



Shu-Te University
College of Informatics
Graduate School of Information Management

Master Thesis

A Comparison of Taiwan, Thailand &
Vietnam Knowledge Transfer Views on
Higher Education

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June 2010

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A Thesis

Submitted to the

Graduate School of Information Management

College of Informatics

Shu-Te University

In Partial Fulfillment of the Requirements

For the Degree of

Master of Science

in

Information Management

June 2010

Yan Chao, Kaohsiung, Taiwan, Republic of China

樹德科技大學碩士班研究生

指導教授推薦書

本校資訊管理研究所阮氏黃鵬君 所提之論文

A Cross-culture Comparison of Taiwan, Thailand & Vietnam
Knowledge Transfer Views on Higher Education

係由本人指導撰述，同意提付審查。

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學位考試審定書

九十八學年度第二學期

資訊管理研究所阮氏黃鵬君 所提之論文

題目：A Cross-culture Comparison of Taiwan, Thailand & Vietnam
Knowledge Transfer Views on Higher Education

經本學位考試委員會審議，認為符合碩士資格標準。

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中華民國 99 年 6 月 3 日

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ABSTRACT

The expansions of higher education, as well as the increasing commitments to human resource development nowadays have attracted more and more academics to do research in various issues about knowledge management. In education institute, knowledge transfer is the primary activity to effective teaching and learning, which contributes to improve students' professional development. This research examine the factors influencing knowledge transfer process from teachers to students, and compare the effective teaching among 3 countries, Thailand, Vietnam and Taiwan. By surveying undergraduate students in Introduction to Computer Concepts Courses in Taiwan, Thailand and Vietnam, the research highlights specific factors and differences in factors that affecting knowledge transfer in different countries.

Keywords: Knowledge transfer, higher education, effective teaching, comparison, knowledge management.

ACKNOWLEDGEMENT

I would like to express my gratitude to all those who gave me the possibility to complete this master program. I want to thank the Shu-Te University for giving me permission to commence this thesis and to do the necessary research work.

I would like to dedicate my work and thanks to Dr. Teresa L. Ju, and Dr. To Chang – my advisors, who have helped to fulfill my knowledge of work and life. Without their supports, I could not have made such a remarkable turn in my life.

Deep in my heart, I deeply love my parents and my lovely husband for their encouragement during my studies.

And finally, I am really appreciated my teachers, colleagues and my friends for their kind helps during the courses.

Nguyen Thi Hoang Khuyen

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Chapter 1 Introduction

1.1. Research background

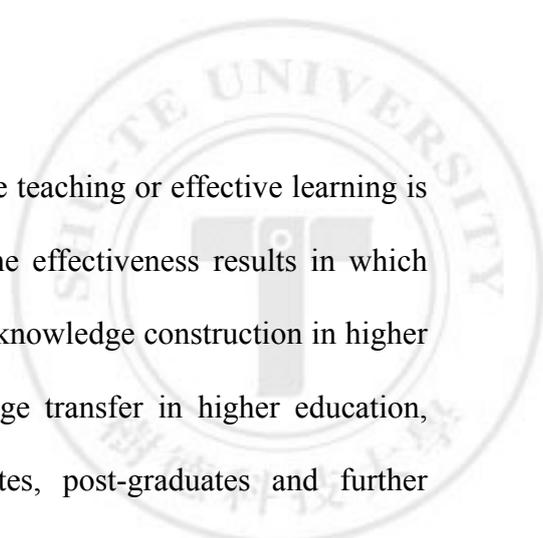
McFayden and Canella (2004) suggest that knowledge may be one of the most important sources for company to gain competitive advantages in the market in 21st century. “Firms that are effective in acquiring knowledge will be able to create and sustain a competitive advantage” in the economy, especially the knowledge-based economy (Deed and Hill, 1996). Therefore, most of businesses are concerning about knowledge management as well as training employees, since employees’ knowledge will contribute to organization to gain their competitive advantages. More and more organizations are attempting to set up knowledge management systems and practices to use the knowledge they have more effectively. Hence, there is much to be learned and understood about how knowledge is created, stored, shared, and applied since it can help organizations to gain competitive advantages (Nonaka et al., 1994, 1995, 2000; Argote et al., 2000). As we all know, people get knowledge from schools and any education institutes. Moreover, individuals need education to improve their knowledge, not only of getting good jobs (John Bynner, 1998), but also to perform the task more effectively. For that reason, educational institutions and life-long learning have become the critical source of knowledge competitive economies and organizations. There have been many research on knowledge transfer, especially in business or organization context, and studies about knowledge transfer in education, especially in higher education are scare.

Education is a main tool to transfer knowledge from one person or from generation to another (Wilkes, 1997) or from the expert lecture to students (Macfarlane, 2004;

Lytras and Naeve, 2005). It includes teaching and learning process in which students can gain knowledge through experience, listening to the class, reading material, asking question and expressing themselves or sharing with others.

In an education process, there is an interactive activity between teacher and student (Alavi and Leidner, 2001; Simon and Soliman, 2003; Macfarlane, 2004; Lytras and Naeve, 2005). The teacher and students must involve themselves in the teaching-learning process to construct student's knowledge in which teachers are expected to be the experts who transfer what they know to students while students are required to take responsibility for their learning. In university teachers are often involved in stimulating students to prepare for the demands of professional life (Macfarlane, 2004; Lytras and Naeve, 2005). Their roles is not only limited as transferring knowledge to students but also encourages learners to analyze, interpret and reflect in the process of knowledge construction. With teachers guide; students can search for essential information from a diversity of sources (Wells and Brook, 2003). On the other hand, students, who play a key role in developing flexible understanding of when, where, why, and how to create and use their knowledge. They have to develop their own intellectual tools and learning strategies to acquire the knowledge in various fields (John et al. 1999). They must be active in building knowledge, not just as receive the knowledge transferred passively. Moreover, the quality of knowledge transferred during education process will value the quality of effective teaching (Mohan, 1999). Therefore, the successfully process of knowledge transfer from teacher to students should be concerned (Bransford et al., 1999; Simon and Soliman, 2003).

Since the main purpose of teaching is provide and equip student with enough



knowledge that help them to perform the task, effective teaching or effective learning is one of important issue that should be considered. The effectiveness results in which information or knowledge is passed on to students for knowledge construction in higher education. In this study, we investigate the knowledge transfer in higher education, which offers educational services for undergraduates, post-graduates and further education (i.e. executive training). By then, learners can gain knowledge to improve him or herself and develop capability (Alavi and Leidner, 2001) as the nature of knowledge transfer in higher education is to improve the abilities and skills of learners as related to professional application. To Baron (1989), learning is any relatively change in behavior (or behavior potential) produced by experience. Steyn (2004) states that, the knowledge transferred through higher education is increasingly codified knowledge.

At any level of education, knowledge is a fluid mix of framed experience, values, contextual information, and expert insight that provides a framework for evaluating and incorporating new experiences and information (Davenport and Prusak, 1998) is transfer and sharing. There are two main types of knowledge: explicit and tacit. Tacit knowledge is subjective, experience-based knowledge that cannot be expressed in words, sentences, numbers or formulas, often because it is contextual. This also includes cognitive skills such as beliefs, images, intuition and mental models as well as technical skills such as craft and know-how. Explicit knowledge is objective and rational knowledge that is easily expressed, captured, stored, and reused (Kidwel et al., 2000; Nonaka et al., 1994, 2000). Explicit knowledge can be transmitted as data and is found in databases, books, manuals and messages (Nonaka et al., 1994, 2000). When teacher transfer his or her knowledge to students, the tacit

knowledge is transformed into explicit knowledge through encoding and decoding, and students' knowledge created after the transferring.

1.2. Research questions

In this study, we will focus on the issue about the effective result that information or knowledge is passed to students for knowledge construction in higher education to test the factors that influence the knowledge transfer process from teacher to student. This study will find out the factors that affect knowledge transfer in Vietnam's higher education, as well as the differences of those factors' effects among 3 countries, Thailand, Taiwan and Vietnam. Based on 3 dimensions affect the effectiveness of knowledge transfer discussed in the research model, which are knowledge dimension, motivation dimension and communication dimension. By using that research framework, the research questions of the study are posed as follows:

1. Does the communication dimension influence knowledge dimension in higher education in Vietnam?
2. Does the communication dimension influence knowledge transfer in higher education in Vietnam?
3. Does the knowledge dimension influence knowledge transfer in higher education in Vietnam?
4. Does the motivation dimension influence knowledge transfer in higher education in Vietnam?

The next section will discuss on how to cover the research questions in the study of knowledge transfer in higher education.

1.3. Purposes of the Study

In this study, we will identify the factors that influence knowledge transfer between the teacher and the student in higher education institutions using behavior approach. Based on the student behavior in learning a specific course, we will first find out the factors that influence knowledge transfer process in order to find out the factors that influence teaching effectiveness in higher education. Also, this empirical study will develop the business approach to knowledge management and knowledge transfer to universities – which are considered as the knowledge-based institutions.

In this study, we will use SEM model to discover the factors of knowledge transfer from teachers to students and to what extent these factors explain knowledge transfer from the behavioral approach. The study will be done as a quantitative research data will be collected by surveying undergraduate students in Introduction to Computer Concepts courses in Taiwan, Thailand and Vietnam universities. The findings then will evaluate the effectiveness of teaching in educational institutions based on the interactions between the teacher and students in the teaching-learning process in terms of knowledge transfer. Furthermore, we will compare effective teaching in terms of knowledge transfer in different contexts at different universities in different countries.

1.4. Structure of the study

The study consists of five chapters including:

Chapter 1: Introductions;

Chapter 2: Literature review;

Chapter 3: Research Methodology;

Chapter 4: Data Analysis and Findings; and

Chapter 5: Conclusions.

The introduction chapter introduced the background of knowledge transfer in higher education, and the reason for us to pay more attention to this field. In this part, we talked about the reason to develop this research, research purpose and the research questions.

The literature review chapter provided a review of theories related to knowledge transfer, as well as environmental and educational context that influences the knowledge transfer between the teacher and the student and the teaching-learning process. The research methodology of the research is the quantitative method. Based on that, we used the questionnaire developed by Ju and Tran (2006) and translate them to Vietnamese by native speaker. Moreover, the section also discussed about the participants for the research.

The data analysis and findings chapter will describe all data collected and analyzed. Based on the result analyzed, we will have data demography and the comparison among the data sets of different countries.

The conclusions chapter provided the findings of this study, discussion about the supported and not supported hypothesis. Moreover, the research contribution, limitation and the suggestion for future research were also discussed.

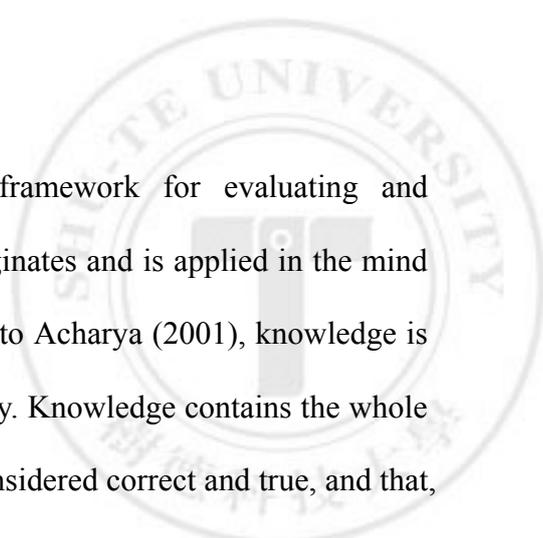
Chapter 2 Literature review

In the context of educational institutions, sharing knowledge is paramount to the existence of an educational institution (Liao, 2004). By applying knowledge management techniques and principles, educational institutions can be able to gain new competitive advantages in offering effective teaching and learning performances. Higher education institutions can develop and utilize knowledge management resources such as libraries, digital learning, networks, communication and collaboration (Piccoli et al., 2001; Steyn, 2004). It also has a large opportunity to transform its databases and information into a more valuable asset, a knowledge base, in order to produce student learning outcomes (Liao, 2004). By then, as the recipient, the students also can collect and cultivate knowledge from those sources through the learning process inside and outside the classroom.

