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**THE DEVELOPMENT OF A  
CONTEXTUALISED SET OF EVALUATION  
CRITERIA FOR STUDYING  
INTERNATIONALISATION AT A VIETNAMESE  
PUBLIC UNIVERSITY**

**A dissertation presented in partial fulfilment of the  
requirements for the degree of**

**Doctor of Philosophy**

**in**

**Education**

**at Massey University, Manawatū, New Zealand**

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**2018**



## **ABSTRACT**

The aim of this thesis is to explore the development of a contextualised set of evaluation criteria for studying internationalisation at a Vietnamese public university. The literature on internationalisation has so far paid little attention to Vietnam, a context which is at an early stage in conceptualising a plan for its internationalisation. This thesis, therefore, will assist Vietnamese universities in this effort in order to become a part of the global higher education system. Having access to a set of relevant evaluation criteria will not only enable them to better understand their current level of internationalisation but also inform their future internationalisation strategy.

The research process was supported by two conceptual frameworks: practical participation evaluation and utilization-focused evaluation approaches. A mixture of qualitative and quantitative research methods was employed to conduct the three-phase development of the contextualised set of evaluation criteria. A collaborative partnership was also developed with the institutional stakeholders from a key university for which the set of criteria was contextualised for evaluating the internationalisation process.

The findings from this study indicated that the development of a contextualised set of evaluation criteria for internationalisation at a Vietnamese public university was informed by a complexity of contextual factors. In particular, the domestic-focused nature of institutional internationalisation was found to be shaped not only by national economic and political rationales but also the institutional structure of single focus on teaching. The complexity was further expanded to (national) cultural relevance, institutional purposes for the evaluation, and the institutional mono-disciplinary structure when it came to the evaluation of that internationalisation. As a result of the study, a modelling process for developing a contextualised set of criteria for internationalisation at Vietnamese public universities was established.

Insights into the complexity of the process for contextualising a set of evaluation criteria to study internationalisation at a Vietnam university also led to implications and recommendations for institutional stakeholders at the key university in the study (policy implementers and senior leaders), other universities, and policy makers.



## ACKNOWLEDGEMENTS

I wish to express my gratitude to the Vietnamese public universities and their staff who agreed to enthusiastically participate in this research by sharing their knowledge, experience, and concern about their institutional internationalisation effort. Without their contribution, our understanding of internationalisation at Vietnamese public universities would have been less insightful.

I also wish to express my sincere appreciation to my research supervisors, Associate Professor Penny Haworth and Professor James Chapman. They have been a constant source of important critique and support, patiently reading all my rough writings and answering my questions while offering thoughtful and clear guidance. Without your tireless support, this research would not have been completed with such an insightful and rich knowledge for the internationalisation of Vietnamese higher education. The time of working with you both have also been valuable to me in that I kept realising how much I have been moving up in the academic escalator.

I also wish to thank the staff of the Institute of Education, the librarians for their timely and enthusiastic assistance throughout the study. My sincere acknowledgement also goes to Sarojinie Fernando and Natcha Mah for their sincere and helpful coaching me on SPSS software. Their support has been valuable in helping my study go on smoothly. This journey has also been enriched by my fellow doctoral colleagues from Thailand, India, Malaysia, Indonesia, and Tanzania. You have been a great network of support and friendship.

To my husband, Minh and my two kids, Tom and Na, I truly appreciate the constant love, support, understanding, time and space you have given me to complete this work.

I am also thankful to my mother and my extended family for their continuous support and encouragement during this long journey.

Finally, I am indebted to the Program 165 of Vietnamese government for granting me a full-time doctoral scholarship, making it possible for me to complete my PhD studies.



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