

HO CHI MINH NATIONAL ACADEMY OF POLITICS

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**IMPROVING THE QUALITY OF POLITICAL
THEORY EDUCATION IN THE CURRENT
CONTEXT OF DIGITAL TRANSFORMATION**

SUMMARY OF THE DOCTORAL THESIS

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INTRODUCTION

1. The Urgency of the Research Topic

Political Theory Education plays an important role in shaping scientific worldviews, methodological approaches, political steadfastness, and ideological convictions among cadres, Party members, and learners. It is not merely an activity involving the dissemination of knowledge; it also helps provide political orientation, cultivate revolutionary ethics, enhance the capacity to apply theory to practice, safeguard the Party's ideological foundation, and strengthen unity in perception and action throughout the political system.

At present, Digital Transformation is profoundly changing the ways in which governance, learning, communication, and information acquisition take place. Cyberspace directly influences people's perceptions, ideology, emotions, convictions, and political behavior. While expanding access to knowledge and promoting educational innovation, the digital environment also intensifies exposure to diverse and complex information flows, including misinformation and erroneous and hostile viewpoints. Therefore, improving the quality of Political Theory Education has become an urgent requirement for strengthening theoretical knowledge and political steadfastness, as well as enhancing the ability to identify and refute erroneous viewpoints in cyberspace, thereby contributing to the protection of the Party's ideological foundation.

In recent years, Political Theory Education in Vietnam has achieved many positive results. Educational content, curricula, and methods have gradually been renewed to strengthen the connection between theory and practice. The application of digital technologies through online learning platforms, learning management systems, electronic learning materials, and digital learning environments has received increasing attention. Some lecturers have proactively renewed their teaching methods by combining face-to-face and online instruction, thereby improving access to knowledge and learning effectiveness. Awareness among relevant stakeholders of the role of Digital Transformation in Political Theory Education has also gradually increased, laying the groundwork for the modernization of educational activities.

Nevertheless, the quality of Political Theory Education in the context of Digital Transformation remains subject to certain limitations. The transition to digital educational environments has been slow and insufficiently coordinated at some institutions. In some cases, educational content places excessive emphasis on knowledge transmission, is slow to incorporate emerging issues, and is not closely connected with practical realities. Educational outcomes in terms of strengthening political emotions, convictions, political steadfastness, and the capacity to apply theory have not fully met current requirements. Teaching methods remain overly reliant on one-way knowledge transmission. Some lecturers have limited digital competence, while the use of technological platforms and digital learning materials,

as well as the organization of teaching and learning in digital environments, remains ineffective. Technological infrastructure, databases, and digital learning resources at some training institutions do not yet meet requirements. Meanwhile, the rapid development of cyberspace has increased the risks of fragmented perceptions, wavering convictions, and the adverse influence of harmful information and erroneous and hostile viewpoints on learners.

Digital Transformation both creates opportunities to expand the educational space, innovate teaching and learning methods, and improve access to political theory knowledge, and gives rise to contradictions that must be resolved. These include the contradiction between the need to modernize Political Theory Education and the inertia of traditional educational methods; between the requirement to promote learners' initiative and self-directed learning and their tendency toward passive learning; and between the need to strengthen convictions and provide ideological orientation and the multidimensional, complex influences of the digital information environment. These issues call for comprehensive theoretical and practical research to clarify the foundations, current situation, and solutions for improving the quality of Political Theory Education in a manner suited to the new context.

Therefore, research on the topic ***“Improving the Quality of Political Theory Education in the Current Context of Digital Transformation”*** is urgently needed from both theoretical and practical perspectives in the current context of Digital Transformation.

2. Research Purpose and Tasks

2.1. Research Purpose

On the basis of theoretical issues and an assessment of the current situation regarding the improvement of the quality of Political Theory Education in the context of Digital Transformation, the dissertation proposes several key solutions to further improve the quality of Political Theory Education in the context of Digital Transformation in the coming years.

2.2. Research Tasks

To review research works related to improving the quality of Political Theory Education in the context of Digital Transformation.

To clarify several theoretical issues concerning the improvement of the quality of Political Theory Education in the context of Digital Transformation.

To analyze the current situation and identify practical issues arising in the improvement of the quality of Political Theory Education in the current context of Digital Transformation.

To propose perspectives and several key solutions to further improve the quality of Political Theory Education in the context of Digital Transformation in the coming years.

3. Research Subject and Scope

3.1. Research Subject

The research subject of the dissertation is the improvement of the quality of Political Theory Education in the context of Digital Transformation.

3.2. Research Scope

Regarding the target group: Political Theory Education is provided to various groups of learners, including cadres, Party members, civil servants, public employees, Youth Union members, university students, school students, and the armed forces. However, this dissertation focuses exclusively on improving the quality of Political Theory Education for learners enrolled in intermediate-level political theory training programs. These learners comprise incumbent cadres and cadres included in the planning pool for grassroots-level leadership and management positions.

Regarding the geographical scope: The dissertation examines the improvement of the quality of Political Theory Education at provincial political schools in the mountainous provinces of northern Vietnam. Before the administrative mergers, which took effect on July 1, 2025, the study area comprised the following provinces: Cao Bang, Bac Kan, Lang Son, Bac Giang, Ha Giang, Tuyen Quang, Thai Nguyen, Lao Cai, Yen Bai, Phu Tho, Hoa Binh, Lai Chau, Dien Bien, and Son La. Following the mergers, the area comprises Cao Bang, Lang Son, Lai Chau, Dien Bien, Son La, Tuyen Quang (comprising the former Tuyen Quang and Ha Giang provinces), Lao Cai (comprising the former Lao Cai and Yen Bai provinces), Thai Nguyen (comprising the former Thai Nguyen and Bac Kan provinces), and Phu Tho (comprising the former Phu Tho, Vinh Phuc, and Hoa Binh provinces). This geographical area was selected because it continues to face numerous limitations, inadequacies, and difficulties in improving the quality of Political Theory Education, particularly in meeting the requirements arising from the context of Digital Transformation.

Regarding the time frame: The study covers the period from 2014, when the Politburo issued Resolution No. 32-NQ/TW on continuing to reform and improve the quality of political theory training and development for leading and managerial cadres, particularly from 2020, when the Government officially approved the National Digital Transformation Program under Decision No. 749/QD-TTg, to the present.

