BUILDING STUDENTS' LEARNING MANAGEMENT WEBSITE TO ACHIEVE THE LEARNING OUTCOMES OF FOREIGN LANGUAGE AND INFORMATICS AT DONG THAP UNIVERSITY

Tran Van Manh* **and Pham Hue Minh**

Foreign Languages and Informatics Center, Dong Thap University

**Corresponding author: tvmanh@dthu.edu.vn*

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Abstract

The article presents the current situation and necessary needs of support for academic advisors to monitor the progress of learners in achieving the foreign language and informatics learning outcomes. The paper describes the building process of this website system, its functions, results and development directions to support academic advisors in monitoring and tracking statistics on students' learning and outcome achievement for Foreign Languages and Informatics through exam results database for class management on the website system of Foreign Languages and Informatics Center at Dong Thap University.

Keywords: *Academic advisor, foreign language and informatics learning outcomes, support system.*

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XÂY DỰNG WEBSITE QUẢN LÝ VIỆC HỌC TẬP CỦA SINH VIÊN ĐỂ ĐẠT YÊU CẦU CHUẨN ĐẦU RA NGOẠI NGỮ VÀ TIN HỌC Ở TRƯỜNG ĐẠI HỌC ĐỒNG THÁP

Trần Văn Mạnh* **và Phạm Huệ Minh**

Trung tâm Ngoại ngữ và Tin học, Trường Đại học Đồng Tháp

**Tác giả liên hệ: tvmanh@dthu.edu.vn*

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Tóm tắt

Bài báo trình bày thực trạng và tính cấp thiết của việc hỗ trợ cố vấn học tập theo dõi tiến độ học và thi đạt chuẩn đầu ra ngoại ngữ và tin học ở các khoa đào tạo. Quá trình xây dựng các chức năng của hệ thống, mô tả các chức năng của hệ thống, kết quả và hướng phát triển hệ thống hỗ trợ cố vấn học tập ở các khoa đào tạo và quản lý học tập ở Trung tâm trong việc theo dõi, nắm bắt số liệu thống kê về việc học và đạt chuẩn đầu ra Ngoại ngữ, Tin học của sinh viên các lớp chính quy ở các khoa đào tạo Trường Đại học Đồng Tháp thông qua kết quả các kỳ thi, cơ sở dữ liệu quản lý lớp trên website Trung tâm Ngoại ngữ và Tin học Trường Đại học Đồng Tháp.

Từ khóa: *Cố vấn học tập, chuẩn đầu ra ngoại ngữ và tin học, hệ thống hỗ trợ.*

1. Problem statement

According to Announcement No. 912/TB-ĐHĐT (Dong Thap University, 2021), at the summary session of the 2020-2021 academic year, in the conclusion of the Announcement, the Rector mentioned specific incompleted things. In this regard, the proportion of graduates on schedue was low compared to the target number set at the conference of representatives of officials and employees, which was 70%. Those overduely graduating for not meeting foreign language or computer proficiency standards outnumbered the ones in other subjects or other reasons.

According to Notification No. 828/TB-ĐHĐT (Dong Thap University, 2022), at the regular meeting between the Rector and the heads of units in May 2022, the Rector proposed that individuals and units continue to research and effectively implement certain contents. Among them, the Rector also addressed the issue of student removal. Recently, the University has strongly directed and advised on enrollment activities, with teams traveling to districts and provinces to carry out enrollment work. We highly appreciate each target and student admitted to the University. According to Report No. 30/BC-CTSV dated April 25, 2022, of the Student Affairs Office (2022), there were 11 decisions to remove the names of 607 students for many reasons such as overtraining time and self-withdrawal from school. The Rector suggested that departments, lecturers, especially academic advisors, should pay attention to this issue, proposing reasonable, timely, and effective measures to overcome this situation.

In addition to objective factors, the roles of academic advisors, academic affairs officers, faculty heads, and academic manager of Foreign Languages and Informatics Center are very important in monitoring and grasping the learning status and progress of students, including foreign language and computer skills learning and testing to meet the output standards required by the training program. That said, these advisors and officers will encourage and remind students who are falling behind or have not achieved Foreign Language and Informatics learning outcomes.

