

Vietnamese University Staffs' Perceptions of Lecturer Professional Development During the CDIO-Based Curriculum Implementation

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KEYWORDS CDIO-based Curriculum. Lecturer Professional Development. Vietnamese University

ABSTRACT Lecturer professional development (LPD) plays an important part in promoting student achievement and education quality improvement. At Ha Tinh University (HTU), Vietnam, the CDIO - based curriculum has been implemented since 2016 in different study programs. In order to make it succeed, LPD is considered a key measure. This qualitative case-study research aims to investigate the perceptions of HTU managers and the lecturers on LPD related to the CDIO based curriculum implementation using the data from the interviews, questionnaires and the documents. Significance of LPD related closely to the CDIO-based curriculum implementation is highly appreciated by HTU managers and lecturers.