4. Theoretical Foundations and Research Methods

4.1. Theoretical Foundations

The dissertation is grounded in Marxism-Leninism and Ho Chi Minh Thought on Political Theory Education, as well as the Party's viewpoints and guidelines and the State's policies and laws concerning Political Theory Education in the context of Digital Transformation.

4.2. Research Methods

The dissertation employs the methodology of dialectical materialism and historical materialism, together with analysis and synthesis, comparison and contrast, generalization and modeling, historical and logical methods, analysis, and the use of secondary sources.

5. New Contributions of the Dissertation

The dissertation contributes to clarifying several theoretical issues concerning the improvement of the quality of Political Theory Education in the context of Digital Transformation. In particular, it analyzes the principal actors, content, and methods involved in improving the quality of Political Theory Education in this context, while explaining the importance of and factors affecting the effectiveness of such improvement.

The dissertation assesses the current situation and identifies practical issues arising in efforts to improve the quality of Political Theory Education in the context of Digital Transformation, drawing on practical experience from the mountainous provinces of northern Vietnam.

The dissertation proposes perspectives and several key solutions to further improve the quality of Political Theory Education in the context of Digital Transformation in the coming years, with particular reference to the mountainous provinces of northern Vietnam.

6. Theoretical and Practical Significance of the Dissertation

6.1. Theoretical Significance

The dissertation contributes to supplementing and further clarifying several theoretical issues concerning the improvement of the quality of Political Theory Education in the context of Digital Transformation.

The research findings provide additional scientific arguments for improving the quality of Political Theory Education in the current context of Digital Transformation in the mountainous provinces of northern Vietnam.

6.2. Practical Significance

The dissertation's findings are practically significant for reviewing and evaluating the effectiveness of efforts to improve the quality of Political Theory Education in the mountainous provinces of northern Vietnam. They also provide empirical data that can serve as an additional basis for leaders and managers in these provinces, as well as in other localities throughout the country, to conduct further research, formulate and promulgate policies and laws, and develop plans and action programs to continue improving the quality of Political Theory Education in the context of Digital Transformation in the coming years.

The dissertation also serves as a valuable reference for research and teaching at training institutions and for individuals interested in improving the quality of Political Theory Education in the current context of Digital Transformation.

7. Structure of the Dissertation

In addition to the Introduction, Conclusion, References, and Appendices, the dissertation is organized into four chapters comprising eleven sections.

Chapter 1

OVERVIEW OF RESEARCH RELATED TO THE DISSERTATION

1.1. RESEARCH WORKS RELATED TO THE THEORETICAL FOUNDATIONS OF IMPROVING THE QUALITY OF POLITICAL THEORY EDUCATION IN THE CURRENT CONTEXT OF DIGITAL TRANSFORMATION

The dissertation reviews domestic and international research works related to Political Theory Education, educational quality, the improvement of the quality of Political Theory Education, and Digital Transformation in education. These works take the form of monographs, scientific research projects, doctoral dissertations, and scientific journal articles. They clarify the theoretical foundations of Political Theory Education and educational quality, while analyzing the nature, requirements, trends, and impacts of Digital Transformation on educational activities. These works constitute an important reference resource and provide a theoretical foundation for research on improving the quality of Political Theory Education in the current context of Digital Transformation.

1.2. RESEARCH WORKS RELATED TO THE CURRENT SITUATION OF IMPROVING THE QUALITY OF POLITICAL THEORY EDUCATION IN THE CURRENT CONTEXT OF DIGITAL TRANSFORMATION

The dissertation reviews research works examining the current situation of efforts to improve the quality of Political Theory Education in the context of Digital Transformation, including scientific research projects, scientific journal articles, and empirical studies. These works reflect the implementation of Digital Transformation in educational institutions, focusing on technological infrastructure, digital learning resources, management platforms, teaching methods, and the digital competencies of teaching staff and learners. They also identify achievements, limitations, difficulties, and challenges encountered in the Digital Transformation process. These works provide an important empirical resource and relevant evidence for assessing the current situation of efforts to improve the quality of Political Theory Education in the current context of Digital Transformation.

1.3. RESEARCH WORKS RELATED TO SOLUTIONS FOR IMPROVING THE QUALITY OF POLITICAL THEORY EDUCATION IN THE CURRENT CONTEXT OF DIGITAL TRANSFORMATION

The dissertation reviews research works proposing solutions to improve the quality of Political Theory Education in the context of Digital Transformation, including monographs, scientific research projects, and scientific journal articles. These works focus on proposing coordinated sets of solutions concerning the renewal of educational content, curricula, and teaching methods; the development of teaching staff and digital competencies; the development of digital learning resources, infrastructure, and educational environments; the improvement of governance, inspection, and assessment; information security; and the strengthening of

cooperation and resource mobilization. These proposals contribute to promoting comprehensive Digital Transformation in Political Theory Education.

1.4. VALUE OF THE REVIEWED RESEARCH WORKS AND ISSUES REQUIRING FURTHER INVESTIGATION IN THE DISSERTATION

1.4.1. Value of the Reviewed Research Works

Within the scope of the relevant research reviewed by the author, numerous domestic and international studies have examined Political Theory Education, the improvement of its quality, and Digital Transformation in education from theoretical, practical, and solution-oriented perspectives. Their findings provide an important scientific foundation for the author to build upon and further develop in conducting this dissertation. However, to date, no study has systematically and comprehensively investigated the improvement of the quality of Political Theory Education in the context of Digital Transformation from a philosophical perspective.

1.4.2. Issues Requiring Further Investigation in the Dissertation

Based on the review of existing research, the dissertation identifies three groups of issues requiring further investigation.

First, to further clarify the theoretical foundations of improving the quality of Political Theory Education in the context of Digital Transformation, including its nature, scope, importance, and the factors affecting the improvement of its quality in the current context of Digital Transformation.

Second, to comprehensively analyze and assess the current situation of efforts to improve the quality of Political Theory Education in the context of Digital Transformation, drawing on practical experience at provincial political schools in the mountainous provinces of northern Vietnam, and to clarify the achievements, limitations, underlying causes, and issues arising.

