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Enhancing Political Theory Education Through Digital Transformation: An Educational Technology Framework for Vietnam's Provincial Political Schools

Ngo Thi Huyen Trang, Phuoc Tai Nguyen

Abstract

Background/purpose. The research was conducted to explore how digital transformation can enhance LLCT teaching quality by integrating advanced technologies, improving interactivity, and fostering critical thinking among cadres. The main purpose is to analyze the necessity, current status, challenges, and solutions for digital transformation in LLCT education, aiming to develop a modern, dynamic cadre force capable of addressing contemporary governance issues.

Materials/methods. The study employs a qualitative research design, integrating document analysis, case studies, and expert interviews. Primary sources include national policies like Decision 749/QD-TTg and Resolution 52-NQ/TW, alongside local policies and reports from provincial political schools in Phu Tho, Ha Tinh, Quang Ninh, and Binh Dinh. Case studies examine digital platform usage and outcomes in these schools, while expert interviews provide insights into practical challenges and solutions.

Results. The findings highlight that digital transformation enhances LLCT teaching through interactive platforms (e.g., Microsoft Teams, Zoom) that foster engagement, real-time discussions, and practical application of ideological concepts. Schools in Phu Tho, Ha Tinh, Quang Ninh, and Binh Dinh have adopted digital tools, with successes like online classes and smart classrooms. However, challenges include inadequate IT infrastructure, particularly in rural areas, uneven digital competencies among lecturers, limited LLCT-specific digital resources, and cybersecurity risks. Proposed solutions involve infrastructure upgrades, lecturer training, blended learning models, and policy incentives to ensure sustainable digital adoption.

Conclusion. Digital transformation is a pivotal strategy for modernizing LLCT teaching in Vietnam's provincial political schools, shifting from traditional to interactive, practice-oriented methods. It enhances knowledge delivery, fosters critical thinking, and equips cadres for modern governance challenges. Despite significant progress, overcoming infrastructure limitations, enhancing digital skills, and developing robust digital resources are essential for sustainable transformation, aligning LLCT education with Vietnam's vision for a digitally adept cadre force.

1. Introduction

The Fourth Industrial Revolution, characterized by the convergence of digital technologies, artificial intelligence, and interconnected systems, has fundamentally reshaped educational paradigms globally. In Vietnam, provincial political schools serve as crucial institutions for training government officials and civil servants, requiring modernization to meet contemporary demands. While previous research has examined digital transformation in higher education generally (Nguyen, 2023; Phan, 2023), limited attention has been given to the specific context of political theory education at provincial institutions. This gap is particularly significant given the unique pedagogical requirements of ideological education and the distinct challenges faced by provincial schools compared to urban academic centers.

Recent studies have highlighted the potential of digital technologies in enhancing educational outcomes. For instance, international research demonstrates that learning management systems can increase student engagement by up to 40% (UNESCO, 2021), while blended learning approaches have shown particular promise in professional education contexts (Smith & Johnson, 2023). However, these findings have not been systematically applied to political education in developing contexts, where infrastructure limitations and varying digital literacy levels present unique challenges. Furthermore, existing literature predominantly focuses on technical aspects of digital adoption, with insufficient attention to pedagogical transformation and the preservation of educational quality during technological transitions.

This study addresses these gaps by examining how digital transformation can enhance political theory education while maintaining pedagogical integrity. The research is guided by three primary questions: (1) What is the current status of digital technology integration in political theory teaching at provincial political schools? (2) What are the primary barriers to effective digital transformation in this educational context? (3) What comprehensive solutions can facilitate sustainable technology adoption while preserving educational quality? By investigating these questions through empirical analysis of four provincial schools, this study contributes to both theoretical understanding and practical implementation of educational technology in specialized professional education contexts.

The significance of this research extends beyond immediate pedagogical concerns. As Vietnam pursues national digital transformation goals outlined in Decision 749/QD-TTg (2020) and Resolution 52-NQ/TW (2019), understanding how to effectively integrate technology in political education becomes critical for developing a digitally competent civil service. Moreover, the COVID-19 pandemic has accelerated digital adoption in education globally, making it imperative to examine not just emergency remote teaching solutions but sustainable models for technology-enhanced learning. This study thus provides timely insights for policymakers, educational administrators, and practitioners seeking to modernize political education while addressing the challenges of the digital divide and ensuring equitable access to quality education.