In the academic year 2021-2022, the university leaders strongly directed functional units such as the Student Affairs Office to coordinate with the faculties and departments to collect specific and detailed statistical data on learning progress, accumulated credits, achievement of certification standards for Physical Education, National Defense and Security Education, Foreign Languages and Informatics. The data were collected in a very specific and detailed manner through surveys or direct questioning of students' class advisors and departmental staff, and then the Student Affairs Office compiled a report for the leadership and the entire university. According to the statistical data sheet attached to Report No. 30/BC-CTSV dated April 25, 2022 of the Student Affairs Office (2022), the number of regular final-year students who have accumulated credits and obtained certificates was reported. Among them, the percentage of students obtaining Foreign Language certificates was 73%, while those earning Informatics certificated accounted for 73.3%.

With an aim to support the academic advising team and academic management officials at the center, together with the university's "digital transformation" policy in management and training. The authors of the article built a website based on the database of test scores, lists of foreign language and computer classes from the Center's website, and the list of students from the Student Affairs Office. The website will support academic advisors and management officials at the center to timely and regularly grasp the data and student groups of each training course in their learning and achievement of foreign language and computer literacy standards, reminding students to complete their studies on time before graduation. Thereby, the system will support the university in increasing the annual graduation rate.

2. The role, functions, and responsibilities of academic advisors and the process of developing a system and its functions

2.1. The role, functions, and responsibilities of academic advisors

According to Le Thi Le Hoa, through analyzing and evaluating the current situation of academic advisors in the Faculty of Political Education at Dong Thap University, the author proposed some solutions for academic advisors: Firstly, academic advisors must learn and improve themselves, and need to identify themselves as role models for students to follow. Academic advisors must grasp the training curriculum for each semester of the majors that their students manage, understand educational objectives, content, training programs, regulations

of the Ministry of Education and Training, rules of the school and faculty on learning and training. Academic advisors also need to communicate with subject teachers to understand students' learning situation. Academic advisors must grasp the class roster, personal information of students, and guide students on learning methods. (Le Thi Le Hoa, 2013)

The academic advisor plays a crucial intermediary role in the special relationship between the university - students and the labor market. In this capacity, the function of the academic advisor is to represent the leadership of the university, faculty, and department in guiding, advising students on issues related to management, training programs, scientific research, and social needs. They provide direction, guidance, and monitoring of student activities throughout their learning process. (Tran Van Phuc and Nguyen Kim Chuyen, 2016)

Academic advisors provide guidance to students in developing their study plans, reviewing their study plans for each semester and the entire academic program to ensure that they are consistent with the curriculum, academic performance, and individual circumstances of each student. They advise, instruct, and support students in registering for courses in each semester to complete their study plans and participate in other learning activities, including meeting the standards for foreign language and computer proficiency, as prescribed. (Nguyen Bich Thuan and Nguyen Ngoc Tran, 2018)

According to Pham Trong Nhan (2018), through researching the current status of academic advising management at Dong Thap University, the author proposed some solutions: Firstly, organizing regular capacity building for the academic advising team. Secondly, innovating the recruitment and task assignment for the academic advising team. Thirdly, promoting training and self-training for the academic advising team. Fourthly, strengthening the monitoring and evaluation of the academic advising team's activities. Fifthly, improving incentive mechanisms for the academic advising team.

Academic advisor is a title that is associated with the credit-based training model and plays a particularly important role in ensuring and improving the quality of education of the university. Having a correct and sufficient understanding of the role of academic advisors is necessary to develop policies, regulations, and solutions that help improve the effectiveness of the academic advisory team's activities, thereby contributing significantly to improving the quality and effectiveness of university operations in the current period. (Nguyen Thi Ha, 2018)

According to Cao Dao Thep and Tran Van Đat (2022), academic advisors play a particularly important role in credit-based training and affect the success of each student's learning and development. Each academic advisor is a "link" in the relationship between students, the training program, and the university.