Third, to develop a system of perspectives and propose coordinated solutions to improve the quality of Political Theory Education in the context of Digital Transformation, focusing on renewing awareness, developing teaching staff, reforming educational content and methods, developing digital learning resources, strengthening enabling conditions, and improving quality management mechanisms to meet current development requirements.

Chapter 1 Summary

Chapter 1 reviews and evaluates research works related to improving the quality of Political Theory Education in the context of Digital Transformation across three principal groups of issues. Existing studies have clarified the concepts and role of Political Theory Education, the impacts of Digital Transformation on education, and initial requirements for renewing Political Theory Education in digital environments. Some studies have also examined the current state of Digital Transformation in Political Theory Education and identified limitations in technological infrastructure, digital learning resources, and the digital competencies of teaching staff. In addition, numerous solutions have been proposed, including renewing educational content and

teaching methods, developing digital learning environments, and enhancing lecturers' digital competencies. However, these studies have primarily adopted a general approach and have not examined in depth the specific characteristics of provincial political schools in the mountainous provinces of northern Vietnam in the current context of Digital Transformation.

Chapter 2

IMPROVING THE QUALITY OF POLITICAL THEORY EDUCATION IN THE CURRENT CONTEXT OF DIGITAL TRANSFORMATION: SELECTED THEORETICAL ISSUES

2.1. CONCEPTIONS OF THE QUALITY OF POLITICAL THEORY EDUCATION IN THE CONTEXT OF DIGITAL TRANSFORMATION

2.1.1. Conception of the Quality of Political Theory Education

**** Conception of Political Theory***

Political theory is a system of scientific knowledge concerning the political sphere, expressed through the policies, guidelines, and viewpoints of a political party. It is formed on the basis of summarizing practical experience and reflects the nature and laws governing the development of political and social life, class relations, the state, and political power, while providing orientations for social development in specific historical periods.

**** Conception of Political Theory Education***

Political Theory Education is a purposeful and organized process of educational intervention undertaken by educational actors to disseminate and facilitate the acquisition of the foundational theoretical knowledge of Marxism-Leninism, Ho Chi Minh Thought, the Party's viewpoints and guidelines, and the State's policies and laws. This process aims to cultivate scientific worldviews and methodological approaches, enhance political awareness, strengthen convictions and political steadfastness, and orient and improve the effectiveness of learners' practical activities, thereby meeting the requirements of national construction and development toward the socialist objective.

Conception of the Quality of Political Theory Education

The quality of Political Theory Education refers to the degree of effectiveness achieved in fulfilling the objectives, requirements, and tasks of the Political Theory Education process in cultivating scientific worldviews and methodological approaches; enhancing political awareness; strengthening convictions and political steadfastness; and developing cadres' capacity for theoretical thinking and the application of theory to practice, thereby meeting the requirements of national construction and development toward the socialist objective.

2.1.2. Conception of Digital Transformation

Digital Transformation is a process of comprehensively transforming the organizational and operational modes of social life on the basis of digital technologies and digital data, thereby changing the methods and models through which people work, manage, learn, communicate, and develop.

2.1.3. Conception of the Quality of Political Theory Education in the Context of Digital Transformation

The quality of Political Theory Education in the context of Digital Transformation refers to the degree of effectiveness achieved by the Political Theory Education process in cultivating scientific worldviews and methodological approaches; enhancing political awareness; strengthening convictions and political steadfastness; and developing cadres' capacity for theoretical thinking and the application of theory to practice. This quality must meet the requirements arising from the comprehensive transformation of the organizational and operational modes of social life and the process of national development toward the socialist objective, on the basis of applying digital technologies and digital data.

2.2. IMPROVING THE QUALITY OF POLITICAL THEORY EDUCATION IN THE CONTEXT OF DIGITAL TRANSFORMATION: CONCEPTIONS, ACTORS, CONTENT, AND METHODS

2.2.1. Conception of Improving the Quality of Political Theory Education in the Context of Digital Transformation

Improving the quality of Political Theory Education in the context of Digital Transformation is a purposeful and organized process undertaken by Political Theory Education actors through the renewal of educational content, curricula, methods, and organizational formats, while promoting learners' active and creative agency. This process aims to enhance political awareness and political steadfastness, strengthen convictions in the Party, the State, and the socialist system, and develop cadres' capacity for theoretical thinking and the application of theory to practice. It thereby meets the requirements arising from the comprehensive transformation of the organizational and operational modes of social life and the process of national development toward the socialist objective, on the basis of applying digital technologies and digital data.

2.2.2. Actors Involved in Improving the Quality of Political Theory Education in the Context of Digital Transformation

The dissertation identifies the actors involved in improving the quality of Political Theory Education in the context of Digital Transformation as the school's leadership and management personnel, lecturers, and learners at provincial political schools in the mountainous provinces of northern Vietnam. Leadership and

management personnel play a strategic guiding role in organizing Digital Transformation, developing mechanisms, infrastructure, digital learning resources, and digital educational environments, while ensuring adherence to the Party's principles and scientific rigor. Lecturers directly determine the quality of teaching and learning, which requires professional competence, political steadfastness, digital competence, and the ability to innovate teaching methods. Learners are the central actors and must develop self-directed learning, critical thinking, and the ability to apply theory to practice.

2.2.3. Content of Improving the Quality of Political Theory Education in the Context of Digital Transformation

The dissertation identifies the content of improving the quality of Political Theory Education in the context of Digital Transformation as the comprehensive development of cadres' awareness, political steadfastness, and practical capabilities. This content focuses on three dimensions: improving the quality of education in theoretical knowledge in conjunction with the ability to access and process digital information; strengthening political emotions, convictions, and political steadfastness, as well as the capacity to safeguard the Party's ideological foundation in cyberspace; and developing theoretical thinking, the ability to apply theory in practice, critical thinking, and digital competence to meet the requirements of Digital Transformation.

2.2.4. Methods of Improving the Quality of Political Theory Education in the Context of Digital Transformation

The dissertation defines the methods of improving the quality of Political Theory Education in the context of Digital Transformation as a system of approaches to organizing educational activities that are appropriate for digital environments. The three principal methods are: enhancing leadership, management, and teaching capacity, particularly digital governance and technology application; modernizing educational content, curricula, teaching methods, instructional formats, assessment, and digital learning resources, with an emphasis on connecting theory with practice; and promoting learners' initiative and creativity through self-directed learning, digital competence, and the application of Political Theory knowledge.