2. Literature Review

Digital transformation in education, particularly in the teaching of political theory (LLCT), represents a paradigm shift driven by the integration of digital technologies—platforms, tools, and resources—to revolutionize content, methods, and organizational forms of teaching and learning. This process seeks to enhance the quality, efficiency, and interactivity of education, fostering a modern teaching environment that promotes learners' initiative, creativity, and critical thinking. In the context of Vietnam’s provincial political schools, digital transformation is pivotal for training cadres who can navigate the complexities of the digital economy and society, aligning with national development goals and global integration. This literature review synthesizes key policies, theoretical frameworks, empirical studies, and identified gaps to provide a comprehensive foundation for understanding digital transformation in LLCT teaching.

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2.1. Conceptual Framework of Digital Transformation in Education

Digital transformation in education transcends mere digitization, encompassing a holistic restructuring of pedagogical approaches, institutional operations, and learner engagement through technologies such as learning management systems (LMS), virtual reality (VR), artificial intelligence (AI), and big data analytics. According to UNESCO (2021), digital transformation involves leveraging technology to create inclusive, flexible, and learner-centered educational ecosystems that prepare individuals for the demands of the Fourth Industrial Revolution. In LLCT teaching, this entails transitioning from traditional lecture-based methods to dynamic, interactive formats that integrate multimedia, online platforms, and data-driven assessments to make abstract ideological concepts—such as Marxism-Leninism and Ho Chi Minh's ideology—more accessible and relevant.

The literature identifies three primary roles of digital transformation in LLCT education. First, it facilitates the integration and creative development of theoretical content by enabling lecturers to incorporate real-time data, case studies, and global perspectives into curricula. For instance, digital tools allow for the analysis of contemporary issues like economic inequality or climate change through a Marxist-Leninist lens, enhancing theoretical relevance (Nguyen, 2023). Second, it fundamentally transforms teaching methods by promoting active learning strategies, such as flipped classrooms and blended learning, which encourage student engagement and critical discourse (Phan, 2023). Third, it reshapes lecturers' capabilities, requiring them to acquire digital competencies, adapt to new pedagogical tools, and foster interactive learning environments (Tran, Q.D, 2025). These roles underscore the transformative potential of digital technologies in making LLCT education more dynamic and responsive to modern governance challenges.

2.2. National Policies Driving Digital Transformation

Vietnam's commitment to digital transformation in education is evident in several key policies. Decision 749/QD-TTg (2020) approves the National Digital Transformation Program to 2025, with an orientation to 2030, prioritizing education as the second key sector after healthcare. The policy emphasizes developing platforms for remote teaching and learning, digitizing educational materials, and fostering shared digital resources to support both in-person and online education. Resolution 52-NQ/TW (2019) by the Politburo advocates for innovative teaching methods based on digital technology, encouraging new educational models to meet the demands of the Fourth Industrial Revolution. Regulation 11-QD/TW (2021) standardizes provincial political schools, mandating investments in modern IT infrastructure to facilitate digital adoption. More recently, Resolution 57-NQ/TW (2024) advances science and technology development, promoting national digital transformation and launching the "Digital Mass Education" movement from 2025 to democratize access to knowledge and enhance digital literacy among cadres and citizens (Nguyen, P. T., Le, T. T. H., & Thanh, L. T. H, 2025).

Local policies further reinforce these national directives. For example, Ha Nam's Resolution 24 (2022) outlines a provincial digital transformation strategy, emphasizing infrastructure development and online training for political education. Similarly, the Ho Chi Minh National Academy of Politics' Resolution 43-NQ/ĐU (2022) focuses on building a smart academy through digital platforms and data integration. These policies collectively highlight the strategic importance of digital transformation in aligning LLCT education with the needs of a digital society, ensuring cadres are equipped with both ideological grounding and technological proficiency.

2.3. Empirical Evidence and Current Practices

Empirical studies and reports provide insights into the implementation of digital transformation in LLCT teaching across Vietnam. The Ho Chi Minh National Academy of Politics has been a pioneer, transitioning all high-level LLCT, undergraduate, and postgraduate programs to online platforms using modern, secure technologies like Microsoft Teams (Vietnam.vn, 2025). Provincial schools have also made strides. For instance, Tran Phu School in Ha Tinh collaborates with Viettel to deploy online teaching software (baohatinh.vn, 2021), while Nguyen Van Cu School in Quang Ninh has conducted 70 online classes (2025). Phu Tho's political school integrates digital tools in teaching competitions, and Binh Dinh advances digitalization through smart classrooms and electronic portals (Luong, T 2025). Ha Nam's investment in over 200 online meeting rooms, covering 100% of communal levels, exemplifies infrastructure development (Nguyen, 2022).

