

Engaging with Hội thảo quốc tế Vietnam

Kiến tạo tri thức, Công nghiệp sáng tạo, Giáo dục, và Kỹ nguyên AI:
Nhìn lại và Hướng tới tương lai

#15

Knowledge Production, Creative Industries, Education, and the AI Age in Vietnam:

Looking Back and Moving Forward HANOI, 12 – 16/12/2025

Program book



the primary function and mandate of serving as the focal unit responsible for developing and implementing new training programs that are interdisciplinary and cross-sectoral in nature. At present, the School offers 8 undergraduate programs including Brand Management, Heritage Resource Management, Entertainment and Event Management, Smart and Sustainable Urban Governance, Creative Design (with three specializations: Fashion and Creativity; Digital Graphic Design; Sustainable Interior Design), Architecture and Landscape Architecture, Visual Arts (with two specializations: Art Photography; Contemporary Visual Arts) and Communication Technology (with two specializations: Game Design; Visual Communication Design), 5 master's programs (Climate Change; Sustainability Science; Heritage Studies; Urban Development Management; Cultural and Creative Industries) and 2 PhD programs (Climate Change & Sustainable Development; Heritage Studies) that aim for strong scientific foundations and high practical applicability, meeting the evolving needs of society.

To date, the School has more than 3,400 full-time undergraduate students studying across four campuses: Hòa Lạc, Xuân Thủy, Mỹ Đình, and Nghĩa Đô; and more than 200 graduate students and doctoral candidates, many of whom are working in enterprises, agencies, departments, and organizations, actively contributing to the development of their respective institutions and the country as a whole. With a large and reputable body of lecturers, experts, and scholars across diverse fields such as heritage studies, cultural and creative industries, the arts, branding, architecture, urban studies, and sustainability science, the School is steadily striving to become a strong and capable institution in conducting high-quality scientific research that addresses both national and international challenges, and is also a leading unit in developing artistic practice activities and fostering creativity in Hanoi, contributing to strengthening the city's position within the global network of creative cities around the world.

With the slogan "Creating the future through interdisciplinary knowledge," the School of Interdisciplinary Sciences and Arts seeks to convey a message affirming the value of interdisciplinary knowledge in building and advancing new knowledge systems, as well as in addressing the emerging challenges of future societies. At the same time, through its core values - "interdisciplinary thinking," "liberal spirit," and "global vision"- the School aims to highlight an educational philosophy and environment

transcends existing frameworks, grounded in the strengths and passions of each individual. It is also a place that nurtures individuals capable of synthetic and integrative thinking, equipped with broad, cross-disciplinary understanding and the knowledge and skills necessary to work in diverse professional environments both domestically and internationally.



CONFERENCE CONVENERS

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Associate Professor Dr Liam C. Kelley (Engaging With Vietnam)

Associate Professor Dr Nguyễn Văn Hiệu (Rector, School of Interdisciplinary Sciences and Arts, Vietnam National University, Hanoi)

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CONFERENCE SUPPORT TEAM

Dr Lê Duy Khương (School of Interdisciplinary Sciences and Arts, VNU Hanoi)



ENGAGING WITH VIETNAM
AN INTERDISCIPLINARY DIALOGUE

**Economic Identity in Post Đổi Mới Vietnam:
Cultural Contestations of Class and
Consumption**

Dang Thuy Thuy Dung, Phan Diem Ngoc Anh,
and Bui Uyen Ly (RMIT University Vietnam)

**Urban-to-Rural Migration in Vietnam: An
Inherent Living Ideology amidst Contemporary
Overurbanization**

Tran Mai Huong (University of Social Sciences
and Humanities, VNU, Hanoi)

**Where to Da Nang City? Knowledge Production
in an Age of Fracture**

David Pickus (The American University of
Vietnam)

**Constructing the Low Fertility 'Problem':
Epistemic Boundaries in Vietnam's Pronatalist
Agenda**

Nguyen Trinh Thien Kim (University College
Dublin)

♦ **Panel 41: Educational Paths/Careers and
Challenges**

Location: Room 7

Chair: John O' Regan (University College
London)

**Constructing a Language Teaching Career amid
the Changing Status of English: Insights from
University Lecturers**

Nguyễn Thị Thanh Hoà (Hanoi University of
Mining and Geology)

**A Shared Blueprint: Fostering an Integrated
Ecosystem for the International Student Journey**

Thao Pham (Purdue Global University)

**Language, Identity, and Belonging: Schooling
Experiences of Vietnamese Third Culture Kids
upon Return**

Thuy Dam (University of Languages and
International Studies)

**Heritage Language Maintenance through
Family Language Policy: Vietnamese Immigrant
Families in Asia**

Trinh Khanh Hien and Luong Thi Hien (Hanoi
National University of Education)

♦ **Panel 42: Indochina – History, Memory and
Legacy**

Location: Room 8

Chair: Liam C. Kelley (Engaging With Vietnam)



VIETNAM NATIONAL UNIVERSITY, HANOI
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Sciences and Arts, VNU, Hanoi) Xiao Yi
(National Chung Cheng University)

