



SAUNAC



Welcome to the fourth newsletter for Sustainability Alliance of Urban Networks in Asian Cities (SAUNAC), funded by the European Union's Erasmus+ programme.



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Development of the Smart Sustainable Vietnamese Cities (SSVC) Module

Since the initial development of the SSVC courses in October 2017, SAUNAC partners in Vietnam have been refining the course content to ensure it is relevant for teaching in Vietnam, working virtually with their European counterparts to ensure the content is maximised. Once a broad outline of each course was agreed, the next steps included a further refinement with partners working together, a dry run of the courses to students with the participation of peers, feedback on the dry run with a final adjustment, and the piloting of the courses in classrooms in Vietnam.

All SAUNAC partners met for four days (26 – 29 March 2018) to further develop the SSVC module together. The goal of this activity was to conduct a second dry run of the module, provide updates on the course design, and update and improve the course using participants' feedback. During the meeting, each Vietnamese partner presented the current state of the course and identified areas that required changes to enable their suitability for the transfer to Vietnamese universities and their students.



Course Development Workshops

The full SSVC Module is worth 15 credit points (ECTs) consisting of 5 courses. Each were developed during the week. The 5 courses include:

1. Introductory course on SSVC (1 credit point)
2. Methodology and Social Design course on SSVC (4 credit points)
3. The Physical Transition course on SSVC (3 credit points)
4. Sustainable Entrepreneurship course on SSVC (2 credit points)
5. The project course on SSVC including the Smart Sustainable City competition (5 credit points)

Ensuring that all provision being developed by the partners is suitable for the Vietnamese university system is key to ensuring the successful adaptation and adoption in Vietnam. Rigorous analysis and discussion took place in relation to each course around 4 key areas:

Course Consideration	Workshop Consideration
Objectives	<ul style="list-style-type: none"> • Are the objectives clearly defined and clearly linked to methods, materials and timing?
Methods and Methodology	<ul style="list-style-type: none"> • Is the methodology linked to the Learning Objectives? • Is it understandable by students? • Does it involve practical skills in addition to research skills? • Is teamwork amongst students included? Could these groups be interdisciplinary? • Does the course link to the skills and content needed in Course 5?
Course Materials	<ul style="list-style-type: none"> • Is the list of reading materials sufficient or is it too extensive for the Vietnamese situation? Does it fit the length and content of the course? • Is access to course materials an issue? Are they available online? Are they available in Vietnamese? • Are the existing teaching materials used in European partner universities available for sharing? • What resources are available online at no cost?
Other/Timing	<ul style="list-style-type: none"> • Is the duration of the course suitable to deliver learning content? • Into which degree courses within the university can the courses be integrated – could there be more than one degree course?

A number of video interviews were filmed during the week in Haiphong. Partners explain their reasons for being involved in SAUNAC as well as explaining what they have been doing during the development of the courses.

The videos are available on YouTube or by clicking on each image below.



Claire Pattison explains that in the workshop to examine the most appropriate content for the Sustainable Entrepreneurship Course (Course 3), those involved examined which aspects should be retained or removed in order to ensure that the teaching and learning activities are aligned to the identified learning outcomes.



Claire Baird (Manchester Met) and Nguyen Lan Huong (NUCE) outline the progress made in their workshop, which included developments and restructuring of the Sustainable Entrepreneurship Course (Course 3) as a result of the feedback received from the dry run.

Dinh Minh Thu and her team explain what they covered in their workshop on the Introduction and Methodology Course (Course 1), which focused on updating the course content using feedback from the dry run.



Martijn Rietbergen (Utrecht HUAS) discusses his participation in a workshop with the Vietnamese teachers about Waste Management Treatment, which involved a group of Dutch students working together with Vietnamese students.



Piloting the Courses in Vietnam

Following the dry run of the course, partners continued to work together to finalise the course content for a pilot in Vietnam between March and July. A number of these have been completed and feedback is reported here. Further updates will be added to the website.

Course 1: Introduction and Methodology

Fourteen students from Ho Chi Minh City University of Natural Resources and Environment (HCMUNRE) and between three and five students from each partner university took part in trials of the course over a four-day period at HCMUNRE.

Led by Dinh Minh Thu, Bui Van Bien and Nguyen Thi Tuyen from Hyphong University, the following topics were covered during the pilot:

- Topic 1: Introduction
- Topic 2: Smart Sustainable City Model
- Topic 3: Indicators and Benchmarking
- Topic 4: Welcome, let's get the project right!
- Topic 5: Dive deeper, go out there!
- Topic 6: Idea generation and concept validation

The dry run included lectures, Q&A sessions, group work discussions, a field trip, an expert talk, assignments, and course implementation, evaluation, and a report.



The course includes two assignments: a mid-course essay on SSVC concepts related to the local context and a final oral presentation of one SSVC problem and suggested solutions pertaining to the local context.