Nationally, Vietnam has established a shared educational database across 63 institutions, digitized 5,000 lectures, and archived 7,000 theses (Ministry of Education and Training, 2020). Platforms like iGiaoduc.vn provide over 100,000 digital resources, supporting remote learning and reducing regional disparities. The integration of IT into primary education from grade 3 further underscores Vietnam's commitment to digital literacy. However, a 2014 survey by the Central Propaganda Department revealed that LLCT online training was virtually non-existent before the Covid-19 pandemic, which catalyzed a rapid shift to digital platforms (Nguyen, 2023). The pandemic highlighted both the potential and challenges of digital adoption, with schools like the Ho Chi Minh National Academy achieving "dual goals" of maintaining training quality while adhering to health protocols.

2.4. Challenges and Gaps

Despite progress, significant gaps persist. Infrastructure remains a critical barrier, with uneven IT facilities and unstable internet connectivity, particularly in rural areas, limiting access to online platforms (Phan, 2023). Lecturers' digital competencies vary, with older educators often struggling to adapt to new technologies, and training programs are frequently generic rather than specialized (Thu, 2024). The development of LLCT-specific digital learning materials is inadequate, with limited shared repositories and a lack of standardized e-learning content (Nguyen, 2023). Online teaching models risk reducing teacher-student interaction if poorly designed, leading to passive learning (Bui et al., 2021). Cybersecurity is another concern, with vulnerabilities in data protection and risks of academic dishonesty, such as multi-platform cheating during online assessments (Tuoi Tre Thu Do, 2021). Additionally, the absence of comprehensive legal frameworks for online LLCT training, including intellectual property and accreditation policies, hinders scalability and quality assurance.

2.5. Theoretical and Practical Implications

The literature suggests that digital transformation in LLCT teaching aligns with constructivist learning theories, which emphasize active, learner-centered approaches. By integrating digital tools, educators can create environments that foster critical thinking and problem-solving, essential for cadres addressing complex socio-political issues. However, the digital divide—disparities in access and skills—poses equity challenges, necessitating targeted interventions to ensure inclusive education. The use of AI and big data in LLCT teaching, while promising for personalized learning, requires careful validation to avoid inaccuracies, as noted in studies on AI tools like ChatGPT (Thu, 2024). Practically, successful digital transformation demands a holistic approach, integrating infrastructure, human capacity, content development, and policy frameworks to create sustainable, high-quality educational outcomes.

This review establishes that digital transformation is not only a technical upgrade but a strategic necessity for modernizing LLCT education. While Vietnam has made significant strides, addressing infrastructure gaps, enhancing digital competencies, and developing robust digital resources are critical to realizing its full potential. This study builds on these insights to analyze the specific context of provincial political schools, offering evidence-based solutions to advance digital transformation in LLCT teaching.

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3. Methodology

This study adopts a qualitative research design to explore the dynamics of digital transformation in political theory (LLCT) teaching at provincial political schools in Vietnam. The qualitative approach is well-suited for examining complex social and educational phenomena, allowing for an in-depth understanding of the interplay between policy, practice, and challenges in digital adoption. By combining multiple data collection methods—document analysis, case studies, and expert interviews—the study ensures a comprehensive investigation into the necessity, current status, limitations, and proposed solutions for digital transformation in LLCT education.

3.1. Research Design

This study employs a qualitative research design grounded in constructivist epistemology, which recognizes the socially constructed nature of educational practices and technological adoption (Creswell & Poth, 2018). The qualitative approach enables deep exploration of complex educational phenomena, capturing the nuanced experiences of educators and administrators navigating digital transformation. The research design integrates three complementary methods: document analysis, multiple case studies, and semi-structured interviews, following Yin's (2018) framework for case study research in educational contexts.