**From Le Monôme to Tự Trị and Gió mới:
Dissociation and Metamorphosis of the General
Association of Students of the Indochinese
University (A.G.E.I.) during the Revolution Era
(1936-1946)**

Nguyễn Trương Quý (Independent Researcher
and Writer)

**Indigeneity and Female Power in Nguyễn
Xuân Khánh's Mẫu Thượng Ngàn (2005): A
Regenerative Decolonial Ethics of Remembering**

Phùng Hà Thanh (University of Languages and
International Studies, VNU, Hanoi)

Indochinese Artists and Their Legacies

Phan Le Chung and Nguyen Thi Hien Le (The
University of Arts, Hue University)

**From Colonial Gaze to Postcolonial Imaginaries:
Tourism, Heritage, and the Neocolonial
Discourse on Indochina**

Tran Nguyen Khang (University of Social
Sciences and Humanities, VNU, HCMC)

♦ **Panel 43: Transnational Connections**

Location: Room 9

Chair: Vu Minh Hoang (Fulbright University
Vietnam)

**Constructing Vietnam's Cultural Narrative: From
Soft Power to Knowledge Diplomacy**

Tran Nguyen Khang (USSH, VNU, HCM City)

**Testifying French Soft Power in Vietnam under
Emmanuel Macron's Presidency: Approaches,
Efficiency, and Prospects**

Huy Trieu Ha (University of Social sciences and
Humanities, VNU, HCMC)

**(Đất) Nước, Dân tộc và Lãnh thổ/ủy): Chủ
nghĩa dân tộc nguồn nước của Campuchia trong
dự án Kênh đào Funan Techo**

Trần Đình Tuấn (Diplomatic Academy of
Vietnam)

**Translating Peace: Knowledge Production and
Intellectual Life in Wartime South Vietnam**

Phó Đỗ Quyền (Vietnam Center Studies,
Fulbright University Vietnam) and Phạm Hồ
Uyên Linh (Harvard University)

♦ **Panel 44: Số hóa & Trải nghiệm số**



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Nguyễn Thị Thu Thủy and Trần Quốc Trung
(School of Interdisciplinary Sciences and Arts,
VNU, Hanoi)

Áp dụng phương pháp design thinking trong việc
xây dựng trải nghiệm số

Võ Hồng Quân (Viettel Digital) and Trịnh Tuấn
Khôi (Viettel Digital)

Giải pháp phân mềm quản lý và chia sẻ dữ liệu 3d
tập trung - hướng tới ứng dụng ai trong bảo tồn
và thương mại hóa di sản số

Đinh Việt Phương (Công ty 3Dart)

Tiếp cận lý luận về ứng dụng thực tế ảo tăng
cường (AR) trong bảo tồn và phát huy nghệ thuật
chạm khắc gỗ chùa Việt

Kiến Thị Huệ (Trường Khoa học Liên ngành và
Nghệ thuật - Đại học Quốc gia Hà Nội)

Đánh giá tiềm năng thương mại hóa và phát triển
bền vững của các podcast văn hóa di sản trên nền
tảng YouTube tại Việt Nam

Đinh Thủy Linh (School of Interdisciplinary
Sciences and Arts, VNU, Hanoi)

Các nền tảng thương mại điện tử và động lực
chuyển đổi của SMEs tại Việt Nam

Ngô Đức Duy (School of Interdisciplinary
Sciences and Arts, VNU, Hanoi)

**15:30-16:00 MOVING TO 19 LÊ THÁNH
TÔNG (NGUYỄN NHƯ KON TUM
HALL) + BREAK**

16:00-17:30 • Phiên toàn thể / Keynote 6

(Nguyễn Như Kon Tum Hall, 19 Lê Thánh Tông)

**TALK-SHOW "Creative Industries:
Addressing Critical Questions"**

Hosts: Phan Le Ha (Engaging With Vietnam &
University College London) and Tran Thi An
(School of Interdisciplinary Sciences and Arts,
VNU, Hanoi)

Guests: Pham Quynh Phuong (School of
Interdisciplinary Sciences and Arts, VNU, Hanoi),
Vu Thao (Kilomet 109), Paul Christiansen
(Saigoneer) & Tran Kien (University of Law, VNU
Hanoi)



ENGAGING WITH VIETNAM
AN INTERDISCIPLINARY DIALOGUE

17:30-18:30 Closing Ceremony

(Nguyễn Như Kon Tum Hall, 19 Lê Thánh Tông)

- Closing Remarks
- Announcements of Publication Projects
- Surprise - "Thăng Đường Nhập Thất"???



**Day 4 - Thứ hai / Monday 15
December**

**9:00-12:00 "Walking Art Tour" - Public
Creative Sites in Hanoi's Old
Quarter**

Gathering Point: Hanoi Opera
House, 1 Tràng Tiền Street

Led by: Artist Nguyen The Son
Cost: Free

14:00-... "Poetry Walk"

Gathering Point: Vườn bách thảo /
Botanical Garden (Hoàng Hoa Thám
Street Gate)

Led by: Paul Christiansen
(Saigoneer) and Phan Le Ha
(Engaging With Vietnam)

Cost: Free

Bring a favorite poem to share or
book to read and be open to the
inspiration the city will provide us.