2.1. Definition of Knowledge

Basically, knowledge is different from data and information. Data is “statement about reality” (Acharya 2001), a discrete, objective fact about events (Davenport and Prusak 2000), or a representation of a fact, number, word, image, picture, or sound (Applehans et al. 1999). While data has a strong signal to isolate it from information and knowledge, information has always been seen as very similar to knowledge. Information is data has been sorted, analyzed, organized and displayed (Dixon, 2000; Acharya, 2001), or it can be descriptive knowledge (characterizing the state of some past, present, future, or hypothetical solution) (Hosapple and Whinston, 1996).

Differently, “knowledge is a flux mix of framed experiences, values, contextual

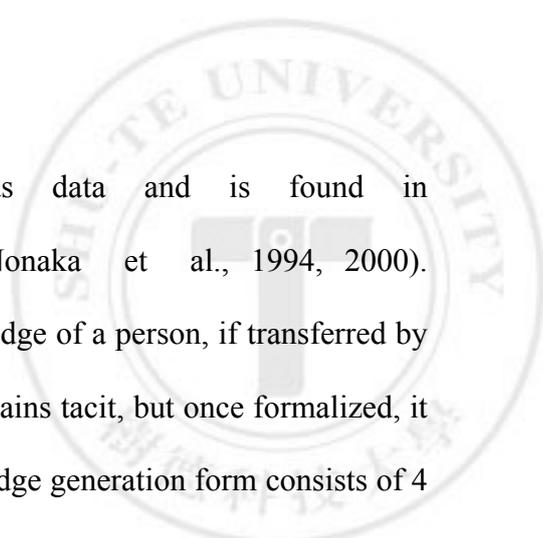


information, and expert insight that provides a framework for evaluating and incorporating new experiences and information. It originates and is applied in the mind of knower” (Davenport and Prusak, 1998). According to Acharya (2001), knowledge is information that includes human interaction with reality. Knowledge contains the whole set of insights, experiences, and procedures that are considered correct and true, and that, therefore, guides the thoughts, behavior, and communication of people (Liebowitz and Wilcox , 1999); it gives people ability to turn information and data into effective action (Appenhans et al., 1999).

Alavi and Leidner (2001) argue that the effective distinguishing feature between information and knowledge is not found in the content, structure, usefulness or interpretability, but rather “knowledge is information possessed in the minds of individuals: it is personalized information (which may or may not be new, unique, useful or accurate) related to facts, procedures, concepts, interpretations, ideas, observations, and judgments”. These varieties of knowledge definition agree on the opinion of knowledge related to human minds and learning process which can create and apply knowledge as well as influence human behavior.

2.2. Knowledge Types

There are two types of knowledge, tacit and explicit knowledge. Tacit knowledge is subjective, experience-based knowledge that cannot be expressed in words, sentences, numbers or formulas, often because it is contextual. This also includes cognitive skills such as beliefs, images, intuition and mental models as well as technical skills such as craft and know-how. Explicit knowledge is objective and rational knowledge that is easily expressed, captured, stored, and reused (Kidwel et al., 2000; Nonaka et al., 1994,



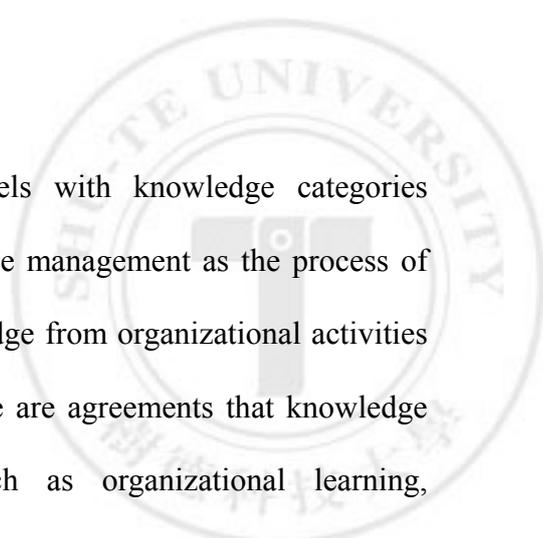
2000). Explicit knowledge can be transmitted as data and is found in databases, books, manuals and messages (Nonaka et al., 1994, 2000). According to Nonaka (1995, 1998, 2000), tacit knowledge of a person, if transferred by other persons through informal interactions, it still remains tacit, but once formalized, it will become explicit. Shukla (1997) stated that knowledge generation form consists of 4 stages in which tacit gets explicit; the explicit knowledge is transferred and becomes available to a number of persons at different places, and eventually becomes a common sense. The interactions between the explicit and tacit knowledge lead to the creation of new knowledge (Nonaka 1995, 1998). Another way of looking at the forms of knowledge is the levels at which knowledge is created, transferred, and utilized. The levels most frequently reported in literature are human, social, and systemic knowledge (De Long and Fahey, 2000).

In summarization, complex, tacit, social, and ‘know-why’ knowledge is most difficult to transfer, except through close interactions and a spirit of sharing between the sender and the recipient and teaching-learning is the significant process for collective and formative knowledge in higher education.

2.3. Knowledge Management

Knowledge management is related to the system that supports the creation, transfer and application of knowledge in organization (Nonaka, 1995, 1998, 2000; Alavi and Leidner, 2001; Rowley, 2001). Or Skyrme (1997) says that knowledge management is the systematic management of vital knowledge and its associated processes of creating, gathering, organizing, diffusion, use, and exploitation.

In organizations, knowledge management is supposed to identify knowledge



management applications, combine knowledge levels with knowledge categories (Gottschalk, 2005). Costello (1996) defines knowledge management as the process of managing the cycle of capturing and learning knowledge from organizational activities for improving organizational effectiveness. Still, there are agreements that knowledge management is closely related to concepts such as organizational learning, organizational memory, information sharing, and collaborative work (Schultze 1998). So, knowledge management can help organizations to gain advantages through raising the level of individual knowledge to the organizational level by capturing and sharing individual knowledge and turning it into organizational knowledge (Rus and Lindvall, 2002).

In the sense of tacit knowledge, knowledge is inside people's brains; therefore, the heart of the problem is how to manage and how to transfer knowledge. It also explains that in any group of persons, the combined knowledge of this group is much larger than the knowledge of any individual. The group knowledge is fragmented between the individuals, with persons often not knowing or understanding what is clear for others. That is why we have teaching and learning processes in which knowledge is transferred to some extent between individuals, from the teacher to learners and even between 'equals' in a working group (Maurer, 1999).

In general, knowledge management addresses key issues that can lead to success within organizations. Knowledge management addresses how organizations can manage the knowledge embedded in its systems, and contained in the heads of its employees and how to lever the existing knowledge and create new knowledge (Levine and Gilbert, 1998).

2.4. Knowledge Transfer

The main point of knowledge management process is to capture the right knowledge, codify it into appropriate form and deliver it to the right people (O'Dell and Grayson, 1998). So, knowledge transfer is completed only after the right people find the right knowledge, absorb it, and use it. Knowledge transfer is considered as the process of movement of the knowledge by which knowledge of one person is obtained by another (Minu, 2003; Jasimuddin, 2005). Darr and Kurtzberg (2000) also added in that the knowledge transfer only occurs “when a contributor shares knowledge that is used by an adopter.” Knowledge can be transferred from person to person, from person to structure ... in different environments including four dimensions of knowledge which means the complexity, nature, levels, and depth in effective transfer of knowledge (Bhagat et.al., 2002). Welch & Welch (2008) said that the knowledge should be explicit in order to be transferred because it is easier to be transferred (Roberts, 2000). Explicit knowledge is transferred in codified form, such as words, technical drawings, and graphics (Welch & Welch, 2008). In higher education, the teacher transfers the knowledge with its format, its availability to the student. As the recipient, the student absorbs and applies the knowledge through the learning-teaching process. Since Reagans and McEvily (2003) comment that explicit knowledge is much easier to be transferred across individuals than will tacit knowledge, in Welch & Welch (2008) study, they summarized that knowledge transfer include the process in which knowledge should be transform into more codified, more information-like, then delivered to the receiver and after the process of interpretation, comprehension and absorption and remember as well as application that knowledge. The process of knowledge transfer can be viewed as

Figure 1 which was edited from the work of O'Dell and Grayson (1998).

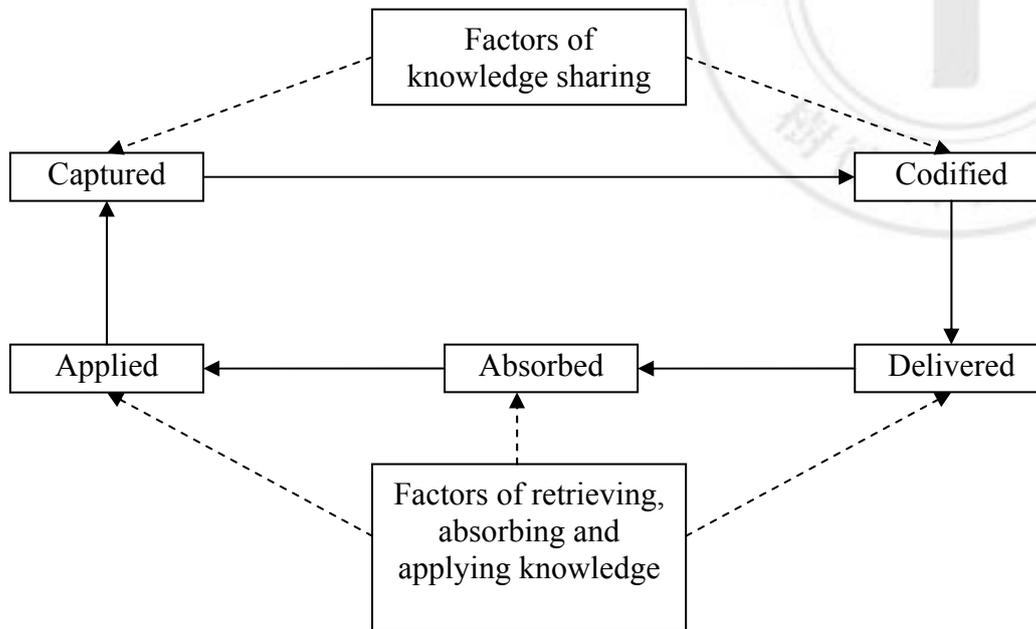


Figure 1. Knowledge Transfer Process
Source: O'Dell and Grayson (1998)

Knowledge transfer some time is seen as knowledge sharing, or a dyadic relationship between “source” and “recipient.” (Nonaka et al., 1994, 2000 ; Szulanski, 1996 ; Argote et al., 2000, Joshi et al., 2004; Nelson and Coopriider, 1996; Steyn, 2004 ; Liao, 2004 and Ko et al., 2005). In the study by Nonaka et al. (1994, 1998, 2000) on SECI and Bas suggests that knowledge transfer in learning and higher education between the teacher and the student can be related to the “knowledge spiral” model. Nonaka and Tekeuchi (1995) and Devenport and Prusak (1998) identify four knowledge processes: knowledge generation (creation and knowledge acquisition), knowledge codification (storing), knowledge transfer (sharing), and knowledge application. These processes can be represented as various transitions between knowledge categories. Knowledge is created in many forms and once created it tends to get transferred to

places and persons where it is potentially usable.