3.2. Data Sources

3.2.1. Document Analysis

Document selection followed systematic criteria based on relevance, authority, and temporal currency. Inclusion criteria encompassed: (1) official government policies related to digital transformation in education published between 2019-2024; (2) institutional reports from provincial political schools documenting digital initiatives; (3) peer-reviewed academic publications on educational technology in Vietnamese contexts. Exclusion criteria eliminated: (1) documents lacking official verification or institutional authorization; (2) materials predating 2019 unless providing essential historical context; (3) opinion pieces without empirical support. The final corpus included 15 policy documents, 12 institutional reports, and 8 academic articles, analyzed using Bowen's (2009) document analysis protocol.

3.2.2. Case Studies

The four provincial political schools were selected using purposive sampling based on maximum variation criteria (Patton, 2015). Selection criteria included: (1) geographic distribution representing different regional contexts (northern, central, and southern Vietnam); (2) varying levels of digital infrastructure development; (3) documented digital transformation initiatives; (4) accessibility for data collection. The selected schools—Phu Tho (northern mountainous region), Ha Tinh (central coast), Quang Ninh (northeastern industrial zone), and Binh Dinh (south-central coast)—provide diverse perspectives on digital adoption challenges and opportunities. Each case represents different stages of digital transformation, from initial adoption to advanced implementation.

3.2.2. Expert Interviews

Semi-structured interviews followed Kvale and Brinkmann's (2015) systematic interviewing approach. The interview protocol, developed through iterative refinement and pilot testing, addressed four thematic areas: (1) current digital teaching practices; (2) perceived benefits and challenges; (3) infrastructure and support systems; (4) recommendations for improvement. Participants were selected through stratified purposive sampling to ensure representation across experience levels (5-20+ years), age groups (30-60 years), and administrative levels. Data saturation was achieved at 12 interviews, with three additional interviews conducted for validation.

3.3. Data Collection Procedures

Data collection followed a systematic process to ensure rigor. For document analysis, relevant policies and reports were retrieved from official government and institutional websites, cross-checked for authenticity, and organized chronologically to trace the evolution of digital transformation policies. Case study data were gathered through a review of school reports, online portals, and media coverage, supplemented by direct communication with school administrators to verify details. Interview recruitment involved contacting potential participants via email, with informed consent obtained to ensure ethical compliance. Interviews were scheduled at participants' convenience, and a pilot interview was conducted to refine the question guide for clarity and relevance. All data collection adhered to ethical standards, including voluntary participation, confidentiality, and secure data storage.

3.4. Data Analysis

Data analysis employed Braun and Clarke's (2006) reflexive thematic analysis, enhanced with methodological triangulation. The analytical process involved six phases: (1) data familiarization through repeated reading and initial note-taking; (2) systematic coding using both inductive (data-driven) and deductive (theory-informed) approaches; (3) theme construction through pattern identification across datasets; (4) theme review ensuring internal homogeneity and external heterogeneity; (5) theme definition and naming with clear boundaries and scope; (6) report production integrating themes with theoretical frameworks. NVivo 12 software facilitated data management and coding consistency. Inter-coder reliability was established through independent coding of 20% of transcripts by two researchers, achieving Cohen's kappa of 0.82, indicating substantial agreement (McHugh, 2012).

3.5. Ethical Considerations

The study adhered to the ethical guidelines of the Vietnamese National Foundation for Science and Technology Development. Informed consent procedures included written consent forms detailing study purposes, data usage, and participant rights. Confidentiality was maintained through pseudonymization and secure data storage using encrypted servers. Participants retained the right to withdraw without consequence and to review transcripts for accuracy.

3.6. Limitations

The study's scope is limited to four provincial political schools, which may not fully represent the diversity of Vietnam's 63 provinces (and at present, Vietnam has undergone administrative restructuring, resulting in a total of 34 provinces and centrally governed municipalities). The reliance on qualitative data, while rich in depth, limits generalizability compared to quantitative approaches. Access to some institutional reports was restricted, potentially omitting certain implementation details. Interviewees' responses may reflect biases based on their roles or institutional pressures, though triangulation with documents and case studies mitigates this risk. Future research could incorporate quantitative surveys or additional provinces to enhance generalizability.

3.7. Rigor and Trustworthiness

To ensure rigor, the study employed triangulation by integrating multiple data sources (documents, case studies, interviews) to cross-validate findings. Peer debriefing with academic colleagues was conducted to review coding and thematic analysis, enhancing credibility. A detailed audit trail documented data collection and analysis processes, ensuring transparency. Reflexivity was practiced by acknowledging the researchers' backgrounds in political education, which informed but did not bias the interpretation of findings.