Phan Trong Nam, Pham Minh Gian, and Vo Phuong Vy (2022) stated that academic advisors are specialized persons who support students in the learning process at higher education institutions, and until now, there have been many different understandings about the name of this team.

Through various research, it has been shown the crucial role of the academic advising team in improving the learning outcomes and training of students in higher education institutions under the credit-based system. Based on the analysis of the current situation, the authors have proposed several solutions to enhance the effectiveness of the academic advising team. However, these solutions are still theoretical and abstract, lacking specific and clear quantified data. The author group recognizes the need for a rigorous management system for each target group, including specific and regularly updated data, to support a high level of quantification and timely assistance for the academic advising team. As a result, the guidance and reminders of academic advisors on students' learning progress will be more persuasive and effective in fulfilling their duties.

2.2. The process of developing a system

Through analyzing the current situation and surveying the requirements of academic advisors regarding students' learning and achievement of foreign language and informatics standards.

Firstly, with regard to language and informatics skills learning at the Center, academic advisors need to keep track of student information for their assigned class at the time of examination to see if they have studied or not. If they have not studied, the system must list the details of each student who has not studied. Students currently studying at the Center also need to be listed in detail and can be printed out by class in PDF or Excel format. Therefore, the website needs to have the following functional groups:

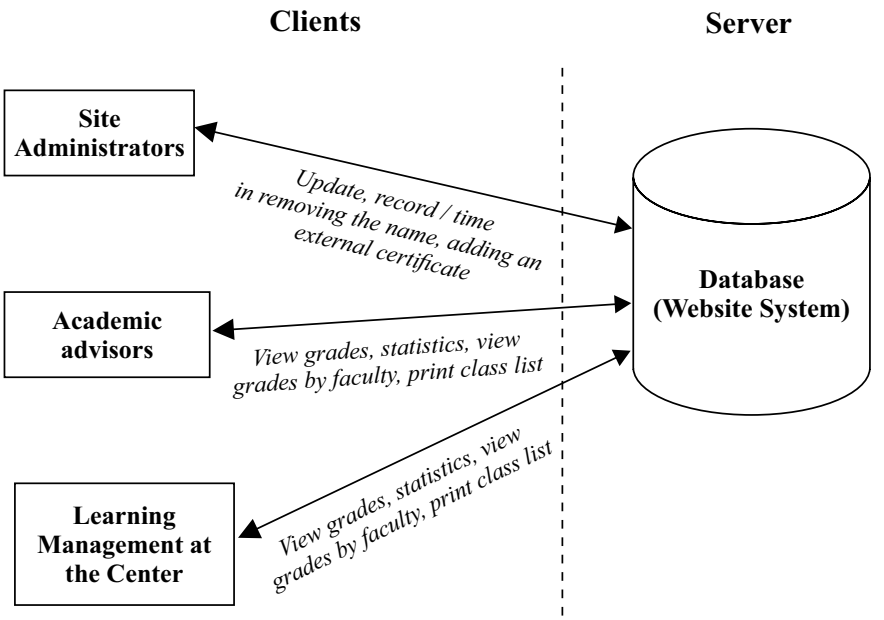


Figure 1. The operational model of the website system

- Statistics on the number of students who have not studied foreign languages at the Center.

- Statistics on the number of students who have not studied informatics at the Center.

- Statistics on the number of students currently studying foreign languages at the Center.

- Statistics on the number of students currently enrolled in informatics courses at the Center.

Secondly, academic advisors need to check which students in their assigned class have met the required foreign language and informatics standards set by the training program and which students have not. The functional group should include the following:

- Statistics on the number of students who meet the foreign language proficiency standard.

- Statistics on the number of students who meet the informatics proficiency standard.

- Statistics on the number of students who have not met the foreign language proficiency standard.

- Statistics on the number of students who have not achieved the informatics proficiency standard.

