

# Implementing Project-Based Learning in the Vietnamese Classroom Context

Nga Thi Dang  
University of Da Nang

**Abstract:** Project-Based Learning stands as a transformative pedagogical approach globally, championed for developing 21st-century competencies such as critical thinking, collaboration, and creative problem-solving. Its introduction into the Vietnamese educational landscape is not merely an adoption of a foreign methodology but a complex process of adaptation within a unique and deeply rooted sociocultural and institutional context. This article examines the implementation of PBL in Vietnamese schools through the lens of this contextual interplay. It argues that while the national educational reforms, notably the 2018 General Education Program, provide a strong policy mandate for student-centered methods like PBL, the practical enactment in classrooms is mediated by enduring cultural norms, systemic constraints, and the professional readiness of educators. The analysis draws upon existing literature, policy documents, and observable trends to explore the synergistic alignment and the points of tension between PBL's core principles and traditional Vietnamese educational practices. It investigates the significant challenges, including the examination-driven culture, large class sizes, resource limitations, and teacher capacity. Concurrently, it identifies emergent opportunities within the reform framework, the digital transition, and the evolving expectations of parents and society. The article concludes that successful implementation necessitates a nuanced, context-sensitive model of PBL - one that respects the value placed on knowledge mastery while strategically scaffolding the shift towards applied competence. It calls for a systemic support strategy focused on sustained, practical teacher professional development, incremental curricular redesign, and a recalibration of assessment paradigms to truly realize the potential of PBL in fostering the agile, innovative learners that Vietnam's future demands.

**Keywords:** Project-Based Learning, Vietnamese education, Curriculum reform, Teacher professional development, Contextual adaptation, Competency-based education

## Introduction

The global shift towards knowledge-based economies has precipitated a fundamental reevaluation of educational objectives worldwide. The imperative is no longer solely the transmission of a fixed canon of knowledge but the cultivation of individuals capable of applying knowledge creatively, working collaboratively, and navigating complex, real-world problems. In response, Project-Based Learning has gained prominence as a pedagogical model designed to meet these very demands. Characterized by extended inquiry processes structured around challenging, authentic questions and the creation of tangible products, PBL positions students as active constructors of their understanding.

Vietnam, with its storied history of academic achievement and a rapidly modernizing society, stands at a critical juncture in its educational development. The launch of the 2018 General Education Program marks a watershed moment, explicitly moving away from a content-heavy, teacher-centric model towards a student-centered, competency-based curriculum. The new curriculum emphasizes the development of key competencies and qualities, explicitly endorsing active teaching methods where students “discover, explore, experiment, research, solve problems” in practical situations. In policy intent, PBL appears as an ideal vehicle to achieve these ambitious goals.

However, the implementation of any pedagogical innovation is never a simple matter of policy decree. It unfolds within a living ecosystem shaped by history, culture, institutional structures, and human agency. The Vietnamese classroom context is distinct. It operates within a Confucian heritage that venerates education, respects teacher authority, and values effortful mastery of knowledge, often validated through high-stakes examinations. This tradition coexists with a modernizing drive for innovation and global integration. Implementing PBL, therefore, involves navigating a terrain where its core principles - student voice and choice, open-ended inquiry, acceptance of failure as part of learning - interact with, and sometimes challenge, deep-seated norms.

This article seeks to explore the multifaceted process of implementing PBL within this unique Vietnamese context. It moves beyond the rhetorical appeal of PBL to interrogate the realities of its application. What are the points of convergence and divergence between PBL and Vietnamese educational traditions? What systemic and cultural barriers impede its effective adoption? What opportunities does the current reform environment present? By addressing these questions, this analysis aims to contribute to a more grounded, effective, and sustainable integration of PBL, one that leverages its strengths while remaining authentically responsive to the Vietnamese setting.

### Methods

This article employs a qualitative, analytical research design situated within the field of comparative and contextual educational analysis. It does not present primary empirical data but synthesizes existing scholarly knowledge, official policy documents, and documented case studies to construct a comprehensive overview. The methodological approach is hermeneutic, focusing on interpreting the meaning and implications of PBL implementation within a specific cultural and institutional framework.

The primary sources of analysis are threefold. First, a review of international and Vietnamese literature on PBL's core principles, theoretical foundations, and documented outcomes provides the pedagogical framework. Second, a close examination of key Vietnamese policy documents, most notably the 2018 General Education Program, its guiding textbooks, and official directives from the Ministry of Education and Training, establishes the official intent and structural parameters for innovation. Third, insights are drawn from published case studies, teacher testimonies, and observational accounts from educational researchers working within Vietnam, which highlight the on-the-ground realities, challenges, and adaptations.

This triangulation of sources - theoretical, policy-based, and practical - allows for a rich, textured analysis. The method involves identifying recurring themes, contradictions, and synergistic points across these domains. For instance, the policy endorsement of student-led inquiry (from policy documents) is contrasted with observed classroom practices of teacher direction (from case studies) and interpreted through the lens of cultural norms around authority (from literature). This systematic juxtaposition enables a critical exploration of the space between policy aspiration and classroom practice, revealing the complex mediating role of the Vietnamese context.