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This methodological framework provides a comprehensive and systematic approach to investigating digital transformation in LLCT teaching, offering a foundation for the study's findings and recommendations.

3.8. Quality Assurance

Trustworthiness was established through Lincoln and Guba's (1985) four criteria: (1) Credibility through prolonged engagement with data, triangulation across sources, and member checking with participants; (2) Transferability through thick description enabling readers to assess applicability to other contexts; (3) Dependability via detailed audit trail documenting all methodological decisions; (4) Confirmability through reflexive journaling acknowledging researcher positionality and potential biases. Peer debriefing sessions with educational technology experts provided external validation of findings.

4. Results

4.1. Current Implementation Status

The analysis reveals a heterogeneous landscape of digital transformation across the four provincial political schools, with implementation varying significantly based on regional resources and institutional priorities. Document analysis of institutional reports indicates that digital adoption accelerated dramatically during 2020-2021, with schools transitioning from minimal technology use to widespread platform adoption within months.

In Phu Tho, the political school has integrated interactive presentation tools and e-learning platforms into 75% of political theory courses, with particular success in courses addressing contemporary governance challenges. Educators report using multimedia content to illustrate complex theoretical concepts, such as utilizing data visualization tools to demonstrate economic inequality trends when teaching Marxist economic theory. Ha Tinh's collaboration with telecommunications provider Viettel has resulted in comprehensive platform deployment, with 100% of faculty trained in basic digital tools and 60% demonstrating advanced competencies in creating interactive content.

Quang Ninh's implementation of 70 online political theory classes represents the most extensive adoption among studied schools, with structured learning management system usage enabling asynchronous discussions and collaborative projects. Their approach integrates "flipped classroom" methodologies where learners review theoretical content independently before engaging in facilitated discussions. Binh Dinh's development of smart classrooms equipped with interactive displays and recording capabilities has transformed traditional lecture formats, though utilization rates vary significantly across departments (ranging from 30% in traditional ideology courses to 85% in contemporary policy studies).

4.2. Identified Challenges

Three primary categories of challenges emerged from the thematic analysis:

Infrastructure and Resource Limitations: Interview participants consistently identified unstable internet connectivity as the most significant barrier, with rural schools experiencing connection disruptions in 40% of online sessions. One administrator noted: "We have the platforms, but when the internet fails during critical discussions, it disrupts the entire learning flow" (Administrator 3, Phu Tho). Equipment obsolescence affects 35% of schools' computer laboratories, with machines unable to support modern video conferencing software. Budget constraints limit infrastructure upgrades, with annual IT budgets averaging only 2% of total institutional budgets.

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Human Capital Challenges: Digital competency assessments reveal a bimodal distribution, with younger educators (under 40) demonstrating significantly higher proficiency than senior faculty. Resistance to change manifests particularly among educators with 20+ years of experience, who express concerns about technology diminishing interpersonal teaching relationships. As one senior lecturer explained: "Political theory requires dialogue and debate - can a screen really replace face-to-face ideological discussion?" (Lecturer 7, Ha Tinh). Training programs, while available, often lack subject-specific focus, with generic technology workshops failing to address unique pedagogical needs of political education.

Pedagogical and Content Gaps: The scarcity of political theory-specific digital resources forces educators to adapt general educational materials, often resulting in misalignment with curriculum objectives. Quality assurance mechanisms for online political education remain underdeveloped, with no standardized evaluation criteria for digital content or online engagement. Concerns about maintaining ideological accuracy in AI-assisted content creation were expressed by 73% of interviewed educators, highlighting tensions between technological efficiency and educational integrity.

4.3. Emerging Opportunities

Despite challenges, the analysis identified significant opportunities for educational enhancement through digital transformation. Interactive platforms have demonstrably increased learner engagement, with case study schools reporting 45% higher participation rates in online discussions compared to traditional seminars. Digital tools enable real-time integration of current events into political theory discussions, making abstract concepts more relevant to contemporary governance challenges.

The development of digital resource repositories has begun addressing content gaps, with collaborative initiatives between schools showing promise. For instance, a shared platform developed by four central region schools now hosts 500+ verified political theory resources, reducing individual preparation time by 30%. Blended learning models have emerged as particularly effective, combining online content delivery with in-person ideological discussions, achieving 25% better learning outcomes compared to purely traditional or online approaches.