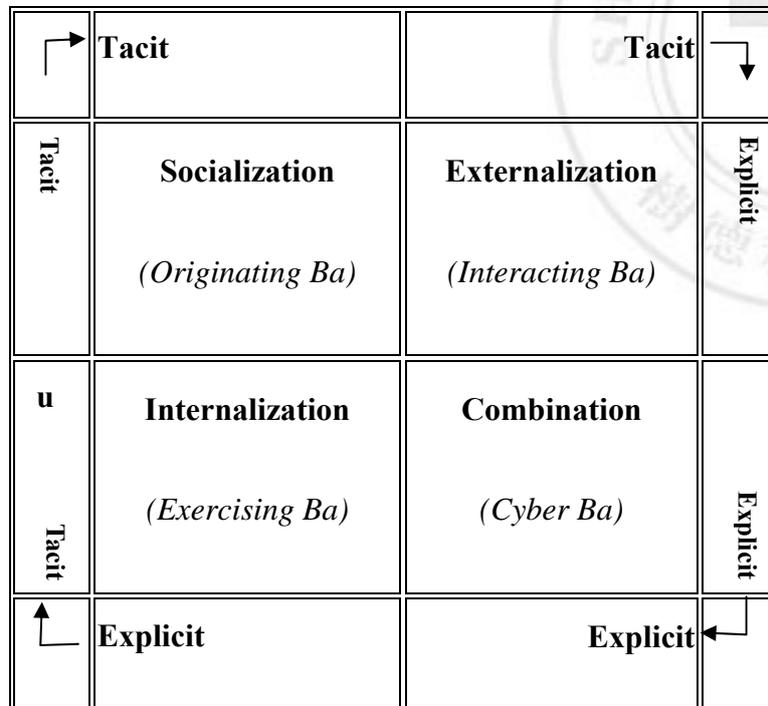
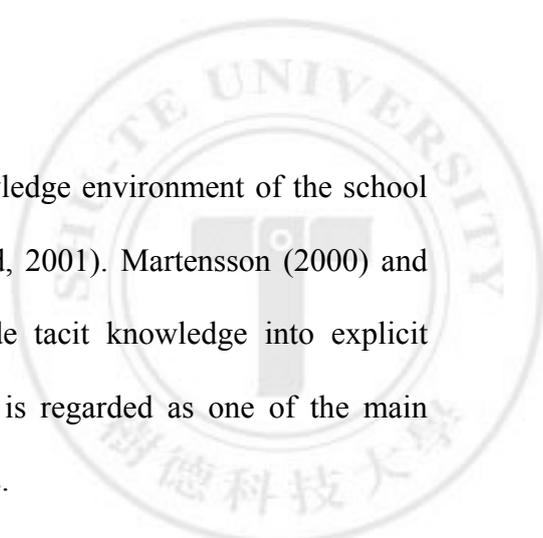


Figure 2. Nonaka's SECI Model

Source: Nonaka and Konno (1998).

In the Figure 2, Nonaka's SECI model can explain and identify the activities of teaching and learning in an educational environment. SECI model includes socialization, externalization, combination and internalization in which knowledge transforms from tacit to explicit knowledge and then creates the knowledge in student's mind. In an educational environment, the teacher encodes his or her tacit knowledge to explicit knowledge – externalization, through the teaching process. The explicit knowledge is transferred from the teacher to the student. That is combination. Then, the student accesses, decodes, understands and absorbs it. This is called internalization. And through learning, the student can transform explicit knowledge to their tacit knowledge. That is called socialization. And knowledge is really transferred from the teacher to the student. In general, knowledge management is about learning, knowledge management



in education needs to maximize the information-knowledge environment of the school for knowledge construction and knowledge use (Todd, 2001). Martensson (2000) and Rowley (2001) also discussed the attempt to decode tacit knowledge into explicit information in order to create individual knowledge is regarded as one of the main contributions of knowledge management at universities.

In business domain, knowledge transfer has always been a challenge for organizations. Since, it is only valuable when knowledge transfer integrated into a set of policies for knowledge generation and capture. The effective of knowledge transfer depends on how it increases the information flow and information sharing in organizations. More recently, people focus on knowledge transfer in different domains, as successful knowledge transfers are increasingly seen as requiring an ongoing process of learning interactions, rather than just a series of communications (Szulanski, 2000).

Recently, Szulanski (1996) studied a best practice of transfers within organizations, while others have used communications theory (Shannon & Weaver, 1949) to examine in particular the factors that make knowledge transfers difficult. According to this theory, “a transfer of knowledge is likened to the transmission of a message from a source to a recipient in a given context. Characteristics of the message or the situation that limit the amount of knowledge that can be transferred render the transfer stickier” (Szulanski, 1996, p. 438).

2.4.1. Knowledge Transfer in Higher Education

Learning can be seen as the acquisition of information, in which the students can get their understanding and knowledge based on what they have known. In the most general sense, the contemporary view of learning is that people construct new

knowledge and understanding based on what they already know and believe (Bransford, et al., 1999).

In order to be successful in knowledge management, higher education institutions have to manage knowledge assets in all aspects (Du Toit, 2000). In the emerging of the knowledge economy, the university has to take a wider perspective of the role of a knowledge provider, not only a valuable asset but also explicitly and develop it into the knowledge spiral.

The higher education institution focuses on developing students' knowledge and professional skills. Increasing students' knowledge is an important goal of all education, in which the teachers help students to acquire usable knowledge, and student can apply it to other situations. During the knowledge transfer process, learning is to change in behavior, and the ability to use it rather than just to remember of information (Hertel and Millis, 2002). In which, students can pursue the cognitive, attitudinal (affective) and psychomotor, in which student can analyze, evaluate, understand, remember, apply and create their own knowledge (Bloom, 1956; Anderson & Krathwohl, 2001). By then, the most effective learners are who that can develop powerful habits of the mind to think critically, creatively and to regulate their behavior; and to develop skills for lifelong learning.

Rowley (2001) states, higher education institutions are recognized to be in the knowledge business and are increasingly exposed to pressures in the market. As a unique case of knowledge spiral, higher education institutions typically deal with knowledge offering (Rodrigues et al., 2004). It has ability to develop knowledge creation, storage, transfer and application and plays an important role in

developing individual learner knowledge and skills (Garnett, 2001).

Therefore, in an institution, socialization is an exchange of experience whereby personal knowledge is created in the form of mental models, such as mentoring, training and the exchange of ideas which generate tacit knowledge (Hargreaves, 1999; Rossett, 1999). Teacher must endeavor to fulfill the task of transferring their tacit knowledge (process of socialization) and of making their tacit knowledge explicit so that they apply the relevant knowledge (externalization). However, the transfer of tacit knowledge can be done when individuals learn by carefully watching the source (Rowley, 2001). In externalization, tacit knowledge is made explicit by means of dialogue, communication and collective reflection among individuals (McAdam and McGreedy, 1999; Riley, 1998). Especially, combination is the kind of knowledge creation usually found in education and training and can be regarded as a powerful tool to transfer knowledge (Bassi, 1997; Robinson and Ellis, 1999). At the learning place, when knowledge is shared with the teacher, mentor or facilitator in the form of internal networking, new ideas from the learner bounce with established ideas in the mentor or facilitator (combination) (Hargreaves 1999). Knowledge is also combined outside the learning place. It can be combined through meetings, documents and networking when people exchange knowledge. In internalization, explicit knowledge becomes tacit knowledge through learning from documented knowledge and learning by doing (Hargreaves, 1999; Roelof, 1999). By taking the class, sharing experiences and learning by doing under the supervision of the teacher, mentor or facilitator, the learner acquires professional knowledge (internalization). Steyn (2004) concludes that

from knowledge management process, it is a great challenge to transfer the knowledge and create the tacit knowledge in individual minds.

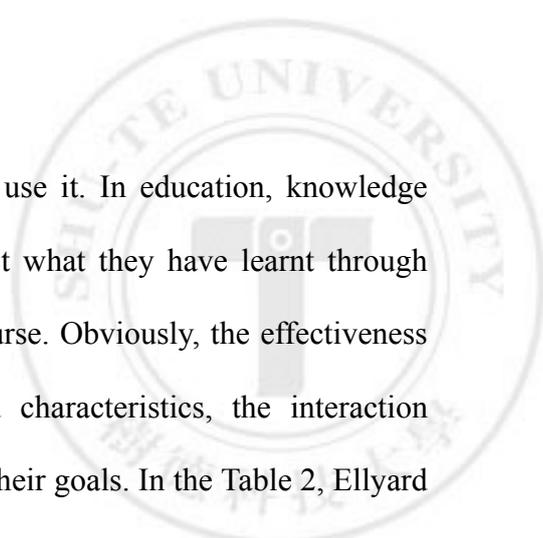
As teacher plays an important role of knowledge source, teacher can make effects on the process of knowledge creation and knowledge sharing. Research works show that the way teachers act and think involves knowledge about different things at different times, which depends on the individual experience and contexts of teaching and learning. Expert teachers should have pedagogical content knowledge as well as content knowledge (Bransford et al., 1999). Cross (2002) argues that without pedagogical content knowledge to recognize how the content can be explained appropriately to the poor-related people, teachers will be less equipped to do their work effectively.

He or she encourages learners to analyze, interpret and reflect in the process of knowledge construction. As an authoritative source of knowledge in higher education institutions, a highly effective teacher transfers knowledge successfully to students (Simon and Soliman, 2003). Because this research focuses on knowledge transfer, the purpose is to provide knowledge and professional skills for students as a critical thing in higher education institutions.

From Du Toit (2000), higher education development has depended more and more on the intellectual capital of faculty members and their capacity. So, the institute itself and members need to recognize to their changing role and respond respectively to the society (Rowley (2001).

2.4.2. Knowledge Transfer as the Term of Teaching Effective

As discussed, the knowledge transfer process is complete when the right



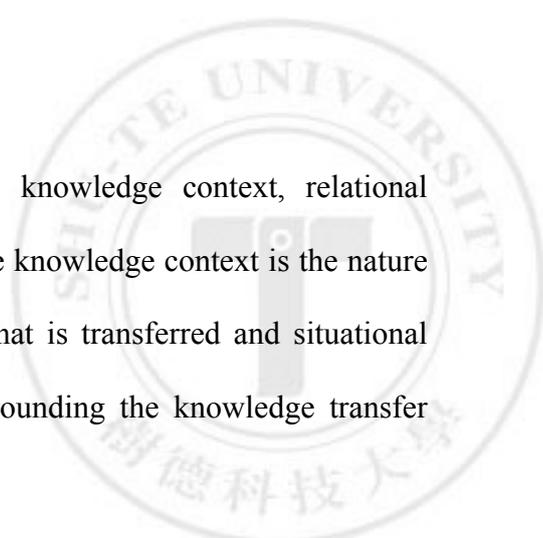
people find the right knowledge, absorb it, and use it. In education, knowledge transfer is complete when the student can reflect what they have learnt through applying the knowledge they have learnt in a course. Obviously, the effectiveness is based on the teaching-learning process and characteristics, the interaction between the teacher and the student in achieving their goals. In the Table 2, Ellyard (2001) describes a variety of types of learning including the goals and characteristics of the learning process.

In traditional education, there is always one way. Learning in which students just take what teachers give. The modern education is different. This study on higher education can clearly show that teachers as knowledge enablers together with their teaching pedagogy still play a critical role in helping students formulate their own knowledge. With different types of teaching and learning pedagogies and other sources of knowledge, the knowledge transferred from teachers to students will influence the quality and quantity of the knowledge gained by students during the learning process.

Since, we discuss about the knowledge transfer in the teaching/learning process, effective teaching is the primary issue that could be concerned. As a guide to the process of learning, not a manager of content, the teacher uses two-way communication to transfer the objectives and methods of the learning process. By them, the teacher can develop the curriculum, knowledge content and teaching content inside and outside the classroom, and transfer to student.

2.4.3. Knowledge transfer model

In Joshi's study (2004), the knowledge transfer process is influenced by five



components: source context, recipient context, knowledge context, relational context, and situational context. Among those, the knowledge context is the nature and characterization of the type of knowledge that is transferred and situational context is the environmental characteristics surrounding the knowledge transfer process (Joshi et al., 2004).

In addition, effective knowledge transfer requires the senders and recipients to be willing to get involved or participate in the process. As Szulanski (1996) found, the relationship between the source and recipient is a critical issue that can make knowledge transfer become more difficult (Ko et al., 2005).