Furthermore, the management staff in charge of teaching and learning at the Center, as well as academic advisors in the training departments, have different methods to monitor learning and achievement of foreign language and informatics outcome standards, such as reviewing scores by department and by exam session. The website also needs to have the following functions:

- View language test scores by faculty and exam session at the Center.

- View the scores of informatics exams by faculty and exam session at the Center.

During the student management process, there are cases where students drop out and the University makes a decision to remove their names. The website should also have a function to remove names for more accurate data statistics for other functions.

- Search for students by student ID to delete their names according to the decision to delete their names.

In addition to students who study and take exams for certificates at the school, there are also some cases of taking exams elsewhere and submitting them to the school for recognition of meeting the output standard requirements, therefore the website also needs a function to manage this issue.

- Update data of students who take certification exams outside of Dong Thap University.

2.3. The functions of the system

In this section, images related to personal information of students will be encoded into illustrative information for students' convenience.

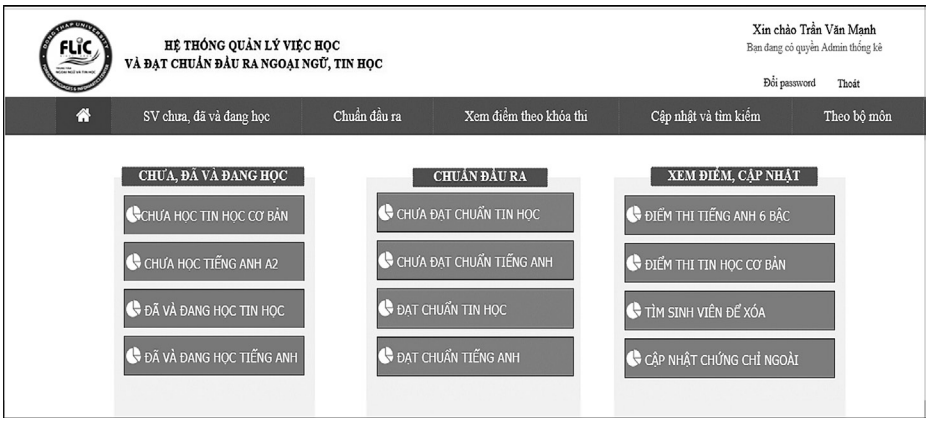


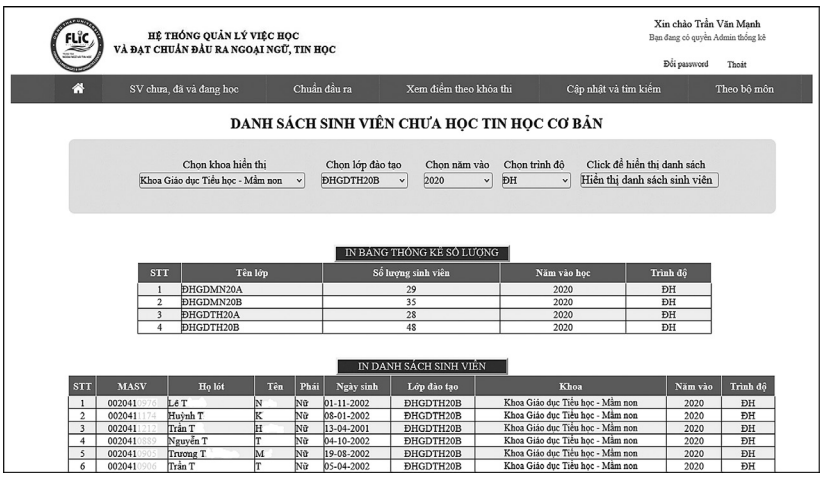
Figure 2. Functions of the academic advisor support system

The website system has 3 main functional groups as follows:

Group 1: Statistical functions for the number of students who have not yet studied, who are studying foreign languages, and informatics. In this functional group, academic advisors or learning management officers can view who have not yet studied, are studying foreign languages and informatics at the center by faculty, by course, and by student class. They can also view and print detailed lists of students who have not studied or are studying for each training class, from which academic advisors have a basis to remind and urge each student in the list selected by the system. Additionally, this functional group also includes a function to extract students who have completed their studies but have not yet taken the foreign language and informatics exams.