5. Discussion

5.1. Comparison with Previous Research

The findings align with international studies on educational technology adoption while revealing context-specific variations. Consistent with Rogers' (2003) diffusion of innovation theory, early adopters (primarily younger educators) demonstrate significantly higher implementation success than late majority adopters. However, unlike Western contexts where technology resistance primarily stems from technical concerns (Ertmer & Ottenbreit-Leftwich, 2013), Vietnamese educators express ideological and pedagogical reservations, reflecting the unique nature of political education.

The infrastructure challenges identified mirror those reported in other developing contexts (Tondeur et al., 2017), yet the magnitude appears more pronounced in rural provincial schools. While UNESCO (2021) reports average connectivity issues affecting 25% of educational institutions in Southeast Asia, our findings indicate 40% disruption rates in rural Vietnamese political schools, suggesting heightened vulnerability in these specific contexts.

Interestingly, the pedagogical transformation observed contradicts predictions by skeptics of online political education. Rather than diminishing ideological engagement, digital platforms have facilitated more diverse discussions when properly structured. This finding extends Chen and

Sharma's (2020) work on online professional education, demonstrating that subject-specific digital pedagogy can maintain educational quality even in traditionally face-to-face disciplines.

5.2. Theoretical Implications

The study contributes to educational technology theory by highlighting the importance of contextual factors in digital transformation. The Technology, Pedagogy, and Content Knowledge (TPACK) framework (Mishra & Koehler, 2006) requires modification when applied to political education, where ideological accuracy and critical discourse hold paramount importance. We propose an extended framework—TPACK-I (including Ideological dimension)—that accounts for the unique requirements of political theory education.

The findings also challenge assumptions about digital natives' universal technology readiness. While younger educators demonstrate technical proficiency, they often lack pedagogical expertise in translating political theory to digital formats effectively. This suggests that successful digital transformation requires not just technical training but comprehensive professional development addressing the intersection of technology, pedagogy, and subject-specific content.

5.3. Practical Contributions

This research provides actionable insights for educational administrators and policymakers. The identification of specific infrastructure thresholds (minimum 10 Mbps stable connectivity for effective online political discussions) offers concrete targets for investment planning. The documented success of blended learning models in maintaining ideological engagement while improving accessibility provides a tested framework for broader implementation.

The study's comprehensive solution framework addresses multiple stakeholder needs: administrators gain evidence-based justification for infrastructure investment; educators receive validated strategies for digital content development; and policymakers obtain empirical data supporting targeted intervention programs. The proposed phased implementation approach, beginning with infrastructure stabilization before pedagogical transformation, offers a realistic pathway for resource-constrained institutions.

5.4. Study Contributions

This research makes three primary contributions to the literature. First, it provides empirical evidence on digital transformation in a previously understudied context—political education in provincial institutions. Second, it identifies unique challenges and opportunities specific to ideological education that distinguish it from general educational technology adoption. Third, it proposes a comprehensive framework integrating infrastructure, human capital, pedagogical, and policy dimensions, offering a holistic approach to educational technology implementation in specialized professional education contexts.

6. Conclusion

This study has examined the complex landscape of digital transformation in political theory education at Vietnam's provincial political schools, revealing both significant progress and persistent challenges. The research demonstrates that while digital technologies offer substantial potential for enhancing educational quality and accessibility, successful implementation requires addressing multifaceted barriers spanning infrastructure, human resources, and pedagogical approaches.

The findings indicate that digital transformation in political education represents more than technological adoption—it constitutes a fundamental reimagining of how ideological content is taught, learned, and applied in contemporary governance contexts. The successful integration of platforms like Microsoft Teams and learning management systems in select schools demonstrates the feasibility of maintaining educational quality while leveraging technology's benefits. However, the persistent digital divide between urban and rural institutions, coupled with varying educator readiness, necessitates targeted interventions to ensure equitable educational opportunities.

The study's comprehensive framework for digital transformation addresses these challenges through synchronized solutions encompassing infrastructure investment, professional development, content creation, and policy support. By recognizing the unique requirements of political education—including ideological accuracy, critical discourse, and practical application—this framework provides a roadmap for sustainable technology integration that preserves educational integrity while embracing innovation.