2.3. THE IMPORTANCE OF AND FACTORS AFFECTING THE IMPROVEMENT OF THE QUALITY OF POLITICAL THEORY EDUCATION IN THE CONTEXT OF DIGITAL TRANSFORMATION

2.3.1. The Importance of Improving the Quality of Political Theory Education in the Current Context of Digital Transformation

The dissertation affirms that improving the quality of Political Theory Education in the context of Digital Transformation is an objective requirement of strategic significance for cadre training and development and for maintaining political

orientation. This requirement is particularly important for provincial political schools in the mountainous provinces of northern Vietnam because of the region's strategic geographical characteristics and persistent socioeconomic and technological difficulties. Improving the quality of Political Theory Education contributes to safeguarding the Party's ideological foundation, strengthening political steadfastness, developing a cadre workforce capable of adapting to Digital Transformation, enhancing social consensus, and promoting sustainable development.

2.3.2. Major Factors Affecting the Improvement of the Quality of Political Theory Education in the Current Context of Digital Transformation

The dissertation identifies several factors affecting the improvement of the quality of Political Theory Education in the context of Digital Transformation, among which four principal groups can be distinguished: the leadership and management of the Party, the State, and local authorities, which provide strategic direction, mechanisms, and resources; the socioeconomic and cultural conditions specific to the mountainous provinces of northern Vietnam, which influence educational organization; the competence and initiative of cadres, lecturers, and learners, which determine the effectiveness of innovation; and physical facilities and digital infrastructure, which ensure the implementation of educational methods in digital environments.

Chapter 2 Summary

Chapter 2 clarifies the theoretical foundations for improving the quality of Political Theory Education in the context of Digital Transformation. These include the concepts of Political Theory Education, the quality of Political Theory Education, Digital Transformation, and the quality of Political Theory Education in the context of Digital Transformation. The chapter also elaborates on the conception, actors, content, and methods of improving the quality of Political Theory Education.

The dissertation further clarifies the roles of the leadership of provincial political schools and their teaching staff, while identifying the key priorities for improving cadres' political theory knowledge, political steadfastness, theoretical thinking, and capacity to apply theory to practice. In addition, it analyzes the importance of and factors affecting the effectiveness of efforts to improve the quality of Political Theory Education at provincial political schools in the mountainous provinces of northern Vietnam today. These findings provide a scientific basis for analyzing the current situation and proposing solutions in the subsequent chapters.

Chapter 3

IMPROVING THE QUALITY OF POLITICAL THEORY EDUCATION IN THE CONTEXT OF DIGITAL TRANSFORMATION: CURRENT SITUATION, CAUSES, AND ISSUES ARISING

3.1. CURRENT SITUATION OF IMPROVING THE QUALITY OF POLITICAL THEORY EDUCATION IN THE CONTEXT OF DIGITAL TRANSFORMATION

3.1.1. Major Achievements

**** First, regarding the actors involved in improving the quality of Political Theory Education in the context of Digital Transformation.***

The dissertation affirms that the actors involved in improving the quality of Political Theory Education at provincial political schools in the mountainous provinces of northern Vietnam have made positive progress in the context of Digital Transformation. Party committees and school leadership boards have gradually strengthened their leadership and management capacity, promoted the application of digital technologies, developed digital educational environments, and advanced the development of standardized political schools. Lecturers have improved their professional and pedagogical qualifications and digital competencies, renewed their teaching methods, strengthened scientific research, and participated in safeguarding the Party's ideological foundation in cyberspace.

**** Second, regarding the content of improving the quality of Political Theory Education in the context of Digital Transformation.***

The dissertation affirms that Political Theory Education at provincial political schools in the mountainous provinces of northern Vietnam has made positive progress in the context of Digital Transformation, meeting the requirements of cadre training and development. Greater attention has been paid to the quality of education in political theory knowledge, emotions, convictions, and political steadfastness, contributing to enhanced awareness, a stronger sense of responsibility, revolutionary ethics, and the capacity to combat erroneous viewpoints in digital environments. At the same time, Political Theory Education has increasingly been linked to the development of theoretical thinking, the application of theory to practice, improved capacities for analysis and problem-solving, and adaptation to governance requirements in the context of Digital Transformation.

**** Third, regarding the methods of improving the quality of Political Theory Education in the context of Digital Transformation.***

The dissertation affirms that the methods used to improve the quality of Political Theory Education at provincial political schools in the mountainous provinces of northern Vietnam have gradually been renewed in a coordinated and modern

direction. The training and development of teaching staff have been linked to the standardization of professional and pedagogical qualifications and digital competencies. Educational content, curricula, teaching methods, and assessment have been renewed toward greater practical relevance, interaction, technology application, and learner competency development. At the same time, learners' initiative, creativity, self-directed learning, and capacity to apply theory to practice have increasingly been promoted.

3.1.2. Certain Limitations

**** First, regarding the actors involved in improving the quality of Political Theory Education in the context of Digital Transformation.***

The dissertation indicates that, despite the achievements, the capacities of some actors involved in improving the quality of Political Theory Education at provincial political schools in the mountainous provinces of northern Vietnam remain limited in the context of Digital Transformation. Some Party committees and school leadership boards have been slow to renew their approaches to digital governance, organize activities on digital platforms, and mobilize resources for Digital Transformation in a coordinated manner. Some lecturers remain limited in their professional competence, digital skills, research capacity, technology application, and ability to innovate teaching methods, thereby affecting the effectiveness of cadre training and development.

**** Second, regarding the content of improving the quality of Political Theory Education in the context of Digital Transformation.***

The dissertation indicates that the content of Political Theory Education at provincial political schools in the mountainous provinces of northern Vietnam continues to exhibit certain limitations in the context of Digital Transformation. The effectiveness of education in theoretical knowledge, convictions, and political steadfastness remains uneven. Some learners have limited capacity to identify and combat erroneous information in cyberspace. Their ability to transform political theory knowledge into theoretical thinking, critical analysis, practical problem-solving, and adaptability to digital environments has not fully met current requirements.