Therefore, we can conclude that knowledge transfer is the process by which knowledge moves from a source to a recipient and is readily applied by the recipient (Ju & Tran, 2006), specifically, from a teacher to a student in higher education.

Ko et al. described knowledge transfer as a dynamic process that related to the sender and recipient relationship. It is reflected in the process, in which the sender and the recipient all have the motivation when transferring and receiving knowledge, the understanding between each others and the easy relationship. More over, the process also requires the sender credibility and communication skill.

According to Ko et al. (2005), in order to easily transfer the knowledge, it should be explicit first by interpreted and formalized. Then, the face-to-face contact will take part to make the knowledge transfer. “Education often follows the time intensively and communication inspires the means of transmitting knowledge” (Ju & Tran, 2006). When discussing about the difficulties and the

motivational barriers to the knowledge transfer, the knowledge itself and the receiver's inability to interpret it are two of the most important factors of inhibiting knowledge transfer (Szulanski, 1996). These ideas suggest that in higher education, the knowledge content and the pedagogy skills are fundamental.

In 2005, Ko et al. proposed a knowledge transfer model from consultants to customers in a consulting organization (see Figure 3). The research studied about the knowledge transfer from consultants to customers between firms' information systems implementation environment. In his knowledge transfer model, he studied knowledge transfer using behavioral measure, which are knowledge, motivation, and communication dimensions (Ko et al., 2005).

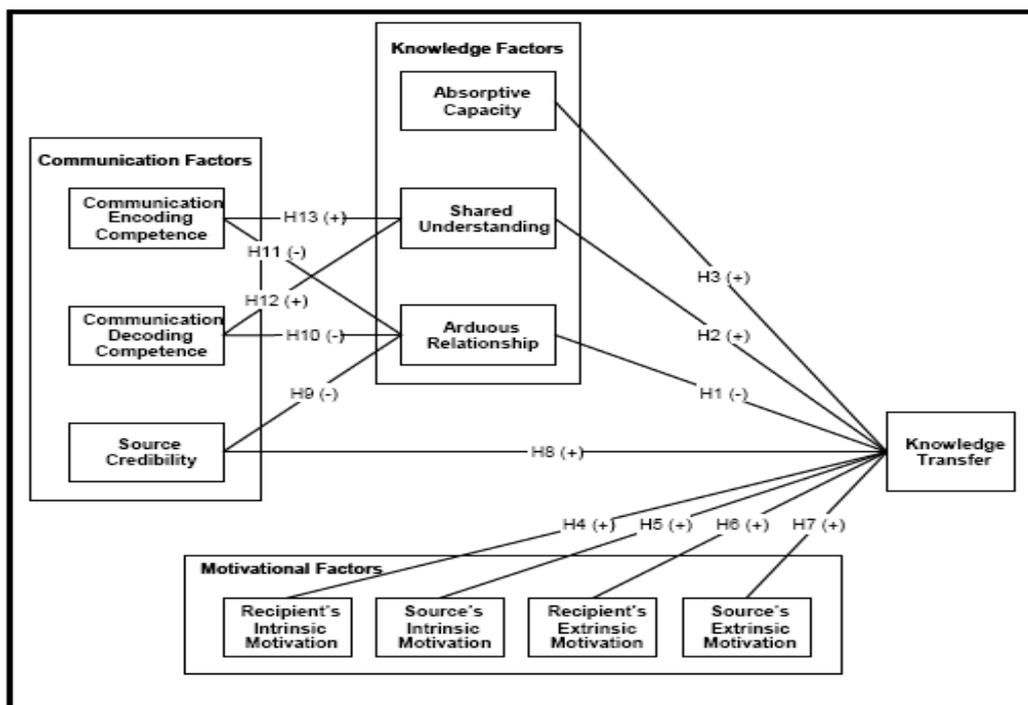


Figure 3. Knowledge Transfer Model
Source: Ko et al. (2005).

There were some other authors discussed about those dimension, the table 1

is the summary of those

Table 1. Summary of Authors supported for knowledge related factors

Measures	Authors
<i>1. Knowledge Dimension</i> Student's Absorptive Capacity Teacher & Student Shared Understanding Teacher & Student Arduous Relationship	Nonaka, 1994 Kogut and Zander, 1995 Argote, 1999 Joshi et al., 2004 Ko et al., 2005
<i>2. Motivation Dimension</i> Student's Intrinsic Motivation	Szulanski, 1996 Ko et al., 2005
<i>3. Communication Dimension</i> Teacher's Communication Competence Teacher's Credibility	Alavi and Leidner, 2001 Ko et al., 2005 Szulanski, 1996

In higher education, the nature and degree of knowledge transfer are related to the learners' cognitive, motivational, and emotional capacity to adapt (Volet, 1999). And the factors that influence knowledge transfer from the teacher to the student can be identified as knowledge, motivation, and communication between teacher and student. Studies suggest that the dependent variable knowledge transfer in higher education can be influenced by three sets of factors: knowledge, motivation, and communication factors (Ju and Tran, 2006). Since many studies consider that to measure the knowledge transfer can be a good way to evaluate the effectiveness of teaching and learning performance (Alvarez et al., 2004; Simon

and Soliman, 2003; Joshi et al. 2004; Steyn 2004; Robson et al., 2003; Liao, 2004). In this study, we concentrate on effective teaching and test if there is effective knowledge transfer during the course by adopting The Knowledge Transfer from Teacher to Student Model from Ko et al., (2006). In this model, the knowledge factor will be absorptive capacity, shared understanding, and arduous relationship; communication factors such as communication encoding competence and source credibility; and the motivation factor of intrinsic motivation on knowledge transfer with students in basic computer course as well as to compare the effects of those factors in different countries.

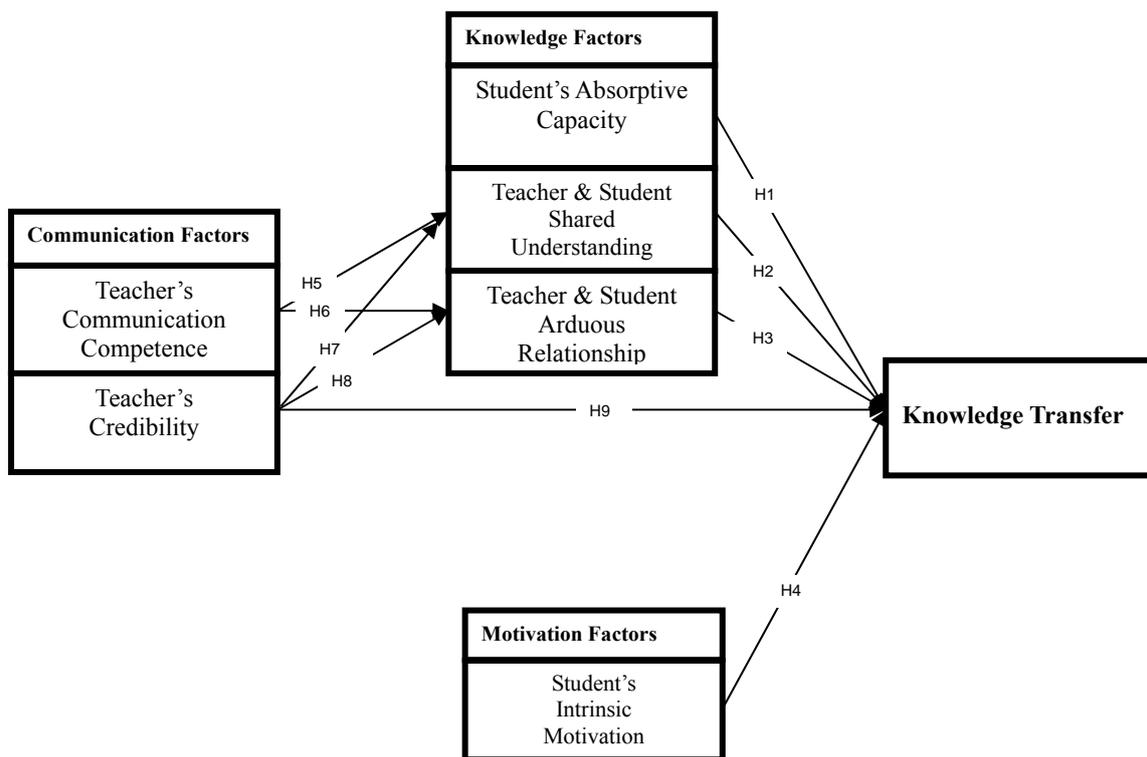


Figure 4. Research model

Student's Absorptive Capacity

According to Cohen & Levinthal (1990) defined absorptive capacity is the ability to acquire and assimilate and use the knowledge. According to Zahra and George (2002), absorptive capacity is divided into two dimensions: potential absorptive capacity and realized absorptive capacity. Several studies on absorptive capacity (Cohen and Levithal, 1990; Nonaka, 1994; Szulanski, 1996; Nahapiet and Ghoshal, 1998; Bosch et al., 1999; Zahra and George, 2002; Ko et al., 2005) consider it as the ability to value, assimilate, and apply new knowledge. In education the absorptive capacity is directly related to the student and it influences the knowledge absorptive capacity and knowledge transfer (Alvarez et al., 2004). The potential absorptive capacity of student indicates knowledge acquisition and assimilation capabilities of knowledge transferred. And the realized absorptive capacity includes knowledge transformation and exploitation capabilities. The higher level of absorptive capacity students have, the better understanding of the new knowledge and a higher level of harnessing knowledge from external sources. Several studies found that for effective transfer of knowledge, learning partners need to have a balance of similarity and dissimilarity in terms of their knowledge base (Lane et al., 1998, 2002). The student's absorptive capacity is based on their ability to value, assimilate, and apply new knowledge which is related to their previous learning and knowledge.

In order to test the influences of student's absorptive capacity to knowledge transfer, the first hypothesis we want to test is

H1: The greater the absorptive capacity of the student, the greater the knowledge transferred.

Teacher and Student Shared Understanding

Shared understanding between the teacher and the student means the shared underlying beliefs, values, and principles that will guide their interaction. During the teaching process, understanding in both teacher and student are important (Mulder et al., 2002; Yuen and Ma, 2004). The accumulation of experience in an activity is tested that it facilitates communication and understanding of relevant knowledge (Kogut and Zander, 1995; Joshi et al., 2004). Without some shared understanding of the culture of classrooms, the teacher and the student will separate into different worlds (Beasley, 2005). To examine the shared understanding between teachers and students, we test the second hypothesis

H2: The greater the shared understanding between the teacher and the student, the greater the knowledge transferred.

Teacher and Student Arduous Relationship

Knowledge transfer can require many interactions between both sides (Nonaka, 1994). According to Argote (1999), one important factor affecting the transfer of knowledge is the relationship between the source and the recipient. Before that, Szulanski (1996) said that the source's ability to transfer and the recipient's ability to learn and apply the knowledge are affected by the emotional distance between them. So, it means that a successful interaction depends on the quality of the relationship (Ko et al., 2005).

In order to test the influences of the teacher-student relationship on knowledge transfer, the hypothesis will be

H3: The more arduous the relationship between a teacher and a student, the less

effective the knowledge transfer.

Student's Intrinsic Motivation

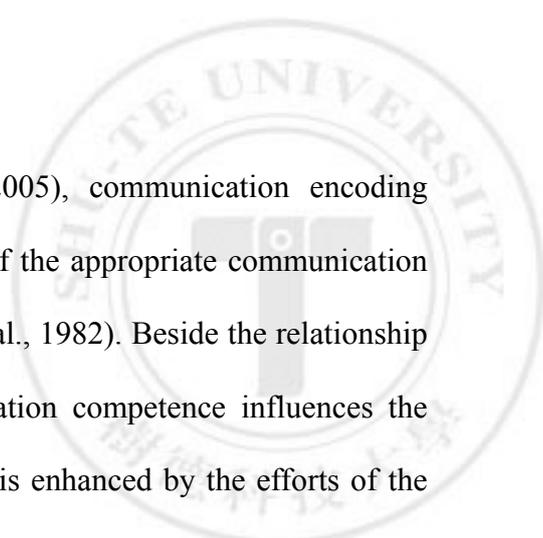
In general term, motivation affects the amount of time and energy that people are willing to devote to learning. Humans are motivated to develop competence and to solve problems; they have, as White (1959) put it, "competence motivation." In higher education, Szulanski (1996) and Ko et al., (2005) emphasized the influence of motivation constitutes on knowledge transfer process; because students' motivation is related to their desire to participate in the learning process.