Day 5 - Thứ ba / Tuesday 16 December

**8:00-11:30 "Heritage Train Journey" - Hanoi
↔ Bac Ninh**
(Registration and payment required)

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Acknowledgement

- ▶ Mr. Min Pham
- ▶ Ms. Mau Vu
- ▶ Ms. Tam Pham
- ▶ Ms. Anh Nguyen
- ▶ Ms. Dung Le
- ▶ Ms. Minh Nguyen
- ▶ Ms. Linh Nguyen



CONTENTS

- ▶ Introduction
- ▶ Theoretical framework
- ▶ Methodology
- ▶ Findings
- ▶ Implications



INTRODUCTION

- ▶ ELT careers are no longer seen as simple; they are complex and shaped by personal, institutional, and sociocultural factors.
- ▶ Teachers constantly negotiate their professional identity amid shifting institutional and policy landscapes.
- ▶ The global and local status of English (e.g., increased demand, EMI use, policy changes) is a major force that disrupts or elevates ELT career paths.
- ▶ This study investigates how the changing status of English due to policy shifts affects the careers of university ELTs, using Vietnam as a case study with Collaborative Autoethnography and Career Construction Theory.

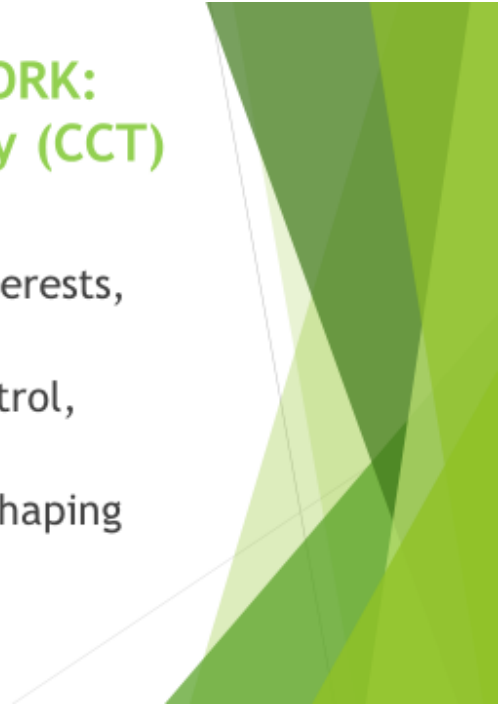
Changing status of English in Vietnam

Vietnam's English status evolved through three phases, significantly impacting ELT careers.

- ❑ Pre-Doi Moi (Pre-1986): English was minimal and politically suspicious, favoring Russian/Chinese. Teaching English was an insecure job.
- ❑ Post-Doi Moi (1986-2008): Economic reform led to a rapid shift; English became a strategic asset for global integration and opportunity. Policy mandated English study (1994), and EMI programs emerged.
- ❑ Contemporary (2008-Present): Driven by NFLP 2020 (Vietnam's National Foreign Language Project 2020) and global needs, English is now viewed as an essential second language, despite EMI implementation issues. Policy aims to establish English as the de facto second language in education by 2035.

THEORETICAL FRAMEWORK: Career construction theory (CCT)

- ▶ Vocational personality: values, interests, strengths
- ▶ Career adaptability: concern, control, curiosity, confidence
- ▶ Life themes: personal narratives shaping career meaning



METHODOLOGY

- ▶ Collaborative autoethnography with 8 Vietnamese university ELT teachers
- ▶ Reflective writing + collaborative discussions
- ▶ Narrative thematic analysis aligned with CCT constructs

FINDINGS: Vocational personality

- ▶ English seen as a 'golden key' for success
- ▶ Skills strengthened through teaching experience
- ▶ Teachers value social contribution and empowerment



FINDINGS:

Career adaptability

- ▶ Concern: job insecurity due to EMI expansion
- ▶ Control: proactive upskilling and postgraduate study

FINDINGS: Career adaptability

- ▶ Curiosity: exploration of EMI roles, curriculum development
- ▶ Confidence: resilience and belief in professional contribution

FINDINGS: Life themes

- ▶ Teaching as socially responsible and morally meaningful
- ▶ Formative experiences shape career motivations
- ▶ Focus on student empowerment and social equity

DISCUSSION

- ▶ English as a 'passport to success' shapes career identity
- ▶ EMI-related anxieties mirror global trends
- ▶ Life themes highlight moral dimension of ELT work

IMPLICATIONS

- ▶ Provide EMI workshops and cross-disciplinary opportunities
- ▶ Support teachers' moral and social purposes
- ▶ Design inclusive policies safeguarding ELT professionals

CONCLUSION

- ▶ Small sample limits generalizability
- ▶ Need longitudinal and comparative research
- ▶ Future focus: K-12 teachers amid ESL policy by 2035