**** Third, regarding the methods of improving the quality of Political Theory Education in the context of Digital Transformation.***

The dissertation indicates that the methods used to improve the quality of Political Theory Education at provincial political schools in the mountainous provinces of northern Vietnam remain limited in the context of Digital Transformation. Staff training and development have not been implemented in a coordinated manner and tend to emphasize technical skills, without adequately addressing digital governance and modern teaching methods. The renewal of

educational content and curricula, the application of technology, and the exploitation of digital learning resources have been slow. Efforts to promote learners' initiative, self-directed learning, and adaptability to digital learning methods have also yielded limited results.

3.1.3. Causes of the Achievements and Limitations in Improving the Quality of Political Theory Education in the Context of Digital Transformation

3.1.3.1. Causes of the Achievements

The dissertation indicates that the achievements in improving the quality of Political Theory Education in the context of Digital Transformation stem from both objective and subjective causes. Objectively, the requirements of national Digital Transformation, scientific and technological development, the protection of the Party's ideological foundation, and the specific characteristics of the mountainous provinces of northern Vietnam have created incentives for innovation. Subjectively, the leadership of the Party, the State, Ho Chi Minh National Academy of Politics, and local Party committees, together with the proactive efforts of schools, lecturers, and learners to innovate and apply technology, have contributed to improving the quality of Political Theory Education.

3.1.3.2. Causes of the Limitations

The limitations in improving the quality of Political Theory Education in the context of Digital Transformation stem from both objective and subjective causes. Objectively, the rapid pace of Digital Transformation, changes in the digital environment, and socioeconomic conditions and technological infrastructure constraints in the mountainous provinces of northern Vietnam create difficulties for investment, teaching and learning organization, and access to learning resources. Subjectively, some Party committees and schools have been slow to renew their management practices; staff training and development, content updating, technology application, and digital learning resource development remain limited; and some learners have not yet developed the self-directed learning and digital adaptability required.

3.2. ISSUES ARISING FROM THE CURRENT SITUATION OF IMPROVING THE QUALITY OF POLITICAL THEORY EDUCATION IN THE CURRENT CONTEXT OF DIGITAL TRANSFORMATION

3.2.1. The Contradiction Between the Requirement to Standardize Qualifications and Skills and Develop the Digital Competencies of Actors Involved in Improving the Quality of Political Theory Education and Their Existing Psychological Inertia and Limited Capacity for Transformation and Adaptation in the Context of Digital Transformation in the Mountainous Provinces of Northern Vietnam

In the context of Digital Transformation, improving the quality of Political Theory Education requires leadership and management personnel, lecturers, and

learners to meet established standards of qualifications and skills and to develop digital competencies, innovative capabilities, and the ability to adapt to digital environments. However, some actors continue to exhibit inertia in their thinking and have limited capacity in digital governance, teaching innovation, scientific research, the exploitation of digital learning resources, self-directed learning, and the application of theory to practice. These limitations are influenced by socioeconomic conditions, technological infrastructure, and resource constraints in the mountainous provinces of northern Vietnam, creating a gap between the requirements for innovation and the capacity to implement it. Resolving this contradiction therefore requires comprehensive changes in the awareness, thinking, competencies, and working methods of the actors involved, together with the provision of the necessary environment and conditions for improving the quality of Political Theory Education in the context of Digital Transformation.

3.2.2. The Contradiction Between the Requirement to Prioritize Improving the Quality of Education in Political Theory Knowledge, Emotions, Convictions, Political Steadfastness, Theoretical Thinking, and the Capacity to Apply Theory to Practice among Learners in Adapting to Digital Transformation and the Limitations and Inadequacies in Implementing Efforts to Improve the Quality of Political Theory Education at Provincial Political Schools in the Mountainous Provinces of Northern Vietnam, Which Have Not Fully Met Established Requirements

In the context of Digital Transformation, improving the quality of Political Theory Education requires the comprehensive and integrated development of learners' political theory knowledge, emotions, convictions, political steadfastness, theoretical thinking, and capacity to apply theory to practice. In practice, Political Theory Education has achieved positive results, contributing to improvements in learners' political awareness, sense of responsibility, and professional capabilities. However, some learners have not fully transformed their knowledge into convictions and firm political steadfastness. Their analytical and critical thinking, ability to identify problems, and capacity to apply theory to resolve practical situations, particularly in digital environments, remain limited. This demonstrates a gap between the requirement to develop the various dimensions of Political Theory Education quality comprehensively and the actual results achieved at provincial political schools in the mountainous provinces of northern Vietnam. Therefore, Political Theory Education needs to be further renewed to ensure a close connection between imparting knowledge, cultivating convictions and political steadfastness, developing theoretical thinking, and enhancing the capacity to apply theory creatively in practice.

3.2.3. The Contradiction Between the Requirement for Coordinated Innovation in Political Theory Education Methods to Adapt to the Context of

Digital Transformation and the Lack of Coordination, Initiative, and Proactiveness among Local Authorities in Implementation

In the context of Digital Transformation, improving the quality of Political Theory Education requires coordinated innovation across all methods, from staff training and development, curriculum updating, and teaching innovation to digital technology application, scientific research, digital educational environment development, and strengthened coordination among stakeholders. However, at provincial political schools in the mountainous provinces of northern Vietnam, implementation remains uneven and insufficiently proactive and decisive. Some local authorities have been slow to translate new requirements into concrete measures and have not adequately linked training and development with digital competency development, scientific research with teaching, or infrastructure investment with technology utilization and digital governance. Coordination mechanisms, data sharing, and resource mobilization also remain limited in some localities, resulting in fragmented implementation of innovative methods that have yet to form a coherent and integrated whole. This contradiction reflects the gap between the objective requirements of the innovation process and local authorities' capacity to organize implementation. Therefore, it is necessary to strengthen the leadership role of Party committees, promote the initiative of provincial political schools, improve coordination mechanisms, and ensure consistency among methods and resources in order to enhance the effectiveness of Digital Transformation in improving the quality of Political Theory Education.

