

DEVELOPING AND APPLYING A SET OF CRITERIA FOR MONITORING EXPERIENTIAL AND CAREER GUIDANCE ACTIVITIES ACCORDING TO THE 2018 GENERAL EDUCATION PROGRAM

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Research results on organizational management of experiential and career guidance activities in high schools has evidently demonstrated the role of supervising these educational activities. Through theoretical and practical research, related concepts have been presented and analyzed in order to clarify the viewpoints and duties of supervision in the management and organization of experiential and career guidance activities for high school students. Since then, a set of criteria for monitoring experiential and career guidance activities in high schools has been developed and proposed to be applied in practice. This set of criteria will contribute to improving the management efficiency of the organization of experiential and career guidance activities, meeting the requirements of comprehensive education, forming the quality and capacity for students under the 2018 General Education Program. The development and application of a set of criteria to monitor experiential and career guidance activities is affected by many factors and is still quite new to Vietnamese education today.

Keywords: Set of criteria; monitor; experiential activities; career guidance.

1. Introduction

With the rapid development of science, technology and society requires high school students to have the qualities and abilities to ensure appropriate adaptation. The management and organization of experiential and career guidance activities in high schools is urgent to improve the effectiveness of these activities and meet the educational goals set out in the 2018 General Education Program (Vietnam Ministry of Education and Training, 2018a; Vietnam Ministry of Education and Training, 2018b). Many educational scientists in the world and in Vietnam have deeply studied the management of educational activities and consider this to be a key step in the management of the school principal. Author Thai Van Thanh (2015) clearly states: “Renovating the management of high schools is an urgent requirement in the current context”. Author Hoang Hoa Binh (2019) stated: Organizational management of experiential

and career guidance activities is the actions of the management entity for building, organizing, directing (control and adjust), checking and supervising the process of organizing these activities through the mobilization of resources for the synchronous implementation of objectives and content of activities, organization and activities of teachers and students.

In the 2017 scientific research report, the author Nguyen Thi My Loc (2017) clearly stated the urgency in managing the organization of experiential activities in the direction of developing students' quality and capacity, in which the inspection and monitoring stages are also analyzed.

Author Le Tien Si (2019) when researching on the current situation of managing experiential activities in the direction of developing student's capacity, found limitations of implementing these activities such as: (1) The planning for experiential activities is not really effective; (2) The assignment of collectives and individuals to participate in experiential activities is not good; (3) The direction of implementation of the plan of experiential activities has not been given due attention; (4) The inspection and supervision are not close enough, infrequent and lack of basis. On that basis, the author has also proposed some appropriate management measures.

Related to this issue, many researchers consider that the supervision of experiential and career guidance activities is an essential component of educational management. During the implementation of experiential and career guidance activities, monitoring these activities will help in making relevant decisions based on objective evidence, ensuring efficient use of resources, thereby contributing to persuasion and mobilizing resources. So how to optimize the monitoring of experiential and career guidance activities? In this article, a set of criteria for monitoring experiential and career guidance activities in high schools will be developed and proposed, contributing to improving the efficiency of management and organization of these activities for high school students.

2. Research methodology

In order to collect information for the theoretical basis of the topic, the following research methods had been used:

- Analyze and synthesize: This method has been used to analyze and synthesize documents related to experiential and career guidance activities and the management and organization of these activities at high schools, thereby proposing measures to manage the organization of experiential and career guidance activities.

- The method of generalizing independent opinions: Apply to draw generalizations and specific comments on research issues.

- Modeling method: Used to build theoretical and practical models of the research problem.

- Practical research method: Collecting information for the practical basis of the topic, including survey (by questionnaire), in-depth interview, observation and experiment.

3. Results and interpretations

3.1. Factors affecting the development and application of a set of monitoring criteria for experiential and career guidance activities in high schools

Through theoretical and practical research, the development and application of a set of criteria for monitoring experiential and career guidance activities in high schools for each school unit depends on the following basic factors:

(1) Educational program: Currently, there is a framework program on experiential and career guidance activities, issued according to Circular 32 of the Ministry of Education and Training, dated December 26, 2018 with the common goal of educational innovation, clearly stating the requirements to be met in terms of quality and capacity for each activity content, for each grade.