### Results and Discussion

**The Confluence of Policy and Pedagogy.** The 2018 GEP provides a robust policy scaffolding for PBL-like activities. Its competency focus, emphasis on interdisciplinary themes, and encouragement of experiential learning create legitimate spaces for projects within the formal curriculum. Subjects like "Technology" and "Experiential Activities" are natural homes for projects, but the framework also encourages integration into core subjects like Natural Sciences and Social Studies. This policy shift is significant. It moves PBL from the periphery of extracurricular or gifted education into the mainstream educational agenda, providing a mandate for teachers to experiment. The alignment is clear: both the GEP and PBL aim to produce learners who can apply knowledge,

not just recite it. This policy-pedagogy confluence represents the strongest catalyst for change, creating a “window of opportunity” for transformative practice.

**Cultural Synergies and Tensions.** The implementation process reveals both resonant and challenging interactions with Vietnamese cultural norms. A significant synergy lies in the profound cultural respect for education and the high value placed on hard work. PBL, when well-structured, demands perseverance, diligence, and a deep engagement with content - qualities highly esteemed in the Vietnamese learning tradition. Students and parents who see a project as a serious, rigorous academic pursuit are likely to commit considerable effort to it.

However, profound tensions arise in other areas. The principle of student voice and choice can conflict with the traditional hierarchical structure of the classroom, where the teacher is the respected authority and primary source of knowledge. Ceding control to students over project topics, processes, and outcomes can be uncomfortable for teachers trained in a transmission model and for students conditioned to seek clear, correct answers from the teacher. Furthermore, the PBL ethos of learning from iterative failure and revision clashes with a high-stakes, perfection-oriented culture where mistakes are often seen as deficiencies rather than learning opportunities. The intense pressure surrounding national examinations reinforces a mindset focused on efficient coverage of correct answers, potentially sidelining the more time-consuming, process-oriented, and risk-inherent nature of project work.

**Systemic and Practical Constraints.** Beyond culture, tangible systemic barriers pose formidable challenges. Large class sizes, often exceeding 40 students, make facilitation of in-depth projects, individualized guidance, and collaborative management exceptionally difficult. Infrastructure limitations, including inadequate library resources, laboratory equipment, and reliable internet access in some regions, constrain the scope and authenticity of projects students can undertake. The most pervasive constraint is the lingering traditional assessment system. While the GEP advocates varied assessment forms, the ultimate gatekeepers - the high school graduation and university entrance exams - remain largely focused on standardized knowledge testing. This creates a powerful washback effect; teachers and students, rationally, prioritize drilling for these exams over investing time in project competencies that are not directly tested.

**Teacher Capacity and Professional Development.** The teacher is the ultimate key to implementation. Many Vietnamese teachers are themselves products of the traditional system and may have never experienced PBL as learners. Their professional training often emphasized content mastery over pedagogical innovation. Suddenly tasked with designing driving questions, managing open-ended inquiry, and assessing process skills, they can feel underprepared and overwhelmed. One-day theoretical workshops are insufficient. Effective PBL implementation requires sustained, job-embedded professional development that includes mentoring, collaborative planning, and opportunities to observe and critique model lessons. Without this support, there is a risk of “PBL-lite” - activities labelled as projects but which remain heavily teacher-directed, recipe-like, and focused on a final product rather than the inquiry process.

**Toward a Context-Sensitive Vietnamese PBL Model.** The analysis suggests that a wholesale importation of a Western PBL model is likely to encounter resistance and distortion. A more sustainable path involves the adaptation and evolution of a context-sensitive Vietnamese PBL model. This model might initially feature more teacher scaffolding and clearer milestones than a purist model might advocate. It could strategically link project topics directly to the core curriculum, thereby demonstrating how PBL deepens understanding of required content. It might place a strong initial emphasis on collaborative skills within the familiar framework of group work, a common practice in Vietnamese classrooms. Successful early examples often involve community-based or culturally

relevant themes - such as designing a solution for local environmental pollution, creating a digital archive of local history, or developing a business plan for a traditional craft - which harness student motivation and gain community support. This adaptive approach honors the intent of PBL while incrementally shifting the classroom culture towards greater student agency.

### Conclusion

The implementation of Project-Based Learning in Vietnamese classrooms is a dynamic and complex journey, not a simple destination. It is a process negotiated at the intersection of a forward-looking policy mandate, deep-seated cultural values, persistent systemic realities, and the evolving agency of educators. The 2018 General Education Program has undeniably opened the door for this pedagogical shift, aligning national objectives with the global imperative for competency-based education.

However, as this analysis has shown, walking through that door requires careful navigation. The examination culture, infrastructural limitations, and most critically, the need for comprehensive teacher support, represent significant hurdles. The key insight is that successful implementation cannot be achieved through mandate alone. It demands a nuanced understanding that PBL will not, and perhaps should not, look identical in Hanoi, Ho Chi Minh City, or a rural province of the Mekong Delta as it does in other parts of the world.

The future of PBL in Vietnam lies in its thoughtful contextualization. This involves building on cultural strengths like diligence and respect for learning while gradually fostering greater comfort with inquiry, ambiguity, and student leadership. It requires systemic investment not only in technology but, more importantly, in long-term, practical teacher professional development. It necessitates parallel innovations in assessment that value and measure the competencies PBL aims to develop. By embracing a hybrid and adaptive approach, Vietnamese educators can forge a distinct version of PBL - one that cultivates the innovative, problem-solving citizens crucial for the nation's future while remaining rooted in the positive aspects of its own rich educational tradition. The journey is challenging, but the potential to enrich and transform the learning experience for millions of Vietnamese students makes it an endeavor of paramount importance.

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