3.2.4. The Contradiction Between the Requirement to Increase Investment in Upgrading and Developing Digital Infrastructure and Human Resources to Adapt to Digital Transformation and the Limited Resources and Investment, Together with the Challenging Socioeconomic Conditions Specific to the Mountainous Provinces of Northern Vietnam

In the context of Digital Transformation, improving the quality of Political Theory Education requires coordinated investment in technological infrastructure, data systems, digital learning resources, and equipment, as well as the development of human resources with technological competencies. However, at provincial political schools in the mountainous provinces of northern Vietnam, technical infrastructure remains inadequate and poorly coordinated in some locations, with certain facilities deteriorating. Digital learning resources and shared databases remain underdeveloped, while digital competencies among staff are uneven and the effective utilization of technology remains limited. These shortcomings are associated with budgetary constraints, difficulties in attracting highly skilled technology personnel, and the specific geographical and demographic characteristics of the region, including its vast terrain, dispersed population, and unequal access to technology

across localities and groups of learners. This situation creates a gap between the requirement to ensure adequate material, technical, and human resource conditions for Political Theory Education in digital environments and the limited capacity of localities to meet those requirements. Therefore, it is necessary to combine infrastructure investment, digital learning resource development, the enhancement of staff members' technological competencies, information security measures, and the reform of mechanisms for mobilizing and utilizing resources in ways suited to the conditions of each locality. These efforts will establish a foundation for improving the quality of Political Theory Education in the context of Digital Transformation.

Chapter 3 Summary

Chapter 3 clarifies the achievements, limitations, and causes affecting efforts to improve the quality of Political Theory Education in the context of Digital Transformation. The research findings indicate that provincial political schools have made considerable efforts to reform management practices, develop teaching staff, renew educational content and teaching methods, and apply digital technologies to training and development activities. These changes have contributed to improving the quality of Political Theory Education and gradually meeting the requirements for developing the cadre workforce under new conditions.

Despite these achievements, efforts to improve the quality of Political Theory Education continue to reveal numerous limitations in terms of the actors involved, educational content, and methods of implementation. On the basis of this assessment, Chapter 3 identifies four fundamental contradictions that persist. These issues are of considerable methodological significance and also provide the practical foundation for proposing perspectives and solutions to improve the quality of Political Theory Education in the context of Digital Transformation in the following chapter.

Chapter 4

PERSPECTIVES AND KEY SOLUTIONS FOR FURTHER IMPROVING THE QUALITY OF POLITICAL THEORY EDUCATION IN THE CURRENT CONTEXT OF DIGITAL TRANSFORMATION

4.1. PERSPECTIVES ON IMPROVING THE QUALITY OF POLITICAL THEORY EDUCATION IN THE CURRENT CONTEXT OF DIGITAL TRANSFORMATION

First, improving the quality of Political Theory Education in the context of Digital Transformation must ensure the preservation of political and ideological orientation while taking into account the specific characteristics of the mountainous provinces of northern Vietnam.

Improving the quality of Political Theory Education in the context of Digital Transformation must, first and foremost, preserve its political and ideological nature and remain steadfast in the Party's ideological foundation, while promoting the role of digital technologies in enhancing educational effectiveness. Digital Transformation serves only as a means of supporting innovation in the content, curricula, and methods of Political Theory Education; it does not alter the objectives or political functions of this activity. The innovation process must be linked to the requirements of developing political steadfastness, the capacity to identify and combat false information in cyberspace, and the ability to apply theory to practice. In the mountainous provinces of northern Vietnam, Political Theory Education must be adapted to local characteristics, contributing to strengthening convictions, consolidating the great national unity bloc, maintaining political stability, national defense and security, and meeting the requirements for building a cadre contingent in the new situation.

Second, improving the quality of Political Theory Education must aim to develop digital competencies among educational actors and learners.

Improving the quality of Political Theory Education in the context of Digital Transformation must place the development of competencies among educational actors and learners at its center, recognizing people as the decisive factor in the effectiveness of the innovation process. This requires a shift from an emphasis on standardizing qualifications and academic credentials toward the comprehensive development of professional competence, practical competence, innovation capacity, and digital competencies. For leadership and management personnel, digital governance capacity must be enhanced; for lecturers, the ability to utilize technology and digital learning resources and organize modern teaching and learning must be strengthened; and for learners, self-directed learning, theoretical thinking, the application of knowledge, and adaptation to the digital environment must be developed.

Third, improving the quality of Political Theory Education must proceed toward comprehensive and coordinated Digital Transformation, with clear priorities and a roadmap suited to the specific conditions of the mountainous provinces of northern Vietnam.

Improving the quality of Political Theory Education in the context of Digital Transformation involves not merely applying technology but also innovating management, teaching, learning, scientific research, and the development of learning resources on digital platforms. Therefore, it is necessary to establish an integrated digital educational environment that connects the various activities of educational

institutions while avoiding fragmented and merely formalistic implementation. In the mountainous provinces of northern Vietnam, Digital Transformation must be feasible and suited to local socioeconomic conditions, technological infrastructure, and resources. It should be implemented incrementally to improve the effectiveness of Political Theory Education and meet the requirements of Party building and the development of the political system in the new period.

4.2. KEY SOLUTIONS FOR FURTHER IMPROVING THE QUALITY OF POLITICAL THEORY EDUCATION IN THE CONTEXT OF DIGITAL TRANSFORMATION

4.2.1. Improving the Quality and Digital Adaptability of Actors in Political Theory Education in the Context of Digital Transformation

4.2.1.1. Raising Actors' Awareness of and Responsibility for the Strategic Role of Digital Transformation

Raising actors' awareness of and responsibility for the strategic role of Digital Transformation is a prerequisite for building consensus in the process of improving the quality of Political Theory Education in the mountainous provinces of northern Vietnam. It is necessary to overcome the perception that Digital Transformation is merely the application of technology and to recognize it correctly as a process that comprehensively renews governance, teaching, learning, and research. Accordingly, Party committees, school leaders, lecturers, and learners must clearly define their roles and responsibilities in implementing Digital Transformation; proactively renew their thinking and working methods; and develop digital competencies while ensuring that Political Theory Education preserves its Party character, scientific character, and political objectives.

4.2.1.2. Enhancing Digital Governance Capacity and Modern Leadership Thinking among Management Personnel

Enhancing digital governance capacity and modern leadership thinking among management personnel at provincial political schools is an important solution for improving the quality of Political Theory Education in the context of Digital Transformation. Leadership personnel need to move from an administrative management mindset toward modern governance by developing comprehensive Digital Transformation strategies based on data and suited to local conditions. At the same time, their capacity to provide policy advice and mobilize resources must be strengthened, while their exemplary role in technology adoption, the development of digital culture, information security, and the preservation of the Party character of education in the digital environment must be promoted.