(2) The actual situation of the school in all aspects. It is necessary to accurately assess the actual situation of the school, specifically:

- Management capacity of school administrators: The management of the organization of experiential and career guidance activities in planning, organizing, directing, inspecting and evaluating activities; The management of necessary conditions and creating a favorable environment for experiential and career guidance activities; Has the direction and coordination of educational forces in experiential and career guidance activities been regular and optimized?

- Has the development of education staff been focused on through experiential and career guidance activities for high school students?

- What is the level of coordination and maximum promotion of resources inside and outside the school to participate in experiential and career guidance activities?

- Awareness of administrators and teachers about experiential and career guidance activities: Clearly identify the level of awareness of administrators and teachers such as the level of access to the 2018 General Education program; New features of the program; The equipping of knowledge, skills, methods, and experiences in the implementation of experiential and career guidance activities; etc.

- Funding, facilities and other conditions for organizing experiential and career guidance activities

(3) Clearly assess the school's level of fulfillment of the above criteria: Does it meet the requirements of the experiential and career guidance organization? Evaluate the ability to overcome the limitations.

3.2. Developing and applying a set of criteria to monitor experiential and career guidance activities towards developing students' quality and capacity in high schools

Monitoring is especially important in the management of the administrators, especially the school principal. To achieve high efficiency, each school needs to have a set of monitoring criteria suitable for the specific situation of the school itself. In this study, a solution to develop and apply a set of criteria to monitor experiential and career guidance activities in the direction of developing students' quality and capacity in high schools has been proposed.

The goal of the solution is to help principals and other management entities master how to construct and apply a set of criteria to monitor experiential and career guidance activities in the direction of developing students' quality and capacity in accordance with the school unit, in order to effectively monitor and objectively evaluate experiential and career guidance activities.

This measure is especially important for ensuring the quality of experiential and career guidance activities according to the school's plan. The principal and other management entities of the school must be responsible for supervising the experiential and

career guidance activities based on the established set of criteria, thereby serving as the basis for the closed inspection and evaluation.

Develop a set of criteria for monitoring and evaluation of experiential and career guidance activities in order to help managers recognize, monitor and evaluate the process of implementing experiential and career guidance activities. Through the internal monitoring plan, the principal can actively grasp the situation and evaluate the implementation of experiential and career guidance activities in order to promptly detect difficulties, obstacles and inappropriate issues that need to be adjusted immediately in order to achieve the educational goals. At the same time, point out the strong points to keep up.

Thus, from the perspective of teaching administration, the role of supervision is the basis for creating motivation for the innovation and quality improvement of educational activities. Teaching, learning and educational management activities are timely adjusted, thereby having appropriate management effects. In fact, if the management does not check and supervise, it is considered as unmanaged.

Monitoring is the collection of periodical data to measure the progress of the program in order to achieve the objectives of the experiential and career guidance activities. Monitoring is also sometimes referred to as process assessment because it focuses on the implementation process and raises key questions like: What is the level of implementation of activities? Is there any difference in deploying an activity in one location versus another? Can experiential and career guidance activities develop students' qualities and capacities?

The method of implementation is presented according to each specific content, including (1) Develop a set of monitoring criteria; (2) Applying the set of monitoring criteria developed by the school.

a. Develop a set of monitoring criteria

The following steps were taken to construct the set of criteria.

Step 1: Identify the bases for building a set of criteria suitable for each school, according to the experiential and career guidance program of the 2018 General Education Program, which includes:

- The structure of the 2018 General Education Program; The program of experiential and career guidance activities, issued on December 26, 2018 by the Ministry of Education and Training.

- Qualities and competencies that students need to achieve from the program of experiential and career guidance activities according to the 2018 General Education Program.

- Specific goals, objectives and criteria of experiential and career guidance activities towards the output standards of high school students according to the 2018 General Education Program; associated with the movement of society and the 4.0 industrial era.

- Determining the school's model of management of experiential and career guidance activities, based on specific conditions on input, output and contextual and educational process factors. Input factors include enrollment, teaching staff, curriculum, finance and facilities. The elements of the educational process, including objectives, content, teaching plans, educational programs, and methods of organization. Output factors

include the results to be achieved in terms of student's quality and capacity. Contextual factors include economic and political situation, society, legal policy, labor market, etc.