Argote (1999) found a positive relationship between motivation and knowledge transfer. This active view of transfer assumes that transfer is adequately reflected by learners' abilities to be aware of, to learn, and to solve a set of transfer problems right after they have engaged in an initial learning task. Therefore, teachers should encourage students to be motivated also by the love of learning, knowledge for the sake of knowledge, and positive feelings about themselves. In order to test the influences of student's intrinsic motivation on knowledge transfer, the fourth hypothesis will be

H4: The more intrinsically motivated the student, the greater the knowledge transfer.

Teacher's Communication Competence

Knowledge transfer is useful when considering the communication ability of the sender, whether the sender can encode the message accurately, uses an appropriate medium to transmit the message, and whether the receiver decodes the message correctly (Hollensen, 2001, Welch & Welch, 2008). According to Alavi and Leidner (2001), face-to-face communication is a fundamental factor that affects the quality of



knowledge transfer. In the study by Ko et al. (2005), communication encoding competence is the ability to demonstrate knowledge of the appropriate communication behavior to effectively achieve one's goals (Monge et al., 1982). Beside the relationship between the teacher and the student, the communication competence influences the quality of interaction. The success of communication is enhanced by the efforts of the teacher inside and outside the classroom. In order to test the influences of teacher's communication skill on shared understanding/arduous relationship, we develop this hypothesis

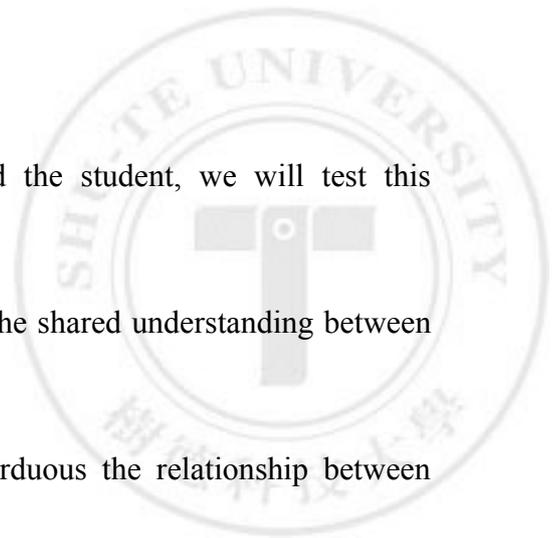
H5: The greater the teacher's communication encoding competence, the greater the shared understanding between teachers and students.

H6: The greater the teacher's communication encoding competence, the less arduous the relationship between teachers and students.

Teacher's Credibility

In the knowledge transfer process, the source credibility means a recipient perceives a source to be trustworthy and an expert. Szulanski discovered that when a source is not perceived as trustworthy or reliable, the recipients are less motivated to internalize the knowledge that is communicated to them by the knowledge source. Recipients often use a source's reputation for the purposes of knowledge valuing (Szulanski, 1996; Ko et al., 2005; Joshi et al., 2005). As a source of knowledge, the teacher not only affects the knowledge creation and transfer, but also affects the attitude and the relationship between the teacher and the student. According to Knight, the specific teaching behaviors will determine the teacher's credibility.

In order to measure the effects of teacher credibility on knowledge transfer and on



the quality of relationship between the teacher and the student, we will test this hypothesis

H7: The more credible the teacher, the greater the shared understanding between teachers and students.

H8: The more credible the teacher, the less arduous the relationship between teacher and student.

H9: The more credible the teacher, the greater the knowledge transfer.

The Table 1 summarized all the hypotheses that we use to test the relationships among the construct in knowledge transfer in higher education to analyze the factors that influence knowledge transfer from the teacher (as a source) to the student (as a recipient) inside and outside the classroom.

Table 2. The expected direction of the relationships among the constructs

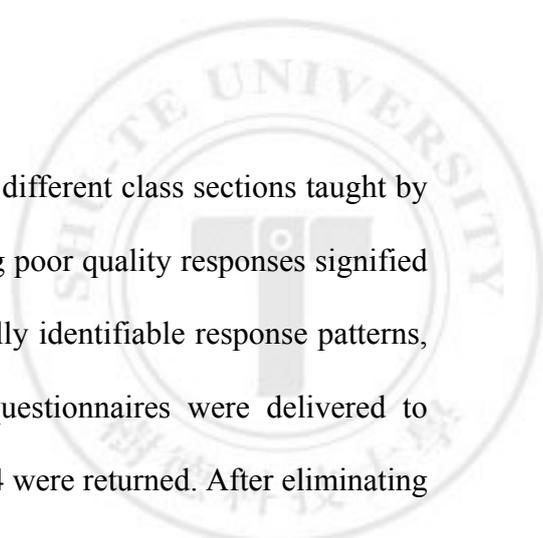
Hypothesis		Expected direction of the relationships
H1	Student's Absorptive capacity influences KT	Positive
H2	Teacher and Student Shared Understanding influence KT	Positive
H3	Teacher and Student Arduous Relationship influence KT	Negative
H4	Student's Intrinsic Motivation influences KT	Positive
H5	Teacher's Communication Encoding Competence influences Shared Understanding	Positive
H6	Teacher's Communication Encoding Competence influences Arduous Relationship	Negative
H7	Teacher Credibility influences Shared Understanding	Positive
H8	Teacher Credibility influences Arduous Relationship	Negative
H9	Teacher Credibility influences KT	Positive

Chapter 3 Research Methodology

This research will use the quantitative method is designed to reveal the usual knowledge and behavior of the student in the teaching-learning process in terms of knowledge transfer. With quantitative methods such as surveys and questionnaires, for example, we asked all participants identical questions in the same order. The response categories from which participants may choose are “closed-ended” or fixed. However, it requires a thorough understanding of the important questions to ask, the best way to ask them, and the range of possible responses.

The questionnaire was designed based on the questions type suggested by Bloom which was developed in English and translated into Vietnamese by native speakers. A total of 21 items will be used to measure the variables involved, broken down as follows: for knowledge-related factors, 9 items; for motivation-related factors, 3 items; for communication-related factors, 6 items; for knowledge transfer, 3 items. Data for this study was collected using questionnaires disseminated over a one-week period. Data for this study will be collected using five-point Likert scales as well as four-point interval scale. The measurement instrument includes items that capture both aspects to assess whether the student learns from the teacher and whether he or she is able to apply this knowledge.

This study surveys over 700 undergraduate students enrolled in the Introduction to Computers course at Shu-Te University (STU) in Taiwan, Mahasarakham University (MSU) in Thailand and Ton Duc Thang University (TDT) in Vietnam. The dependent variable, knowledge transfer, was measured by asking each student about his/her extent of learning (during the course).



In Taiwan, 350 questionnaires were delivered to different class sections taught by different teachers. 312 were returned. After eliminating poor quality responses signified by inattention to the reverse coded question and visually identifiable response patterns, we were left with 295 records. In Thailand, 400 questionnaires were delivered to different class sections taught by different teachers. 384 were returned. After eliminating poor quality responses, 365 records were retained. In Ton Duc Thang University (TDT) in Vietnam, among 350 questionnaires were sent, 312 were returned. After eliminating poor quality responses signified by inattention to the reverse coded question and visually identifiable response patterns, we were left with 282 records.

After the data collected, we used the SPSS 13.0 and VisualPLS to analyze the component and reliability of the factors.

Chapter 4 Data Analysis and Results

This chapter presents data analysis and the results of research analysis associated with each research hypotheses. The first section describes data analysis including data analysis technique. The second section describes data collection and also illustrates the characteristics of the samples. The third and fourth sections are the evaluation of reliability and validity of questionnaire items. According to factor analysis, the latent variables were tested.

4.1. Data analysis technique

Data analysis was developed using a form of structural equation modeling (SEM) which provides researchers with a comprehensive means to access and modify theoretical models and have become increasingly popular in information systems research as they offer great potential for furthering theory development (Gefen, Straub, & Boudreau, 2000). This research use partial least squares (PLS), a software that uses a components-based structural equation modeling (SEM) technique which has the ability to model latent constructs under conditions of non-normality and small to medium sample data sets (Chin, 1998). VisualPLS (Fu, 2006a), a software application for path modeling with latent variables, was used to carry out the data analysis for this research. For common research, PLS works well with some issues such as missing values and the presence of multi-co linearity (Chin, 1998; Gefen, Straub, & Boudreau, 2000). PLS is considered well suited to explain complex relationships (Fornell & Larcker, 1981).

4.2. Demographic Data

There are three types of demographic data collected including gender, age and type of courses. In gender distribution, while SMU and TDT have the majority of

students are male (61.8% and 52.7%); female students in STU are more than male (58.6% female). In the age aspect, the students' age in three schools is mostly young (less than 25 years old) which means most of them are in the normal age of university students (4 years/day). However, students in STU are mostly 17-18 years old (1st year), while students in MSU are mostly 19, 20 years old (2nd and 3rd year) and students in TDT are 42.3% from 21-25 years old (3rd to 4th year). Comparing the three groups of respondents, the demographic aspects are quite different in the aspects of age, so, there might be a different of the result.

Table 3. Characteristics of the respondents.

Measure	Item	Percentage (%)		
		STU	MSU	TDT
Gender	Male	41.4	61.8	52.7
	Female	58.6	38.2	47.3
Age	17 ~ 18 years old	40.6	1.8	7.8
	19 ~ 20 years old	37.8	77.3	39.8
	21 ~ 25 years old	14.2	20.8	42.3
	26 ⁺ years old	7.4	0.3	10.1
Type of course	(1) 4-year Daytime Student	78.6	75.0	72.0
	(2) 4-year Nighttime Student	14.2	25.0	15.2
	(3) 2-year Nighttime Student	7.2	0.0	12.8

Comparing the two groups of respondents, we can see that there is a big difference in male and female portions of the classes in STU and MSU. The number of female students in STU is much greater than that of male students while in MSU the number of female students is much smaller than that of male students.

There is also a big difference in STU's correspondents. A big number of students

(40.6 %) in this survey are at the younger age (17 ~ 18 years old).

4.3. Reliability and Credibility

Reliable test of SPSS has been run to find the Cronbach's alpha, which is the average value of the reliability coefficients tells the consistency and validation of the variables in which the greater Cronbach alpha, the higher consistency (Gliem & Gliem, 2004). The Cronbach alpha is good when it is greater than 0.70 (Nunnally, 1978). In the result from STU, the construct CE2 was removed to increase the value of Cronbach alpha value from 0.46 to 0.64. Maybe the question of CE2 make respondents confused since it is the reverse question which used the same scale as others. Moreover, when doing the survey, the students in Taiwan were not warn about this different while in Thailand warned respondents about this reverse question.

The Cronbach alphas in Ton Duc Thang University are more consistences and reliable with most of factors are around or more than 0.7. In other schools, these values are ranging from 0.58 to 0.94, in which the gap of Cronbach's alpha in STU is bigger than others.

The second number need to concern for the reliability is the loading factors, a numerical values reflect the strength of relationship between the factors and the variables. The higher the loading factor variable, the more closely it relates to on another (ERG, 2004). According to Hair et al. (1998), factor loadings of 0.5 or above are acceptable. The loading factors of data analyzed are ranged from 0.55 to 0.94, in which the relationship of factors of TDT and STU (majority are 0.7 to 0.8) are highly related than factors surveyed in MSU (majority are 0.5 to 0.6).