4.2.1.3. Developing Comprehensive Digital Competencies and Political Steadfastness among Lecturers

Developing digital competencies and political steadfastness among lecturers is an important solution for improving the quality of Political Theory Education in the context of Digital Transformation. Provincial political schools need to establish digital competency frameworks and strengthen training in technology utilization, digital learning resource design, artificial intelligence applications, and innovative teaching methods. At the same time, emphasis must be placed on strengthening political steadfastness and the capacity to protect the Party's ideological foundation in cyberspace, while linking scientific research with the summation of practical experience. This will help build a contingent of lecturers who possess strong professional expertise and can adapt effectively to the digital educational environment.

4.2.1.4. Promoting Learners' Active and Self-Motivated Engagement and Self-Directed Learning in the Digital Environment

Promoting learners' active and self-motivated engagement and self-directed learning is an important solution for improving the quality of Political Theory Education in the context of Digital Transformation. Learners must be helped to develop appropriate learning motivation, proactively acquire knowledge, cultivate independent and critical thinking, and enhance their ability to apply theory to practice. At the same time, emphasis should be placed on fostering a commitment to lifelong learning, improving digital skills and information-processing capabilities, and strengthening responsibility for continued self-development after training. These efforts will help transform knowledge of Political Theory into the capacity to lead, manage, and perform assigned duties in the digital environment.

4.2.2. Innovating, Updating, and Modernizing the Content and Curricula of Political Theory Education to Adapt to the Context of Digital Transformation

4.2.2.1. Innovating Educational Content and Curricula While Ensuring the Party Character, Scientific Character, and Updating Content to Reflect the Practical Realities of Digital Transformation

Innovating the content and curricula of Political Theory Education to ensure the Party character and scientific character of education while incorporating the practical realities of Digital Transformation is an important solution for improving educational quality in the current period. Curricula must uphold the Party's ideological foundation while incorporating emerging issues relating to Digital Transformation, the digital economy, digital society, digital governance, and the protection of the Party's ideological foundation in cyberspace. In addition, curricula

must be more closely connected to the realities of the country and the specific characteristics of the mountainous provinces of northern Vietnam. They should be regularly reviewed and refined to meet the requirements for training and developing cadres in the new context.

4.2.2.2. Modernizing Curriculum Structures to Ensure Flexibility and Differentiation Appropriate to Learner Groups

Modernizing the structure of Political Theory Education curricula toward greater flexibility, differentiation, and continuity is an important requirement in the context of Digital Transformation. Curriculum structures must ensure consistency in objectives and preserve foundational content while expanding opportunities to incorporate emerging issues arising from practical developments. Provincial political schools need to develop curricula suited to different groups of learners and strengthen the integration of theoretical knowledge, political qualities, and the capacity to apply knowledge in practice. At the same time, curriculum structures should be regularly reviewed and adjusted in line with local characteristics to meet the requirements for training and developing cadres in the digital environment.

4.2.2.3. Linking Educational Content to the Development of Theoretical Thinking and Practical Problem-Solving Capacity Adapted to the Digital Society

In the context of Digital Transformation, innovation in the content of Political Theory Education must aim to develop learners' theoretical thinking, scientific methodological approaches, and capacity to apply theory to practice, rather than merely imparting knowledge. Curricula must preserve the Party character of education and link theory to practical issues in the country and the mountainous provinces of northern Vietnam, particularly ethnic affairs, religious affairs, local governance, and the protection of the Party's ideological foundation. At the same time, emphasis should be placed on developing the capacity to analyze, forecast, and solve problems in the digital environment, thereby contributing to building a cadre contingent with political steadfastness, scientific thinking, and the ability to adapt to new requirements.

4.2.3. Coordinated Innovation of Political Theory Education Methods toward Modernization, Flexibility, and Adaptation to the Context of Digital Transformation

4.2.3.1. Innovating Teaching and Learning Methods to Promote Learners' Active, Proactive, and Creative Engagement

In the context of Digital Transformation, innovation in the organization of teaching and learning in Political Theory Education requires a shift from a one-way knowledge transmission model toward promoting learners' role as active subjects in

the learning process. Lecturers should act as designers, guides, and organizers of cognitive activities; strengthen problem-based learning; and link theory to local practice, particularly issues arising in the mountainous provinces of northern Vietnam. At the same time, flexible implementation of blended learning models and flipped classrooms, the use of digital platforms, and data-driven assessment and feedback should be promoted. These measures will help improve learners' capacity to apply theory, creative thinking, and adaptability in the digital environment.

4.2.3.2. Flexibly Implementing Blended Learning Models Combining Face-to-Face and Online Learning

In the context of Digital Transformation, implementing blended learning models that combine face-to-face and online learning is an important solution for innovating Political Theory Education toward greater flexibility, modernization, and effectiveness. This model combines the strengths of face-to-face learning in political and ideological education with the capacity of the digital environment to expand learning opportunities. It also promotes the co-construction of knowledge by lecturers and learners. Provincial political schools need to develop digital learning platforms, organize training suited to different learner groups, and reform assessment to focus on the capacity to apply theory. These efforts will contribute to improving the quality of cadre training in the context of Digital Transformation.

4.2.3.3. Innovating Assessment Methods toward Competency-Based Assessment in the Digital Environment

In the context of Digital Transformation, innovation in the assessment of Political Theory Education requires a shift from evaluating knowledge retention to assessing learners' capacity to apply theory, analytical thinking, and ability to solve practical problems. Assessment should combine formative and summative approaches, diversify assessment formats, apply digital technologies, and develop assessment tools aligned with learning outcomes. At the same time, assessment results should be linked to the effectiveness of task performance after training. This will help improve the quality of Political Theory Education, overcome superficial and formalistic learning, and meet the requirements for building a cadre contingent in the context of Digital Transformation.

