sanction for teachers who do not participate in the training	1.7	15.5	48.3	34.5
15	Encouragement policies for teachers participating in training activities	1.7	13.8	37.9	46.6

1: No impact; 2: A little impact; 3: Quite influential; 4: Definitely influential

4. Conclusion

The results of the evaluation of refresher training programs for school teachers conducted by The University of Danang - University of Science and Education leads to the following points:

- In general, the objectives are appropriate and the programs have a great impact on the teachers' professional capacity, but their capacity have not been clearly enhanced after each training course.

- Regarding the contents, teachers' professional capacity have been intensively fostered. They are trained in the education capacity and social understanding, teaching capacity, pedagogical competence and capacity for assessing learners. The limited contents include foreign language competence, research capacity, publication of research products on the domestic and international scale, and capacity for social criticism.

- Regarding methodology, diversified methodologies are employed, promoting teachers' positiveness and creating conditions for them to take part in practical and experiential activities. However, it is necessary to apply hands-on exercises and task performance.

- The courseware is provided in a timely and adequate manner, meeting the teachers' self-learning needs, with a balance between theory and practice, and it is updated.

- Face-to-face exchanges are commonly used; however, the training duration is short.

- The system of facilities meet the requirements of the professional development activities.

- The instructors are enthusiastic and well-qualified; they provide a wide range of updated scientific information, have lots of experience in educational practices, and organize teaching activities based on the practice of skills.

- The factors influencing the efficiency of the program the most are: program contents, organization of learning activities, instructors, facilities and teaching aids as well as teachers' expectations to apply training results to the professional practice.

- The expectations and suggestions of the teachers participating in the programs are: participating in more continuous professional development; Being more involved in training with longer duration; Training time

should be in the 3-month summer or at weekends; Lectures and courseware are easy to understand and acquire; instructors need to enhance their qualifications and enthusiasm; the university offers suitable programs for teachers; training courses should be flexible in terms of time; regularly evaluating teachers' outcomes.

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ĐÁNH GIÁ CHƯƠNG TRÌNH BỒI DƯỠNG GIÁO VIÊN PHỔ THÔNG DO TRƯỜNG ĐẠI HỌC SƯ PHẠM - ĐẠI HỌC ĐÀ NẴNG THỰC HIỆN

Tóm tắt: Đổi mới chương trình bồi dưỡng giáo viên phổ thông là một trong những nội dung quan trọng của Đề án đổi mới căn bản và toàn diện nền giáo dục Việt Nam sau năm 2015. Tuy nhiên, để có một chương trình hoàn thiện, hợp với xu thế thì quá trình thử nghiệm và đánh giá chương trình bồi dưỡng giáo viên phổ thông luôn có vai trò rất quan trọng. Tại Trường Đại học Sư phạm - Đại học Đà Nẵng, việc nâng cao chất lượng chương trình bồi dưỡng giáo viên phổ thông luôn là nội dung quan trọng trong chiến lược phát triển của Trường, góp phần quyết định việc thực hiện thành công sứ mệnh đào tạo nguồn nhân lực chất lượng cao, đáp ứng nhu cầu của đất nước trong thời kỳ hội nhập và phát triển kinh tế.

Trong bài viết này, chúng tôi trình bày kết quả đánh giá chương trình bồi dưỡng giáo viên phổ thông do Trường Đại học Sư phạm - Đại học Đà Nẵng đã và đang thực hiện và những yếu tố tác động đến thực trạng này.

Từ khóa: đánh giá; bồi dưỡng; chương trình bồi dưỡng; đánh giá chương trình bồi dưỡng; giáo viên phổ thông.