Participants in the dry run provided feedback on the course. Overall, they reported the following successes:

- HU lecturers were well prepared
- HCMUNRE provided good supportive assistance
- Students participated well in the course
- Support was provided from European partners and managers
- Students' understanding of the problem in Tran Van Hai Market and possible solutions deepened
- Smart companies were successfully involved in teaching students the concepts and practices of smart

associations and companies

As this was the first trial of Course 1, participants also noted a number of limitations, especially with the assignment submission. Late assignment submission resulted in difficulty in evaluation, and participants recommend that instructions should be clearer and address all students both online and offline.

In addition, they recommend that facilities, such as internet and microphone, be improved; changes to the schedule, as some partner universities start lectures a little late (although this could be due to technical reasons); the potential involvement of facilitators/lecturers in partner universities; and improvement in contact and response between students and facilitators/lectures.

Course 2: Design for Social Sustainability



Fifteen HCMUNRE students, eight HUS students and five students each from DUT, VNU HUS, HU, and NUCE took part in the course pilot over a five-day period in Ho Chi Minh City University of Natural Resources and Environment.

Led by Dr. Phan Nhu Thuc (DUT) and Dr. Dang Quang Hai (DUT), and assisted by Dr. Nguyen Thi Thanh Van (HCMUNRE), the following topics were covered during the trial:

- Topic 1 - Introduction
- Topic 2 - Quality and needs
- Topic 3 - Building blocks for social sustainability
- Topic 4 - Stakeholder analysis
- Topic 5 - Behaviour change
- Topic 6 - Case studies and comparison

The dry run included lectures, Q&A sessions, group work discussions,

individual reading and presentation, a field trip, assignments, and course implementation, evaluation, and a final report.

The course includes one main group discussion and three assignments.

Group discussion and presentation of the following themes: Sustainable Development Goals and Challenge of Sustainable Development; Quality and Needs; Stakeholder Analysis; Sustainable Waste Management Behaviour in the Workplace; Green Growth and Circular Economy; and an Analysis of Social Sustainability Considerations Scores and Similarities and Differences of the Case Studies.

Assignment 1: Individual report 'Based on the literature you studied, what do you think are the types of needs and wishes that should be included in any survey used to assess the level of social sustainability in a neighbourhood or a smart city?'

Assignment 2: Group report on the survey outcomes of the social sustainability for the green square neighbourhood.

Assignment 3 (Final examination): Group report on designing and planning a socially sustainable neighbourhood for a new neighbourhood that best fits



Participants in the dry run provided feedback on the course. Overall, they well prepared, the lectures were set up well for online use and were effective, and that student participation was active and effective. As this was the first trial, participants also noted a number of limitations – they recommend that facilities, such as internet and microphone, are improved and that contacts and responses between students and facilitators/lectures could, at times, be improved.



Course 5: Sustainability Alliance of Urban Networks in Asian Cities

The dry run for Course 5 saw 14 HCMUNRE students and between three and five students from each partner university partake in the course over a two-day period in Ho Chi Minh City University of Natural Resources and Environment.

Led by Associate Professor Nguyen Thi Ha (VNU HUS), and assisted by Dr. Nguyen Thi Thanh Van, the following topics were covered over the two-day period:

- Topic 1: Module introduction
 - Topic 2: Urban sustainability
 - Topic 3: Project design and preparation
 - Topic 4: Project implementation and management
- Plus a group discussion/assignment and presentation

The two-day dry run included lectures, Q&A sessions, group work discussions, course evaluation, assignments, course implementation, and a course report.

As the course is student-led, the dry run for Course 5 is unique in that it extends to 15 November 2018, allowing the course and student projects to be fully tested.

What's next?

Following the two-day dry run of the course introduction, participants provided feedback on the course.

Overall, they found that the course is well prepared and set up for online lectures, and student involvement is high, with effective participation. However, the participants note that the facilities, such as internet and microphones, should be improved, as this resulted in some partner universities starting the lectures a little late. In addition, they recommend that contact and response between students and facilitators/lectures should be improved via email. Finally, the participants raise the question as to whether facilitators or lecturers in partner universities are required.

Since then, students have been working on the projects



linked to the course. Under the first assignment, students are tasked with identifying and discussing five micro and five macro issues/challenges that each city has faced in its sustainable development.

For the second assignment, students must discuss and prepare for the Project Design, which includes the development of project objectives, scope and target, contents, expected outcomes and beneficiaries, methods and activities, required resources, and a detailed plan.

Students have until 15 November 2018 to work on their final project proposal and detailed implementation plan, under the supervision of three key lecturers: Associate Professor Nguyen Thi Ha (VNU HUS); Associate Professor Nguyen Thi Van Ha (HCMUNRE) and Dr. Duong Van Hieu (HUS), together with the support of partner universities' lecturers.

Quality Assurance: National Self-Assessment Report and Plan for the Placement of the SSVc

The SSVc course pilots are well underway in Vietnam and quality of delivery is key to their success and eventual embedding into university provision. Partner universities Hochschule Fuer Angewandte Wissenschaften in Hamburg, Germany, and Danang University of Science and Technology in Vietnam have compiled a Quality Assurance report outlining the overall quality of the course pilots and providing comments and recommendations for each course.