- Actual conditions of the high school in terms of human and material resources and the coordination forces to carry out experiential and career guidance activities.

Step 2: Develop a set of monitoring criteria based on the above-mentioned bases.

It is necessary to determine the structure and layout of the set of criteria, including the number of standards and the number of criteria corresponding to each standard. The following principles were followed: (1) Comply with the provisions of current laws; (2) Reflect honestly, accurately, objectively and comprehensively the situation of organization of experiential and career guidance activities; ensure clarity, completeness and consistency of information obtained from monitoring activities; (3) Ensure the suitability of monitoring tools for monitoring purposes, objects, scope and content.

In this study, a set of criteria for monitoring experiential and career guidance activities for high school students was built based on 4 standards, with 32 criteria (Table 1). Monitoring results are described according to the following levels: Level 1 - Very poor; Level 2 - Poor; Level 3 - Medium; Level 4 - Fair; Level 5 - Good, with specific evidence.

Table 1: *Set of criteria for monitoring experiential and career guidance activities in the direction of developing the quality and capacity of students in high schools*

Standard 1: Planning experiential and career guidance activities in the direction of developing high school students' quality and capacity
Criteria 1.1. The promulgation of policies, programs and plans
Criteria 1.2. Identify the system of bases and documents on organizational management
Criteria 1.3. Assessment plan on the characteristics of the situation, advantages and disadvantages of the school in organizing activities
Criteria 1.4. Establish goals, requirements, targets and implementation results
Criteria 1.5. Develop program framework, content, form, and method of organization
Criteria 1.6. Determine the time, duration, and location of the activities
Criteria 1.7. Determining resources, conditions, and measures for implementation
Criteria 1.8. Specifying the missions and coordination mechanism between related parties
Standard 2: Organizing experiential and career guidance activities in the direction of developing high school students' quality and capacity
Criteria 2.1. Propagating to raise awareness about the need for experiential and career guidance activities for high school students
Criteria 2.2. Implement survey activities and assess the characteristics of the situation, advantages and disadvantages of the school
Criteria 2.3. Develop objectives, requirements, content, methods and necessary documents
Criteria 2.4. Selection of content, form, and method of organization
Criteria 2.5. Assignment of duties to administrators and teachers
Criteria 2.6. Prepare locations, determine time and duration of activities
Criteria 2.7. Coordination of necessary resources

Criteria 2.8. Organize the implementation of thematic topics according to the appropriate levels
Criteria 2.9. Team development (training, fostering, rewarding)
Criteria 2.10. Coordination among stakeholders
Criteria 2.11. Organize information channels: family, school, locality, community, etc. to effectively participate in activities
Criteria 2.12. IT and communication applications
Standard 3. Directing the implementation of activities
Criteria 3.1. Leading and directing the development of policies, programs and plans
Criteria 3.2. Leading and directing the implementation of policies, programs and plans
Criteria 3.3. Timely adjustment of policies, programs and plans in accordance with the actual situation
Criteria 3.4. Directing the preparation of contents, documents, methods and forms of organizing activities
Criteria 3.5. Leading and directing stakeholders
Criteria 3.6. Leading and directing information and communication activities
Criteria 3.7. Leading and directing to ensure the harmony of interests of related parties
Criteria 3.8. Leading and directing the inspection, supervision and evaluation of activities
Standard 4. Inspection and evaluation work
Criteria 4.1. Develop inspection and evaluation plan
Criteria 4.2. Selection of forms, methods and tools for inspection and evaluation of educational quality through experiential and career guidance activities
Criteria 4.3. The assessment and rating of the quality of activities
Criteria 4.4. Accreditation and assessment according to the school's competency framework for experiential and career guidance activities.