4.2.3.4. Strengthening the Integration of Training, Scientific Research, and the Summation of Practical Experience

In the context of Digital Transformation, improving the quality of Political Theory Education requires effective integration of training, scientific research, and the summation of practical experience to form a unified whole. Provincial political schools need to strengthen the translation of research findings and practical

experience into teaching content, learning resources, and scientific evidence for leadership and management. At the same time, they should establish digital knowledge management systems, expand cooperation with relevant agencies and organizations, and link research with policy advice. These efforts will enhance the scientific rigor, practical relevance, and effectiveness of Political Theory Education in the context of Digital Transformation.

4.2.4. Strengthening the Infrastructure, Physical Facilities, and Enabling Conditions to Ensure a Coordinated Approach to Improving the Quality of Political Theory Education in the Context of Digital Transformation

4.2.4.1. Investing in the Development of Integrated, Modern Digital Infrastructure Suited to the Specific Characteristics of Mountainous Areas

In the context of Digital Transformation, the development of digital infrastructure is a fundamental condition for improving the quality of Political Theory Education at provincial political schools in the mountainous provinces of northern Vietnam. Investment must ensure the integration of network connectivity, equipment, data systems, and digital governance platforms, in accordance with local conditions and linked to the development of standard-compliant political schools. At the same time, diverse resources should be mobilized, data interoperability strengthened, information security ensured, and technology used effectively. This will create a modern digital educational environment that supports innovation in management, teaching, research, and learning.

4.2.4.2. Developing Interconnected Digital Learning Resources and Digital Libraries to Support Training and Research

Developing digital learning resources and digital libraries is an important condition for building knowledge infrastructure and improving the quality of Political Theory Education in the context of Digital Transformation. Provincial political schools need to establish standardized, modern, and interconnected digital learning resource repositories that ensure the Party character, scientific character, and currency of educational content. They should also develop multimedia learning resources that facilitate teaching, learning, and research. In addition, data sharing should be strengthened, learning resources linked to scientific research and the summation of practical experience, and governance mechanisms improved to ensure information security.

4.2.4.3. Building a Healthy and Secure Digital Educational Environment and Safeguarding Political Information

Building a healthy and secure digital educational environment and safeguarding political information are important requirements for improving the quality of Political

Theory Education in the context of Digital Transformation. Provincial political schools need to establish standards of digital conduct, strengthen management, ensure data security, and monitor content in cyberspace. At the same time, lecturers' and learners' digital competencies and sense of responsibility must be enhanced, and coordination with relevant authorities strengthened to prevent risks, protect the Party's ideological foundation, and preserve the Party character, scientific character, and political orientation of Political Theory Education.

4.2.4.4. Improving Coordination Mechanisms and Mobilizing Combined Resources for Digital Transformation

Improving coordination mechanisms and mobilizing resources are essential to ensuring the continued improvement of the quality of Political Theory Education in the context of Digital Transformation. Provincial political schools need to strengthen the leadership and direction of Party committees and local authorities and establish coordination mechanisms with agencies across the political system, organizations employing trained cadres, and other relevant entities. At the same time, resources should be diversified and managed effectively, and the responsibilities of each actor institutionalized. These measures will help overcome fragmentation and lack of coordination while creating the conditions for coherent, sustainable, and effective Digital Transformation.

Chapter 4 Summary

Chapter 4 proposes a system of perspectives and four groups of solutions for improving the quality of Political Theory Education at provincial political schools in the mountainous provinces of northern Vietnam in the context of Digital Transformation. These perspectives and solutions ensure political integrity, scientific rigor, and practical relevance while reflecting the specific characteristics of the region, the requirements for cadre development, and the trend toward the development of a digital society.

The proposed solutions comprise enhancing the digital adaptability of educational actors; modernizing educational content and curricula; comprehensively innovating Political Theory Education methods; and strengthening physical infrastructure and enabling conditions. These solutions are interconnected and mutually reinforcing. Lecturers play a decisive role; educational content and methods directly affect quality; while digital infrastructure, the digital environment, and governance mechanisms provide the necessary enabling conditions.

CONCLUSION

The dissertation entitled “*Improving the Quality of Political Theory Education in the Current Context of Digital Transformation*” has achieved its research objectives and fulfilled its research tasks, contributing to clarifying the theoretical and practical foundations for improving the quality of Political Theory Education at provincial political schools in the mountainous provinces of northern Vietnam in the context of Digital Transformation.

The dissertation systematizes fundamental concepts and clarifies the conception of Political Theory Education quality through the development of theoretical knowledge, emotions, convictions, political steadfastness, theoretical thinking, digital competencies, and the ability to apply knowledge to practice. It also identifies the actors, content, and methods involved in improving the quality of Political Theory Education, as well as the factors influencing this process in the context of Digital Transformation.

In practice, Political Theory Education at provincial political schools in the mountainous provinces of northern Vietnam has achieved positive results in terms of awareness, standardization of personnel, curriculum updates, and the application of digital technologies. However, the digital competencies of some actors remain limited; innovation in teaching methods and the development of digital learning resources remain uneven; and technological infrastructure and quality management do not yet fully meet requirements. On this basis, the dissertation identifies four fundamental contradictions: between the requirement to develop digital competencies and the limited capacity of actors to transform and adapt; between the requirement to comprehensively improve the quality of Political Theory Education and shortcomings in implementation; between the requirement for coordinated innovation in educational methods and the lack of proactivity and initiative among localities; and between the requirement to invest in digital infrastructure and human resources and the limitations of resources and challenging socioeconomic conditions.

Based on its research findings, the dissertation proposes a system of perspectives and four groups of solutions: enhancing the digital adaptability of educational actors; innovating and modernizing educational content and curricula; comprehensively innovating Political Theory Education methods; and strengthening technological infrastructure, digital learning resources, and enabling conditions. These solutions are interconnected and consistent with the requirements of Digital Transformation and the specific characteristics of the mountainous provinces of northern Vietnam.

The research findings contribute to enriching the theoretical foundations and providing scientific arguments for research, teaching, policymaking, and the implementation of Digital Transformation in Political Theory Education. The effective application of the dissertation’s perspectives and solutions will contribute to building a cadre contingent with firm political steadfastness, sound moral qualities, professional competence, and digital competencies, thereby meeting the requirements of national development in the new period.

LIST OF THE AUTHOR’S PUBLISHED WORKS RELATED TO THE DISSERTATION

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