Table 4. Reliability – Cronbach's alpha

Variables	Shu-Te University, Taiwan						Maharakham University, Thailand						Ton Duc Thang University, Vietnam					
	Mean and SD	Construct	Mean	SD	Factor Loading	Cronbach's Alpha	Mean and SD	Construct	Mean	SD	Factor Loading	Cronbach's Alpha	Mean and SD	Construct	Mean	SD	Factor Loading	Cronbach's Alpha
Knowledge Transfer	1.86 (0.81)	KT1	1.69	0.83	0.8	0.87	2.12 (0.52)	KT1	1.97	0.64	0.61	0.69	2.03 1.10	KT1	2.13	1.11	0.76	0.76
		KT2	1.81	0.89	0.87			KT2	2.25	0.7	0.61			KT2	2.04	1.07	0.84	
		KT3	2.07	1.01	0.73			KT3	2.14	0.66	0.6			KT3	1.94	1.11	0.86	
Student's Absorptive Capacity	2.26 (0.7)	AC1	2.78	1	0.79	0.58	2.27 -0.59	AC1	2.27	0.76	0.66	0.71	1.93 1.01	AC1	2.01	1.04	0.70	0.64
		AC2	1.62	0.88	0.89			AC2	2.3	0.75	0.61			AC2	1.97	0.96	0.78	
		AC3	2.39	0.95	0.72			AC3	2.22	0.7	0.53			AC3	1.82	1.02	0.81	
Teacher and Student Shared Understanding	2.02 -0.76	SU1	1.86	0.89	0.68	0.82	2.28 -0.6	SU1	2.02	0.75	0.67	0.61	1.90 1.05	SU1	1.94	1.05	0.70	0.69
		SU2	2.09	0.89	0.8			SU2	2.29	0.77	0.72			SU2	1.86	1.02	0.81	
		SU3	2.11	0.88	0.76			SU3	2.53	0.86	0.58			SU3	1.89	1.09	0.84	
Teacher and Student Arduous Relationship	3.12 -0.57	AR1	3.17	0.66	0.61	0.66	3.16 -0.46	AR1	3.08	0.54	0.55	0.66	2.00 1.09	AR1	2.07	1.12	0.76	0.76
		AR2	3	0.75	0.85			AR2	3.17	0.63	0.65			AR2	2.00	1.05	0.85	
		AR3	3.36	0.79	0.75			AR3	3.24	0.61	0.66			AR3	1.92	1.11	0.86	
Student's Intrinsic Motivation	2.07 -0.86	IM1	2.07	0.96	0.86	0.89	2.07 -0.57	IM1	1.91	0.72	0.58	0.62	2.01 1.09	IM1	2.08	1.12	0.76	0.74
		IM2	1.99	0.94	0.85			IM2	2.14	0.77	0.54			IM2	2.03	1.06	0.83	
		IM3	2.16	0.96	0.67			IM3	2.15	0.79	0.67			IM3	1.93	1.11	0.85	
Teacher's Communication Encoding Competence	1.94 -0.76	CE1	1.98	0.88	0.61	0.64	2.35 -0.59	CE1	2.36	0.74	0.6	0.67	2.06 1.08	CE1	2.15	1.11	1.11	0.70
		CE2						CE2	2.38	0.77	0.67			CE2	2.09	1.02	1.02	
		CE3	1.89	0.88	0.58			CE3	2.34	0.77	0.62			CE3	1.95	1.11	1.11	
Teacher's Credibility	1.79 -0.79	SC1	1.78	0.84	0.85	0.94	1.79 -0.79	SC1	2.1	0.79	0.61	0.77	2.03 1.10	SC1	2.13	1.11	1.11	0.76
		SC2	1.79	0.84	0.88			SC2	2.16	0.82	0.75			SC2	2.04	1.07	1.07	
		SC3	1.81	0.84	0.88			SC3	2.09	0.81	0.74			SC3	1.94	1.11	1.11	

From those figures, it shows that the results of questionnaires from TDT University are good and consistent enough for further analysis.

4.4. Knowledge Transfer Model in Higher Education - SEM Analysis

Because this is an empirical study as well as the study used to test hypothesis, so it is suitable to use Structure equation modeling technique (Wikipedia, 2009), a multivariate technique measure a variable and estimating the magnitude and direction of the relationships among the variables (Igbaria et al., 1995).. According to Hair et al., (1998) with his criteria of a research model, the research model in this study is acceptable. Therefore, the model test will be correct provided that the model is correct.

Below are 3 fit models analyzed from 3 universities, STU, MSU and TDT.

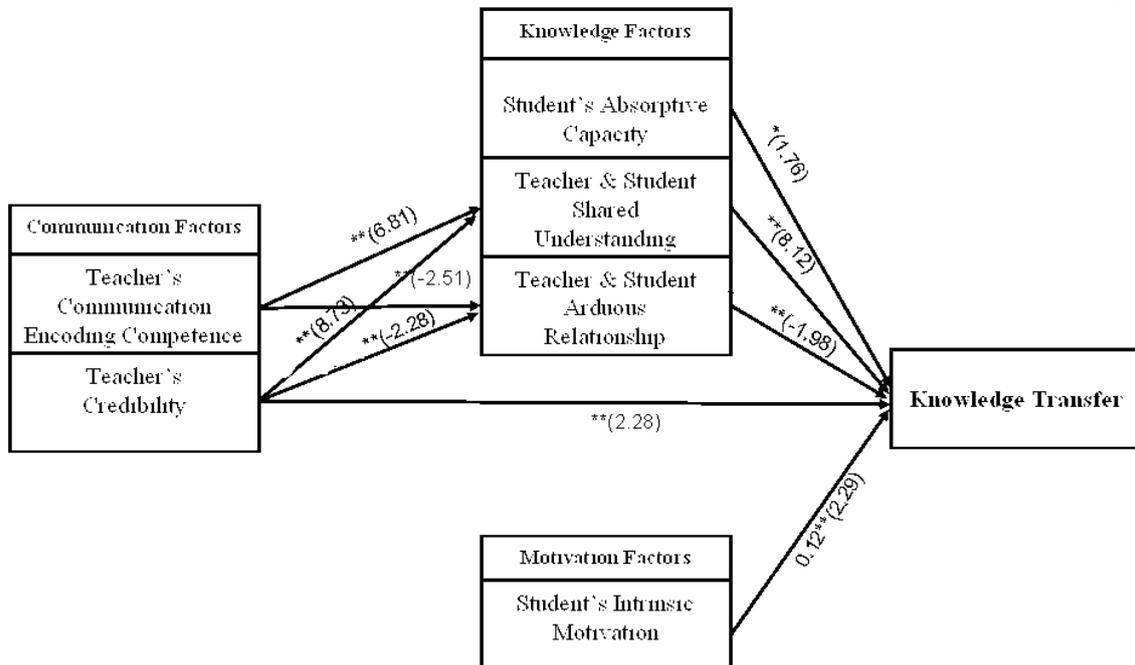


Figure 5. Taiwan University Fit model.

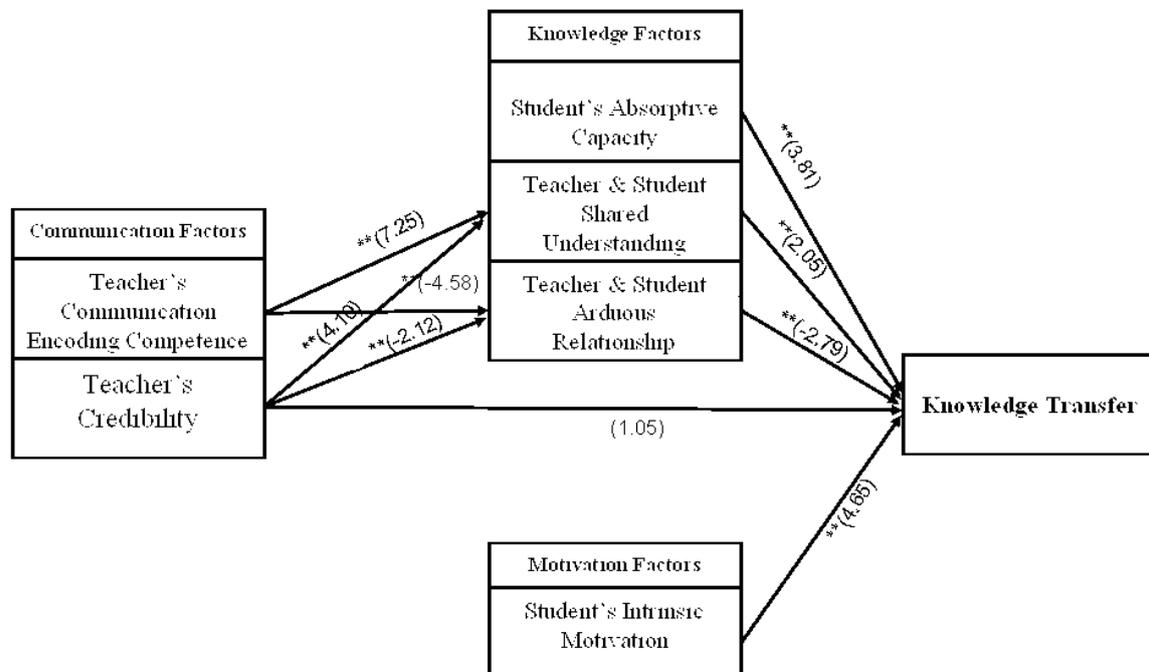


Figure 6. Thailand University Fit model

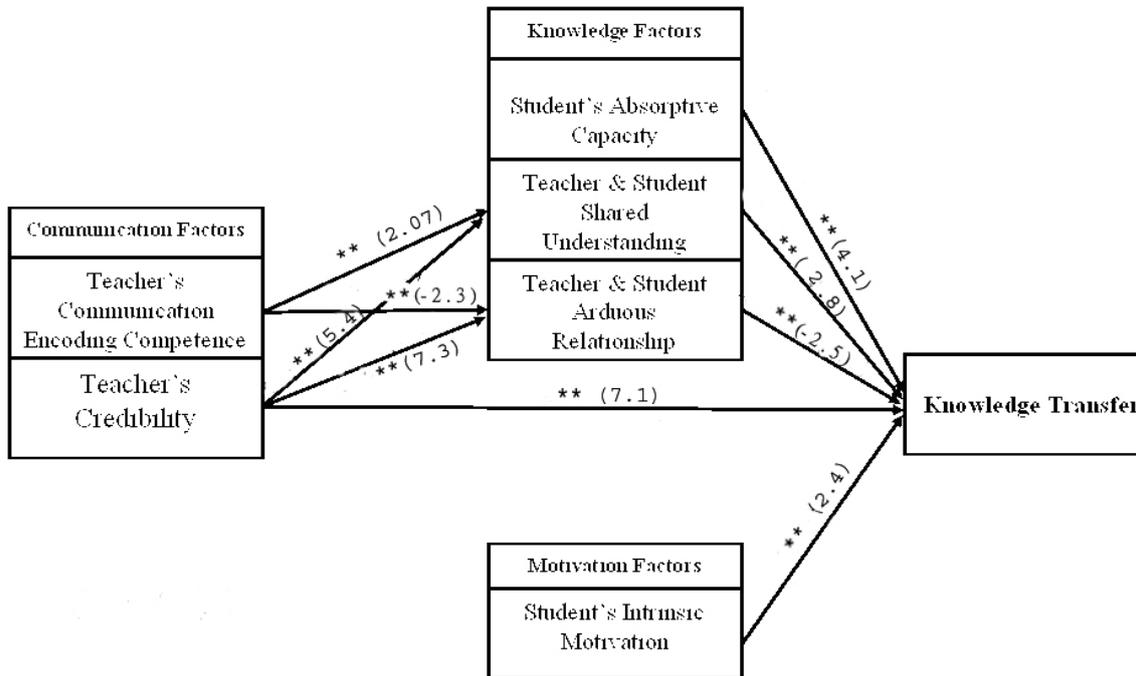


Figure 7. Vietnam University Fit model.