Group 2: The functions of statistics on the number of students who meet the standards, do not meet the standards in foreign languages and informatics up to the time of viewing, according to the faculty, class, and admission period. It is possible to print a detailed list of those who have not met the standards for each training class unit so that academic advisors can promptly and accurately grasp the situation and prepare for the annual graduation review.

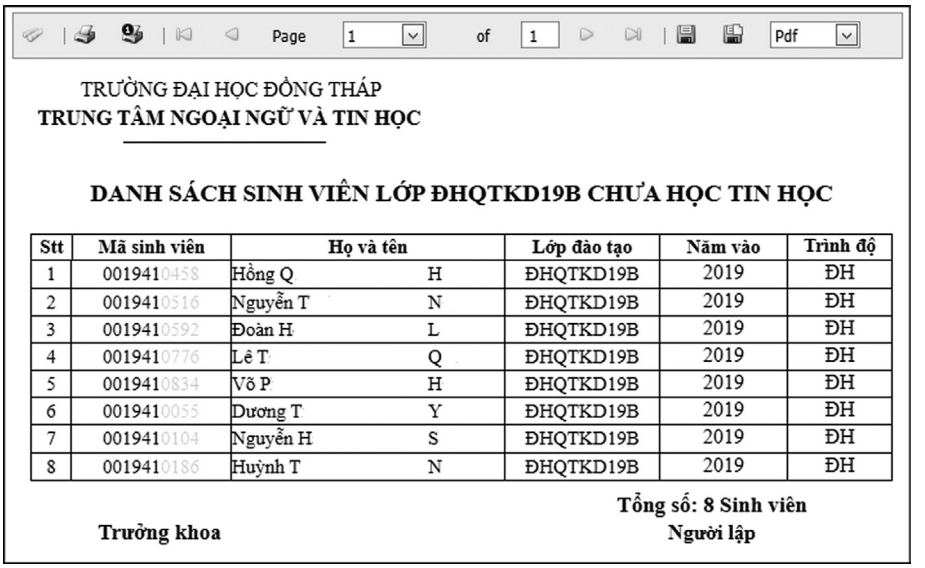
In these two functional groups, the author designed statistical functions to count the number of students by class and department to help advisors have an overall view of the number of students who have not studied, not reached foreign language and informatics standards, or have met the standards in their department. These functions have similar formatting, layout, and structure, with differences only in the content that needs to be filtered and counted. These websites functional groups are formatted, structured, and laid out similarly as shown in Figures 3 and 4.



STT	Tên lớp	Số lượng sinh viên	Năm vào học	Trình độ
1	ĐHGDMN20A	29	2020	ĐH
2	ĐHGDMN20B	35	2020	ĐH
3	ĐHGDTH20A	28	2020	ĐH
4	ĐHGDTH20B	48	2020	ĐH

STT	MASV	Họ lót	Tên	Phái	Ngày sinh	Lớp đào tạo	Khoa	Năm vào	Trình độ
1	002041[illegible]	Lê T	N	Nữ	01-11-2002	ĐHGDTH20B	Khoa Giáo dục Tiểu học - Mầm non	2020	ĐH
2	002041[illegible]	Huỳnh T	K	Nữ	08-01-2002	ĐHGDTH20B	Khoa Giáo dục Tiểu học - Mầm non	2020	ĐH
3	002041[illegible]	Trần T	H	Nữ	13-04-2001	ĐHGDTH20B	Khoa Giáo dục Tiểu học - Mầm non	2020	ĐH
4	002041[illegible]	Nguyễn T	T	Nữ	04-10-2002	ĐHGDTH20B	Khoa Giáo dục Tiểu học - Mầm non	2020	ĐH
5	002041[illegible]	Trương T	M	Nữ	19-08-2002	ĐHGDTH20B	Khoa Giáo dục Tiểu học - Mầm non	2020	ĐH
6	002041[illegible]	Trần T	T	Nữ	05-04-2002	ĐHGDTH20B	Khoa Giáo dục Tiểu học - Mầm non	2020	ĐH