Key areas assessed include quality of the content, slide design, and the overall assessment of the presentation, with the key assessment criteria outlined below:

Content	Slide design	Overall assessment
Presentation clear and logical	Clear design and layout	Time presenting in line with information per slide
Information correct and complete	Legible text in a uniform font and size	Length of presentation meets time limit
Clear layout	Complementary graphics, pictures and tables	Comments on the presentation
Supporting graphics, pictures and tables	Carefully constructed and positioned	
Overview page and references included		



General Feedback

The Moodle portal should be improved so that each course is numbered and in order. Any material translated into Vietnamese should use the standard format and common slide design to ensure uniformity. Finally, the KPRA (Know, Review, Practice, Act) diagram should be used to display activities within the courses.

Course 1

The majority of the deliverables were met, with the exception of 'time spent presenting each slide in line with information per slide'; however, this has now been amended.

Course 2

The majority of the deliverables were met, with the exception of 'common slide design'.

Course 3

The course includes many videos, group exercise and case studies; clarity is good under a number of the topics; and the motivation and learning goals are well presented.

Key factors for improvement/inclusion: a course overview with a detailed timeline; clear instructions for students regarding course tasks; to improve clarity in some areas. Also, to use case studies in Topic 1 across all other topics for consistency, rather than defining new case studies in each topic.

Course 4

Course assessments are well structured into project/final assessment and authentic tasks are well described and clearly structured, with presentations provided for each topic.

Overall, the clarity of the course plan should be improved. Detailed feedback was also provided:

- Topic 1: KPIs explained further; illustrations explained; further material provided to allow the outcomes to be met.
- Topic 2: Extend the proposed concepts to Asian example scenarios.
- Topic 3: Challenges addressed should refer to problems in Vietnam as well as other countries.
- Topic 4: Excellent presentation, however more technical descriptions required.
- Topic 5: The slide content, although tailored to the learning outcomes, may not be sufficient to cover the time period, and the inclusion of some Vietnamese examples would be beneficial.
- Topic 6 and 7: Positive feedback.
- Topic 9: Example provided for the requested action plan.

Course 5

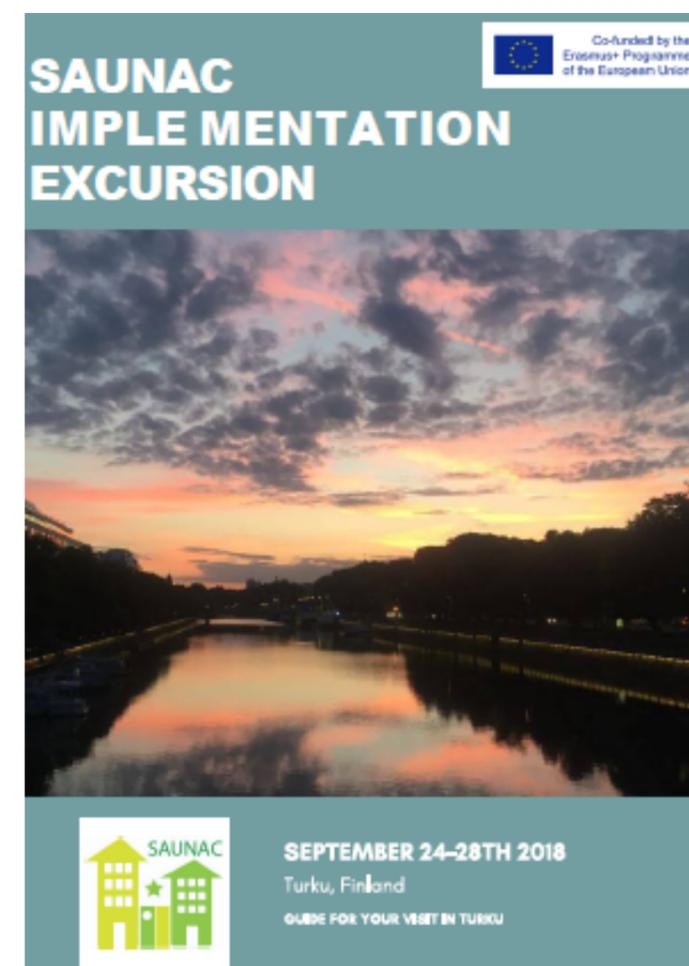
The report makes a number of recommendations for Course 5, including adding and rearranging lecture content (before lecture, during lecture, after lecture), amending the duration of the tasks, and dividing course materials into their respective topics for clarity.

Partners will now use this feedback to enhance provision for future delivery.

Coming up...

In September 2018, Vietnamese partner universities' staff and students will visit each of the five participating European universities for a four-day implementation visit.

The programmes are currently being finalised and we will report on that in our next issue.



PARTNER INSTITUTIONS



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