From those two models, the results were that all the hypotheses were supported from STU, which mean that, the three dimensions of knowledge factors, communication factors and motivation factors really have an influence on knowledge transfer and effective teaching in STU. However, in MSU (Thailand), the teacher credibility did not influence knowledge transfer (see table 5). Maybe, the students reflect the teacher by their market experience and the knowledge they given in class rather than how they behave or the credibility they are holding.

Table 5. Test of hypotheses

Hypotheses		t- value			Hypothesis results		
		STU	MSU	TDT	STU	MSU	TDT
H1	Student's AC influences to KT	(1.76)	(3.81)	(4.1)	supported	supported	supported
H2	Teacher and Student SU influence to KT	(8.12)	(2.05)	(2.8)	supported	supported	supported
H3	Teacher and Student AR influence to KT	(-1.98)	(-2.79)	(-2.5)	supported	supported	supported
H4	Student's IM influences to KT	(2.29)	(4.65)	(2.4)	supported	supported	supported
H5	Teacher's CE influences to SU	(6.81)	(7.25)	(2.07)	supported	supported	supported
H6	Teacher's CE influences to AR	(-2.51)	(-4.58)	(-2.3)	supported	supported	supported
H7	Teacher's Credibility influences to Teacher and Student SU	(8.73)	(4.10)	(5.4)	supported	supported	supported
H8	Teacher's Credibility influences to Teacher and Student AR	(-4.46)	(-2.12)	(7.3)	supported	supported	NOT supported
H9	Teacher's Credibility influences to KT	(2.28)	<u>(1.05)</u>	(7.1)	supported	NOT supported	supported

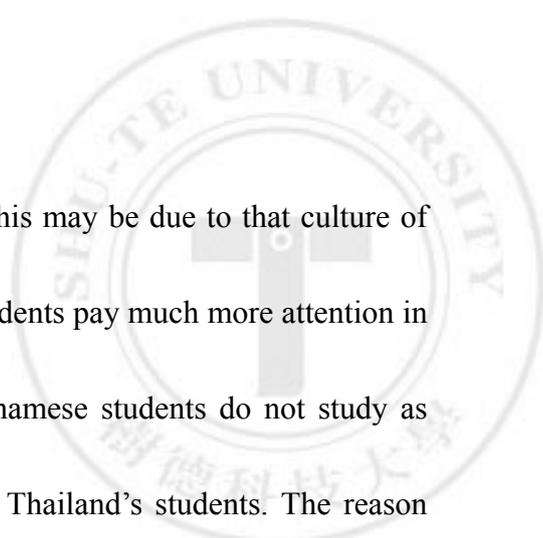
See from table 3, in TDT, Vietnam, most of the hypotheses were supported except the hypothesis 8. That means the knowledge transfer in Vietnam also influenced by 3 dimensions like in Taiwan, knowledge dimension, motivation dimension and communication dimension. However, maybe because of the culture different, whereas in Vietnam, students are not closed to teachers and rarely talked to teacher, so whether the teacher has high credible or not, it does not matter and does not affect students – teacher's relationship and communication at all. The results almost support the literature of prior studies and for our research model in higher education.

The results from our study show that effective knowledge transfer from the teacher to the student, is influenced by (1) student's knowledge absorptive capacity and student's motivation to learn and receive knowledge from the teacher; (2) teacher's communication skill in teaching and teacher's reliability (except that hypothesis 9 is not supported for Thailand) (3) the relationship and understanding of teacher and student (except hypothesis 8 is not supported for Vietnam).

Table 6. Comparative analysis

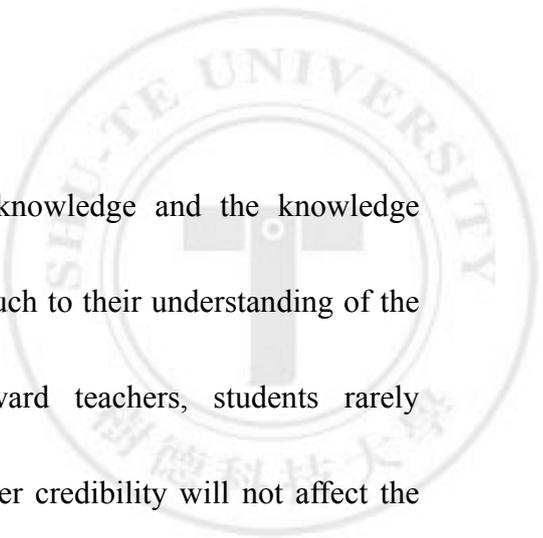
Variables	STU		MSU		TDT	
	Mean	SD	Mean	SD	Mean	SD
Knowledge Transfer (KT)	1.86	0.81	2.12	0.52	2.03	1.1
Student's Absorptive Capacity (AC)	2.26	0.7	2.27	0.59	1.93	1.01
Teacher and Student Shared Understanding (SU)	2.02	0.76	2.28	0.6	1.9	1.05
Teacher and Student Arduous Relationship (AR)	3.12	0.57	3.16	0.46	2.0	1.09
Student's Intrinsic Motivation (IM)	2.07	0.86	2.07	0.57	2.01	1.09
Teacher's Communication Encoding Competence (CE)	1.94	0.68	2.35	0.59	2.06	1.08
Teacher's Credibility (SC)	1.79	0.79	1.79	0.79	2.03	1.1

The results showed in table 6 is about the most frequent answers from respondents based on the Likert Scales, in which "1" is "agree" and "5" is "disagree". Most of the students from both universities believe that they can acquire knowledge from the teacher during the Introduction to Computer Concept courses. But the students of TDT and STU have a stronger belief than those of MSU (KT Mean value of STU and



TDT are 1.86 and 2.03 compared to 2.12 of MSU). This may be due to that culture of Taiwan and Vietnam has a very similar culture, that students pay much more attention in class to learn more from the lecture. Moreover, Vietnamese students do not study as much effective as student in Taiwan, still better than Thailand's students. The reason might be they value the Student's absorptive capacity as well as they have the background about Computer before they join the class (the mean value of Vietnam is 1.93 comparing to 2.26 of Taiwan and 2.27 of Thailand). The motivation factors toward learning Computer course of students in 3 countries are almost similar.

While the most influential factor to knowledge transfer in the Taiwanese university is shared understanding ($t = 8.12$), the most influential factors in the Thai university are student's absorptive capacity ($t = 3.81$) and motivation ($t = 4.65$). In Vietnam, the most influence factors are Teacher credibility and Student absorptive capability ($t = 716.06$ and $t = 3.67$ respectively). These figures suggest that in the Thai university, students' AC and IM have a great impact, especially in a university as big and as well-recognized as MSU. Absorptive capacity seems to be less important in the Taiwanese university, because students can have more opportunities to attend higher education in Taiwan than other countries. In Vietnam, student believe they can get much more information from a teacher who has high credibility and knowledgeable about the



subject as well as the ability they can get those knowledge and the knowledge background they have for the course will contribute much to their understanding of the course. However, because of high respectful toward teachers, students rarely communicate with teacher outside the class, the teacher credibility will not affect the arduous relationship between them.

Chapter 5 Conclusions

This comparative study used the research framework to apply in education environment as well as extend it to compare the 3 universities in 3 countries to explore the significant factors that influence the knowledge transfer effective in higher education such as knowledge, motivation and communication related factors. As a source of knowledge, especially professional skill which needed for working environment, the study aims to help not only lecturer but also business organization in considering the knowledge transfer process in their courses.

5.1. Research findings

Based on the research question, we found that

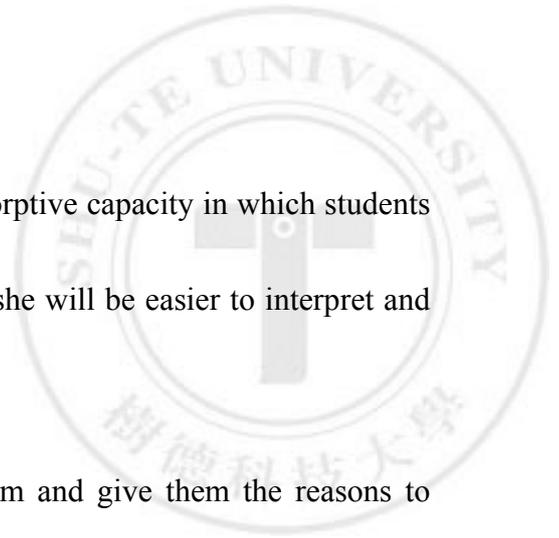
1. The communication dimension influence knowledge dimension in higher education in Vietnam except the teacher's credibility doesn't influence teacher and student's arduous relationship
2. The communication dimension influence knowledge transfer in higher education in Vietnam
3. The knowledge dimension influence knowledge transfer in higher education in Vietnam

4. The motivation dimension influence knowledge transfer in higher education in Vietnam

And finally, in different countries, the effectiveness of teaching is not the same between Taiwan, Thailand and Vietnam; in which some factors are not influenced, such as the shared understanding between teacher and student and teacher credibility. The reasons might fall into the culture difference or student's perception about those relationships. In Vietnam, students are not closed to teacher and they rarely talked to teacher unless there is an important issue needs to be discussed.

Since there is not many research studies on knowledge transfer in higher education, this study will contribute much to the education context in which teacher can know how to improve teaching effectiveness. By then, students also know which factors can affect their learning process in order to increase their general knowledge, communicate more often with teachers and so on. Higher education is about enhancing the working capability and profession, students cannot just study whatever written in the book, they rather communicate and discuss further with teachers to get more knowledge about practical situation or problem solving issues.

The result from examine those factors related to knowledge transfer in different country give us a solution to improve effective teaching in each country, which includes



1. We need to develop student's knowledge absorptive capacity in which students has a general background about the subjects so he or she will be easier to interpret and absorb the knowledge.

2. We should motivate students, encourage them and give them the reasons to study harder. Student's motivation is about to learn and receive knowledge due to different reason such as: to pass the course, to master the subjects...

3. Teacher should also improve his or her communication skill and the ability to explain the subject well. Teacher's communication skill is the ability teacher can encode the message in a easier to understand form and teacher's credibility in which he or she masters about the subjects as well as having experiences about that issue in working environment

4. We should improve the relationship and understanding between the teacher and the student in which students feel easily communicate with teacher after class to discuss more about the issue rather than just study anything written in the book.

5.2. Limitation and Future Study

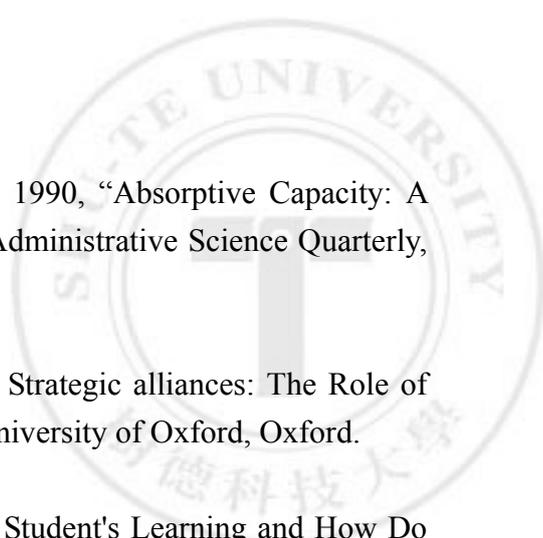
This study compared three universities from Taiwan and Thailand and Vietnam. In order have a deep understanding of the different of the factors influence in those countries, further research need to extend to more subjects and more universities and

add the culture factor in the research framework to understand how the culture affect the knowledge transfer process in teaching and learning process.