Figure 3. Function for statistics of the number of students who have not studied informatics and the corresponding list



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TRƯỜNG ĐẠI HỌC ĐỒNG THÁP
TRUNG TÂM NGOẠI NGỮ VÀ TIN HỌC

DANH SÁCH SINH VIÊN LỚP ĐHQTKD19B CHƯA HỌC TIN HỌC

Stt	Mã sinh viên	Họ và tên		Lớp đào tạo	Năm vào	Trình độ
1	0019410458	Hồng Q	H	ĐHQTKD19B	2019	ĐH
2	0019410516	Nguyễn T	N	ĐHQTKD19B	2019	ĐH
3	0019410592	Đoàn H	L	ĐHQTKD19B	2019	ĐH
4	0019410776	Lê T	Q	ĐHQTKD19B	2019	ĐH
5	0019410834	Võ P	H	ĐHQTKD19B	2019	ĐH
6	0019410055	Dương T	Y	ĐHQTKD19B	2019	ĐH
7	0019410104	Nguyễn H	S	ĐHQTKD19B	2019	ĐH
8	0019410186	Huỳnh T	N	ĐHQTKD19B	2019	ĐH

Tổng số: 8 Sinh viên

Trưởng khoa **Người lập**

Figure 4. Function to print detailed list of students who have not studied informatics by class

Group 3: The functions to view the scores of foreign language and informatics exams by department and exam session at Foreign Languages and Informatics Center, the function to search for students by student ID to remove according to the decision to remove names, the function to update data for students who take exams and obtain certificates outside of Dong Thap University. These functions support academic advisors, and academic management staff at the Center to have a different way to monitor the achievement of learning outcomes of students by department and exam session, and to help ensure accurate and timely statistical data when the system filters the information.

XEM ĐIỂM TIN HỌC THEO KHOA-THEO KHÓA THI

LINK VỀ TRANG QUẢN LÝ CHUẨN ĐẦU RA

Lưu ý: Chọn khoa và khóa thi để xem điểm!

Khoa Giáo dục Thể chất - Quốc phòng và An ninh | 75 | TÌM

STT	MSSV	Họ lót	Tên	Lớp ĐT	Giới tính	Ngày sinh	Nơi sinh	Lý thuyết	Thực hành	Xếp loại	KHÓA THI	NGÀY THI
1	0018410120	Nguyễn Q	T	ĐHGDTC18A	Nam	01/9/2000	Đồng Tháp	7,5	7,0	ĐỖ	75	11/12/2022
2	0019410148	Nguyễn T	T	ĐHGDTC19A	Nam	22/8/2000	Đồng Tháp	4,0	8,5	HỎNG	75	11/12/2022
3	0020410373	Đoàn V	C	ĐHGDTC20A	Nam	11/10/2002	Tiền Giang	3,0	6,5	HỎNG	75	11/12/2022
4	0021411105	Lê N	A	ĐHGDTC21B	Nam	28/4/2003	Tiền Giang	7,0	6,0	ĐỖ	75	11/12/2022
5	0021411204	Đào Q	Đ	ĐHGDTC21A	Nam	21/4/2003	Đồng Tháp	5,0	6,5	ĐỖ	75	11/12/2022
6	0021411817	Hồng M	T	ĐHGDTC21B	Nam	24/9/2003	Cà Mau	6,0	6,0	ĐỖ	75	11/12/2022
7	0021411834	Lê T	N	ĐHGDTC21A	Nam	11/12/2003	Cần Thơ	5,5	7,0	ĐỖ	75	11/12/2022
8	0022410295	Cao V	G	ĐHGDTC22A	Nam	17/4/2004	Cần Thơ	2,5	6,0	HỎNG	75	11/12/2022
9	0022410307	Lưu G	K	ĐHGDTC22A	Nam	18/9/2004	Đồng Tháp	6,5	10,0	ĐỖ	75	11/12/2022

