


Chapter 80

A Systematic Study for Digital Innovation in Management Education: An Integrated Approach Towards Problem-Based Learning in Vietnam

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ABSTRACT

The past two decades have witnessed an unrelenting expansion of management education around the world. At the same time, however, influential scholars—Mintzberg, Bennis, Pfeffer, and others—have leveled pointed critiques at these programs questioning their quality and relevance, as well as their approach to teaching and learning. In the present era of globalization, information technology is really an opportunity for the management education system in Vietnam to convert it to be globally competitive through world-class quality. The present management education model in Vietnam drags the features of the British model designed by the British to train the natives as “OGA,” enabling them to run the administration of the country at that time. Now the management or business education system has changed. Many modern business schools introduced several features in the management education system as replacing the traditional model of curriculum-teacher-student by problem-coach-problem solver, moral education, competence-based techniques approach, etc. This chapter explores and integrated approach to problem-based learning in Vietnam.

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INTRODUCTION

The previous two decades there have seen a tenacious extension of the executives training as the global markets have expanded exponentially. In that context of globalisation, prominent researchers such as Zavalkoff A. (2016) Savery, John R. (2019) and others have pointed at instruction projects for scrutinizing the quality and importance, as ways to dealing with educating and learning students.

A Problem-based Approach for Management Education” is an opportune commitment for the executives schools just as other advanced education organizations looking for the way to build the importance and nature of their expert training programs. This study depicts the utilization of Problem based learning (PBL) in the executive’s instruction. PBL is a functioning learning approach which was first spearheaded in restorative training, however whose utilization has developed relentlessly in an assortment of expert fields in the course of recent decades. Problem based learning(PBL) is a significant teaching method to talk about particularly in the board instruction. It at first came in restorative training and has quickly spread to other expert teaches in advanced education, for example, the sciences, building, nursing, social work, and human sciences. There appears to be for all intents and purposes no disciplinary cutoff points to what PBL brings to the table. Further, it isn’t astounding that administration training which has been over and over censured lately has likewise been, where PBL and other instructive developments have started to develop. This extraordinary issue is attempted to advertise and quicken the development of PBL in the executives training. Undisputedly, the historical backdrop of humankind saw the learning based mechanical society which demonstrates to be an aggressive society, creating welfare, prosperity and thriving. Mechanised society is the result of the instructive framework followed by human development & modernisation. There could be multitudinous models of instruction framework. The next section explains real models which are:

- **Asian Gurukul Model:** This is an ancient Asian model, which can still be perceived in Asian Countries. This model is normally based on duty, service, renunciation and spiritual. It is a proven model converting youths mainly through learning and experience of the Guru and individual. It offers individuals potential making him/her useful to the society. In addition the peak of scientific temper leads to spirituality. Students stay with the guru’s family away from the cities, going back to nature and learn through it. This system was quiet flexible.
- **Western Model:** The model is being used by most of the western developed countries, like, USA, UK, France, Germany, Japan, Singapore, etc. It is right, materialistic and scientific tempered based. Mainly, it deals with the promotion of economic prosperity, sometimes at the cost of social moral and ethics.
- **British Model:** This model was designed by the British for the Indian (mainly privileged class of) natives enabling the British to administer and control this vast country with the help of a few natives. This model still exists after 70years of independence in India. Essentially, it represents a lecture-based method of learning.

The management education system all over the world has been rapidly changing. Factors, such as, market demands and forces in wider society, increasing demands for accountability to the public and State with greater vocational relevance, ever increasing links between higher education and industry, rapid education expansion towards mass rather than an elite system, declining unit of resources in higher education (e.g., UK universities has witnessed a fall over 30% in public funding per student since 1980

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