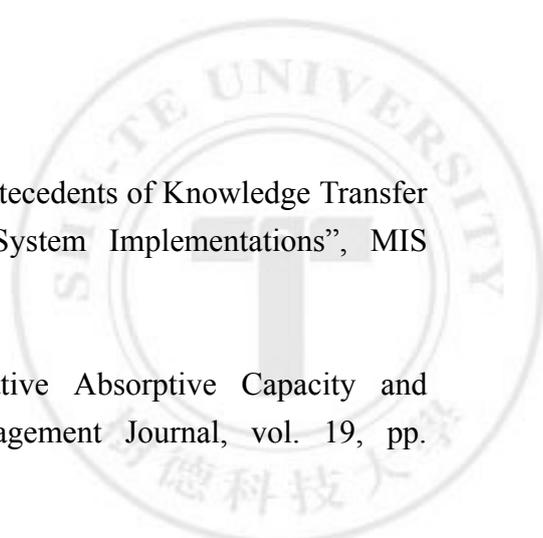
In this study, we found that some of the results of the hypotheses are inconsistent in knowledge transfer between countries. Therefore, it is better to have a further research to find out the reason of those differences and identify the solution to enhance the teaching effectiveness.

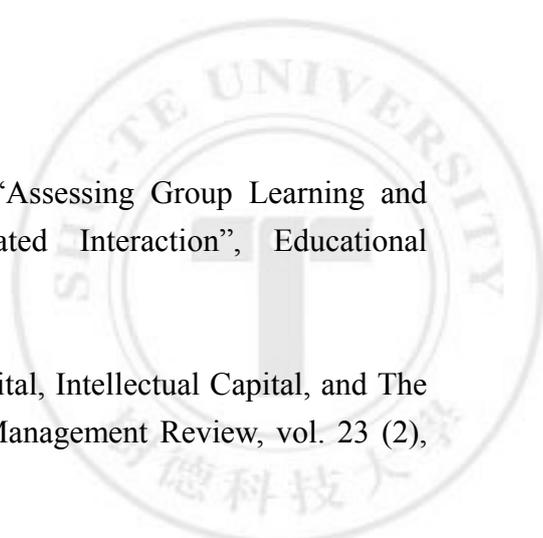
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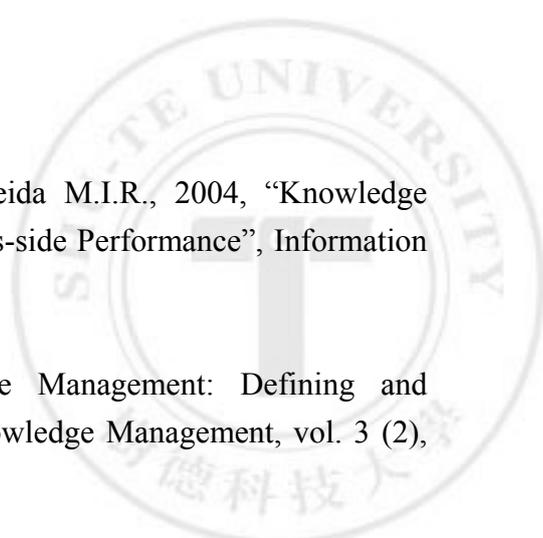
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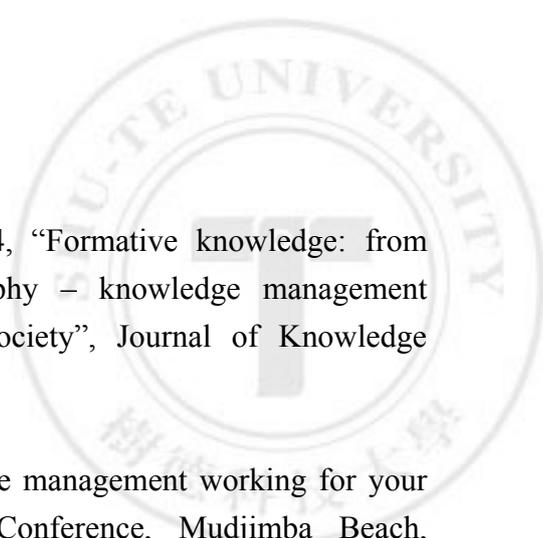
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Appendix 1. English Questionnaire

First Part

1. Age: _____

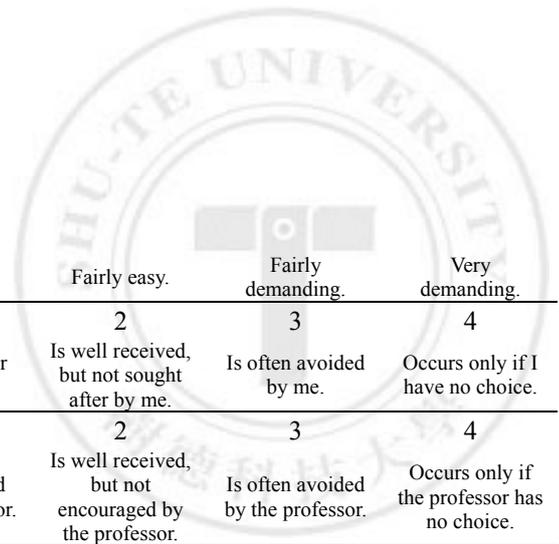
2. Male ___ Female ___

3. College: _____
years/night___

4. 4 years/day ___ 4 years/night___ 2 years/day ___ 2

Second Part

	Agree	Somewhat Agree	Neutral	Somewhat Disagree	Disagree
1.1. During this course, I have increased my understanding of computers.	1	2	3	4	5
1.2. During this course, I have increased my ability to ask specific questions about computers.	1	2	3	4	5
1.3 I can share the knowledge which I have learnt in this class to other classmate.	1	2	3	4	5
	Very familiar	Fairly familiar	Neutral	Somewhat unfamiliar	Not at all familiar
2.1 How would you rate your familiarity with computers at the start of this semester?.	1	2	3	4	5
	Very frequently	Somewhat frequently	Neutral	Infrequently	Never
2.2. Before the start of the semester, how frequently did you use computers (average)?	1	2	3	4	5
	Agree	Somewhat Agree	Neutral	Somewhat Disagree	Disagree
2.3. I study effectively	1	2	3	4	5
	Agree	Somewhat Agree	Neutral	Somewhat Disagree	Disagree
3.1. I agree that what the teacher is teaching is important.	1	2	3	4	5
3.2. The professor and I understand each other when we talk.	1	2	3	4	5
3.3. The professor and I do not have difficulty understanding each other.	1	2	3	4	5
4.1. I enjoy learning about computers.	1	2	3	4	5
4.2. I enjoy learning concepts about computers that are completely new to me.	1	2	3	4	5
4.3. I want to find out how good I can be at learning about computers.	1	2	3	4	5
5.1. The professor expresses his/her ideas clearly.	1	2	3	4	5
5.2. The professor's oral communication is difficult to understand. (Reverse coded)	1	2	3	4	5
5.3. The professor has a good command of the language	1	2	3	4	5
6.1. The professor is trustworthy.	1	2	3	4	5
6.2. The professor is experienced.	1	2	3	4	5
6.3. The professor is well-trained.	1	2	3	4	5



	Very easy.	Fairly easy.	Fairly demanding.	Very demanding.
7.1. Communication between professor and me is:	1 Is sought after by me.	2 Is well received, but not sought after by me.	3 Is often avoided by me.	4 Occurs only if I have no choice.
7.2. Extra - curricular interaction between professor and me:	1 Is encouraged by the professor.	2 Is well received, but not encouraged by the professor.	3 Is often avoided by the professor.	4 Occurs only if the professor has no choice.
7.3. Extra - curricular interaction between professor and me:	1	2	3	4

Appendix 2. Vietnamese questionnaire

Bảng câu hỏi tham khảo thông tin

Chào bạn,

Tôi đang thực hiện luận án nghiên cứu về việc truyền đạt, chia sẻ kiến thức kinh nghiệm trong giáo dục của giáo viên tới sinh viên và việc tiếp nhận nguồn kiến thức đó của sinh viên tại các trường đại học, đặc biệt là trong các khóa học về máy tính.

Xin bạn vui lòng giúp tôi trả lời những câu hỏi sau đây

Phần 1: Bạn hãy khoanh tròn chọn lựa của mình

	Đồng ý	Có phần đồng ý	Trung lập	Có phần không đồng ý	Không đồng ý
1.3. Trong khóa học, tôi đã tăng thêm kiến thức về sử dụng máy vi tính	1	2	3	4	5
1.4. Trong khóa học, tôi đã tăng khả năng hỏi những câu hỏi chi tiết liên quan tới máy vi tính	1	2	3	4	5
1.4 Tôi có thể chia sẻ thông tin và kiến thức mà tôi đã học với các bạn cùng lớp	1	2	3	4	5

	Rất quen thuộc	Khá quen thuộc	Trung lập	Có phần không quen thuộc	Hoàn toàn không quen thuộc
2.1 Bạn tự đánh giá thế nào về sự hiểu biết của bạn về máy vi tính vào thời điểm đầu học kỳ	1	2	3	4	5

	Rất thường xuyên	Có phần thường xuyên	Bình thường	Không thường xuyên	Hoàn toàn không
2.2. Trước khi bắt đầu học kỳ, trung bình bạn sử dụng máy tính thường xuyên như thế nào?	1	2	3	4	5

	Đồng ý	Có phần đồng ý	Trung lập	Có phần không đồng ý	Không đồng ý
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2.3. Tôi học rất hiệu quả	1	2	3	4	5
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Đồng ý Có phần
đồng ý Trung lập Có phần
không
đồng ý Không
đồng ý

3.1. Tôi đồng ý rằng nội dung mà giáo viên giảng dạy rất quan trọng	1	2	3	4	5
3.2. Khi trò chuyện, tôi và giáo viên đều cùng hiểu nhau	1	2	3	4	5
3.3. Giáo viên và tôi không gặp khó khăn nào để hiểu nhau.	1	2	3	4	5

Đồng ý Có phần
đồng ý Trung lập Có phần
không
đồng ý Không
đồng ý

4.2. Tôi thích được học những khái niệm hoàn toàn mới về máy vi tính	1	2	3	4	5
4.3. Tôi muốn tìm hiểu rằng khả năng học về máy vi tính của mình có tốt hay không.	1	2	3	4	5
5.1. Giáo viên diễn đạt các ý tưởng và thông tin khá rõ ràng.	1	2	3	4	5
5.2. Kỹ năng truyền đạt thông tin của giáo viên hơi khó hiểu.	1	2	3	4	5
5.3. Giáo viên có khả năng truyền đạt ngôn ngữ thành thạo	1	2	3	4	5
6.1. Giáo viên này đáng tin cậy	1	2	3	4	5
6.2. Giáo viên có nhiều kinh nghiệm	1	2	3	4	5
6.3. Giáo viên rất vững chuyên môn	1	2	3	4	5

Rất dễ dàng Khá dễ dàng Khá khó
khăn Rất khó khăn

7.1. Sự giao tiếp giữa giáo viên và tôi	1	2	3	4
---	---	---	---	---

Do tôi yêu
cầu Tiên triển
khá tốt,
nhưng tôi
không yêu
cầu điều này Tôi thường
tránh việc
này Chỉ xảy ra
khi tôi không
có sự lựa
chọn khác

7.2. Có thêm nhiều thời gian trao đổi bên cạnh giờ học bình thường giữa giáo viên và tôi là	1	2	3	4
---	---	---	---	---

Do giáo viên chủ động khuyến khích

Tiến triển khá tốt, nhưng không phải do giáo viên khuyến khích

Giáo viên thường tránh đề cập đến.

Chỉ xảy ra khi giáo viên không có sự lựa chọn khác

7.3. Có thêm nhiều thời gian trao đổi bên cạnh giờ học bình thường giữa giáo viên và tôi là	1	2	3	4
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Phần 2: Thông tin cá nhân

1. Tuổi của bạn _____

2. Giới tính Nam ____ Nữ _____

3. Bạn hiện đang theo học :

Đại học chính qui DH tại chức Cao đẳng chính qui Cao đẳng tại chức

Rất cảm ơn bạn đã dành thời gian trả lời những câu hỏi trên