From the above implementation, the principal and the steering committee can develop a set of monitoring criteria for experiential and career guidance activities suitable for each school or group of high schools in the area, with specific focus points. In each of the standards and criteria, it is possible to determine the appropriate evaluation levels of each stage according to the management function, including planning, organizing the implementation, directing the implementation, checking and supervising the organization of experiential and career guidance activities.

b. Applying the set of monitoring criteria developed by the school

The object of supervision of experiential and career guidance activities are school administrators, in which the main subject is the principal. The set of monitoring criteria listed in Table 1 will be a tool for principals to improve their supervisory effectiveness. The application of this set of criteria includes the following steps:

Step 1: The principal disseminates and guides the use of the set of criteria to monitor the experiential and career guidance for the school's administrators.

Step 2: The principal, the Steering Committee for experiential and career guidance activities and the chief specialist supervise the organization's implementation according to the set of monitoring criteria.

Step 3: Report monitoring results to relevant parties.

Step 4: Analyze monitoring results to evaluate the organization of experiential and career guidance activities, specifying advantages, limitations, the cause of limitations, and how to overcome limitations according to each criterion.

Step 5: The principal publicizes the results of monitoring and evaluation of the organization of the school's experiential and career guidance activities.

Step 6: Using monitoring and evaluation results as a driving force to improve the quality of experiential and career guidance activities in the direction of developing the quality and capacity of high school students.

Thus, the monitoring and evaluation of experiential and career guidance activities plays a role in many aspects: (1) create motivation for innovation and improve the quality of experiential and career guidance activities; (2) adjustment of teaching and learning activities; (3) is the basis for educational management.

3.3 Conditions of application

To obtain accurate, objective monitoring results, the principals need to:

- Monitoring is carried out at every stage in the implementation of the experiential, career guidance activity; information is collected and analyzed and used on an ongoing basis. Regularly assigning direction and monitoring experiential and career guidance activities through the role of the chief specialists and homeroom teachers.

- Applying the established set of criteria to assess the quality of experiential and career guidance activities for high school students in accordance with the process.

- Ensure the necessary conditions for the inspection and supervision process.

- Organize close supervision, together with the preliminary and final review of the organization of experiential, career guidance and propaganda activities, from which to draw lessons for the next school year.

4. Conclusions

The implementation of experiential and career guidance activities has gradually changed the nature of high school education, contributing to creating an environment for the comprehensive development of quality and capacity for high school students. More research is needed, proposing effective measures to manage the organization of experiential and career guidance activities at high schools in the current educational context. In the article, the author has proposed the process of developing and applying a set of criteria for monitoring experiential and career guidance activities for high schools. This measure can be applied step by step to high schools across the country.

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TÓM TẮT

XÂY DỰNG VÀ ÁP DỤNG BỘ TIÊU CHÍ GIÁM SÁT HOẠT ĐỘNG TRẢI NGHIỆM, HƯỚNG NGHIỆP THEO CHƯƠNG TRÌNH GIÁO DỤC PHỔ THÔNG 2018

Lê Thị Hoài Thương

Trường Trung học phổ thông Nguyễn Trãi, Ba Đình, Hà Nội, Việt Nam

Ngày nhận bài 03/01/2023, ngày nhận đăng 20/3/2023

Nghiên cứu về quản lý tổ chức hoạt động trải nghiệm, hướng nghiệp ở trường trung học phổ thông cho thấy vai trò đặc biệt quan trọng của việc giám sát hoạt động giáo dục này. Bằng phương pháp nghiên cứu lý luận và thực tiễn, tác giả đã trình bày các khái niệm góp phần làm rõ quan điểm, nhiệm vụ của việc giám sát trong quản lý tổ chức hoạt động trải nghiệm, hướng nghiệp và đề xuất biện pháp “Xây dựng và áp dụng bộ tiêu chí giám sát hoạt động trải nghiệm, hướng nghiệp ở trường trung học phổ thông”, góp phần nâng cao hiệu quả quản lý tổ chức hoạt động trải nghiệm, hướng nghiệp, đáp ứng yêu cầu giáo dục toàn diện, hình thành phẩm chất, năng lực cho học sinh theo Chương trình giáo dục phổ thông 2018. Việc xây dựng và áp dụng bộ tiêu chí giám sát hoạt động trải nghiệm, hướng nghiệp chịu tác động của nhiều yếu tố và còn khá mới mẻ đối với giáo dục nước ta hiện nay.

Từ khóa: Bộ tiêu chí; giám sát; hoạt động trải nghiệm; hướng nghiệp.