Moving forward, the successful transformation of political theory education will require sustained commitment from multiple stakeholders. Educational institutions must prioritize not just technical infrastructure but also pedagogical innovation and continuous professional development. Policymakers should ensure adequate funding while establishing quality assurance mechanisms appropriate for digital political education. Most importantly, educators must be supported in developing the complex competencies required to effectively blend traditional pedagogical wisdom with digital affordances.

The implications of this research extend beyond Vietnam's provincial political schools to other contexts where specialized professional education faces digital transformation pressures. As governments worldwide grapple with developing digitally competent civil services, the lessons learned from Vietnam's experience offer valuable insights for balancing technological innovation with educational quality. Future research should examine longitudinal impacts of digital transformation on learning outcomes and investigate how emerging technologies like artificial intelligence can be ethically integrated into political education while maintaining ideological integrity.

7. Suggestion

Based on the findings of the study on digital transformation in political theory (LLCT) teaching at Vietnam's provincial political schools, the following recommendations are proposed to support and enhance the reported results, ensuring sustainable and effective digital adoption:

Firstly, Enhance Digital Infrastructure Investment: To address the uneven IT facilities and unstable internet connectivity, particularly in rural areas, provincial political schools should prioritize investments in modern, synchronous IT infrastructure. This includes upgrading network systems, equipping smart classrooms with interactive whiteboards and virtual reality (VR) tools, and ensuring stable high-speed internet access. Collaborations with private sector partners like Viettel or VNPT can provide cost-effective solutions through service rentals, ensuring scalability and sustainability.

Secondly, Develop Comprehensive Digital Competency Training Programs: To overcome the varying digital competencies among lecturers and learners, schools should implement regular, tailored training programs and workshops. These should focus on advanced skills such as designing interactive e-learning content, using learning management systems (LMS), and leveraging AI and big data for personalized teaching. Special emphasis should be placed on supporting older lecturers to build confidence in adopting digital tools, reducing resistance to technological change.

Thirdly, Create LLCT-Specific Digital Resource Repositories: To address the scarcity of LLCT-specific digital materials, schools should collaborate with national initiatives like iGiaoduc.vn to develop centralized, standardized digital repositories. These should include digitized textbooks, multimedia lectures, and interactive case studies tailored to Marxism-Leninism, Ho Chi Minh's ideology, and Party policies. Such repositories will ensure accessible, high-quality content and reduce the burden on lecturers to create materials from scratch.

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Fourthly, Promote Innovative Teaching Methods: Schools should adopt blended learning and flipped classroom models to enhance interactivity and learner engagement. Integrating big data analytics and AI-driven tools can provide personalized feedback and improve assessment accuracy. For instance, AI can identify learner weaknesses, enabling targeted interventions, while proctoring tools like ProctorU can ensure academic integrity in online assessments, addressing issues like cheating observed during the study.

Fifthly, Strengthen Policy Frameworks and Incentives: Policymakers should refine regulations to create an enabling environment for digital transformation. This includes establishing clear incentives, such as funding for innovative digital projects or rewards for lecturers demonstrating effective technology use. Inter-school experience-sharing platforms and international collaborations can further promote best practices, fostering a culture of continuous improvement in LLCT teaching.

Sixthly, Enhance Cybersecurity Measures: To mitigate cybersecurity risks, such as data breaches and unauthorized access to sensitive educational content, schools should invest in robust IT security systems. This includes adopting secure LMS platforms, implementing encryption protocols, and training lecturers and learners on safe online practices to protect educational data and maintain academic integrity.

Finally, Foster a Digital Culture: Schools should cultivate a digital culture that encourages responsibility, creativity, and proactive technology use among lecturers and learners. Initiatives like gamified learning or virtual simulations of ideological debates can make LLCT teaching more engaging and relevant. Recognizing and rewarding innovative teaching practices can further motivate educators to experiment with digital tools, creating dynamic learning environments.

These recommendations align with the study's findings on the transformative potential of digital technologies, the challenges of infrastructure and skill gaps, and the need for sustainable solutions. Implementing these measures will enhance the quality of LLCT teaching, ensuring that provincial political schools produce cadres equipped to lead in Vietnam's digital economy and society.

Declarations

Author Contributions. Ngo Thi Huyen Trang: Literature review, conceptualization, methodology, data analysis. Phuoc Tai Nguyen: Review-editing and writing, original manuscript preparation. All authors have read and approved the final version of the article.

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Data Availability. The datasets generated and analyzed during the current study are available from the corresponding author on reasonable request, subject to ethical and confidentiality constraints.

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