Figure 5. Function to view exam scores by exam session and by department

3. Some achieved results from the website

3.1. Application products and usage addresses

As this is applied research, the product is a website address, source code system, and database placed on the server of the university. The website address for using the system is: https://nnth.dthu.edu.vn/qlcdr.aspx

3.2. Approaching and disseminating the system to the target audience of academic advisors and learning management officials of Foreign Languages and Informatics Center

After finishing building the system's functions, the author created a user manual and sent it to the target audience of academic advisors and learning management officials at Foreign Languages and Informatics Center through the University's Eoffice system. At the same time, a Zalo group was established to guide the system's usage, and more than 20 academic advisors joined the Zalo group and were given accounts to access the system's functions.

Figure 6. Interface of the System homepage

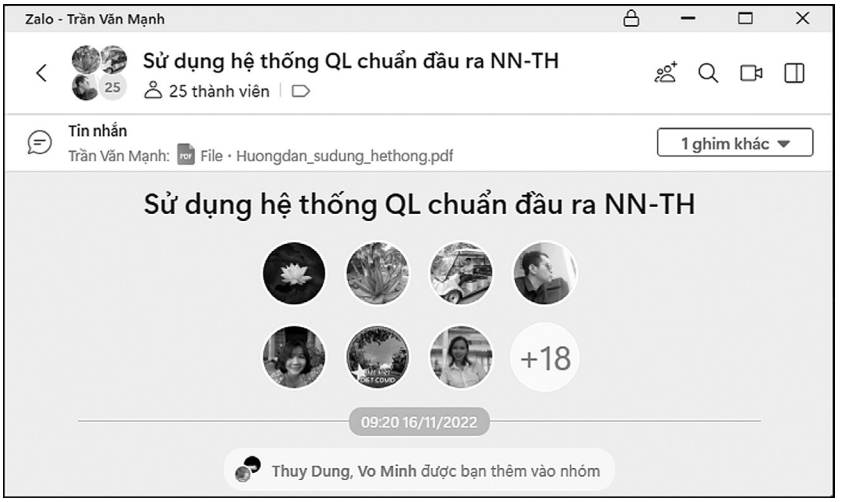

Figure 7. Zalo Group using the Foreign Language and Informatics Outcome Management System

4. Development direction

In the development orientation of the system, the author may add a function of learning alert for final-year students who have not achieved the foreign language and informatics learning outcoimes to the assigned academic advisors of the class. It could be a warning given 3 or 6 months in advance, with specific warnings given to each student of each class. Thus, academic advisors will promptly urge and remind the students so that they will not be deprived of graduation due to the lack of foreign language and informatics certification.

In order to enhance the system, the author plans to upgrade it to run on a mobile platform, allowing users to conveniently utilize the system's functions when needed without the use of a computer. Additionally, timely notifications will be sent to academic advisors when the system updates examination results or when there is a need to issue academic warnings to final-year students, in order to avoid situations where it may be too late for students to meet graduation requirements.

5. Conclusion

When the website is put into operation, it will bring about the following benefits:

Supporting the academic advisors and

management staff of Foreign Languages and Informatics Center to timely, regularly, and specifically tracking each student to promptly urge and reminding students to study and pass the foreign language and informatics outcome standards.

The system supports the university in managing students to complete their academic tasks and progress on schedule before graduation evaluation, which contributes to enhancing the reputation of the university and the quality of education and training.

When the academic advisors effectively and regularly utilize the functions of the website, it will help minimize the risk of students being unable to graduate due to incomplete requirements such as outstanding certifications in informatics or foreign language proficiency as required by the program's learning outcomes.

Through reminders and encouragement to study and take foreign language and informatics exams in a timely and regular manner, with the support of the website, it can also increase the revenue of Foreign Languages and Informatics Center when more students study and take exams, while improving the quality of foreign language and informatics knowledge and skills for Dong Thap University students before they graduate.

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