Digital transformation in university administration is a current development trend in Vietnam

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Abstract: Digital transformation in education in general and higher education in particular is an important task to implement the National Digital Transformation Program to 2025, with a vision to 2030 of the Government of Vietnam. National digital transformation is a process that needs to be implemented synchronously at all levels, sectors, and fields. In each agency and unit, digital transformation needs to be implemented synchronously in all fields of operation. This article mentions the issue of digital transformation in training activities - one of the most important activities of each university. Digital transformation is the application of digital technology to transform service and business activities. However, the application of technology is not merely the use of work but also involves connecting data, connecting processes, organizations, and countries together on a digital platform. Universities are tasked with training human resources and research for the digital transformation process. To succeed, universities must first of all digitally transform in university governance. University governance is the way the university organizes its activities, the mechanism and the process of making decisions with authority that affect important issues within the university as well as externally. In the context of the industrial revolution 4.0, universities around the world have grasped and digitally transformed to achieve certain results. Meanwhile, Vietnam's universities are only in their beginnings, still in their infancy, and there has not been a uniform digital transformation between schools, so learning from experience in the world is meaningful and necessary
Keywords: Artificial Intelligence, Big Data, higher education, trends, university governance, development, Vietnam

I.   Introduction

Higher education plays a role in developing high-quality human resources for society to realize the strategic goals of the national economy. With the main task of training human resources, implementing scientific research and technology transfer, and promoting international cooperation, universities must play a pioneering role in digital transformation to contribute to the successful implementation of the national digital transformation strategy.   meeting the requirements of training human resources for digital government, digital economy and digital society. Digital transformation is an inevitable, objective trend that plays a very important role for every country. Digital transformation helps effectively solve the relationship between the State, the market and society; promote economic growth, improve labor productivity, competitiveness, production and business efficiency, reduce costs for people and businesses; at the same time, it helps governments at all levels improve their capacity to manage and develop digital government, digital society, and digital citizens. The national digital transformation program was approved under the Prime Minister's Decision No. 749/QD-TTg dated June 3, 2020 with the goal of building a digital government, digital economy and digital society. Develop digital government to improve the efficiency and effectiveness of the Government's operations; Developing the digital economy to improve the competitiveness of the economy; Developing a digital society to narrow the digital gap The 2013 Constitution has determined: "Education development is the top national policy to improve people's knowledge, develop human resources, and foster talents". That shows that the development of education and training must be associated with

national development. In the context of international integration and the explosion of technology associated with the Fourth Industrial Revolution, education needs to develop in the direction of digital transformation to create a premise for national development. Regarding digital transformation in education, the Government's National Digital Transformation Program has identified education as one of the Government's eight priority areas for digital transformation. In order to orient digital transformation in education, the Prime Minister has issued Decision No. 131/QD-TTg dated January 25, 2022 approving the project "Strengthening the application of information technology and digital transformation in education and training in the period of 2022 - 2025, with a vision to 2030". In order to direct the implementation of the Prime Minister's Decision No. 131/QD-TTg, the Ministry of Education and Training has issued Decision No. 1282/QD-BGDDT dated May 10, 2022 on promulgating a plan to strengthen the application of information technology and digital transformation in education and training for the period of 2022 - 2025. However, so far, the implementation of digital transformation in schools in general and universities in particular still faces many difficulties that need to be studied and proposed solutions. Some of the issues posed to universities when implementing digital transformation are: What content should be implemented when implementing digital transformation. What requirements should be met in the digital transformation process? How to implement digital transformation. Advantages and disadvantages of digital transformation in universities. How is digital transformation in each field of operation implemented.   (Bagdasarian et al., n.d.) (Education & 2024, 2024)   (Rot et al., n.d.)

According to a 2013 German Government Report, the fourth industrial revolution integrates information technology systems with physical systems to obtain a virtual network system that brings the real world to a virtual reality. Industry 4.0 connects embedded systems and smart manufacturing facilities to create a digital convergence between industry, business, functions, and internal processes of organizations, countries, and the globe The salient feature of this revolution is that it brings technologies together, blurring the boundaries between physical, digital, and biological. To benefit from this revolution, the first thing that businesses, organizations and countries need to do is to build a modern, smart and secure digital technology platform to connect all their members with each other as well as with other systems. This process can be understood as the process of digital transformation, therefore, this is considered an inevitable trend today in the activities of businesses, organizations and the state. This trend forces businesses, organizations, and governments to change their approach to operations, product and service offerings, marketing efforts, and every other aspect of their organization. Universities are research institutions and provide services to educate, disseminate and develop human knowledge, therefore, without digital transformation and without successful digital transformation, universities cannot be places to attract, train and lead knowledge for scientists,   students and businesses. Therefore, promoting digital transformation in Vietnam's university governance will create a driving force for innovation, creativity and improve the training quality of universities in the context of the current industrial revolution 4.0.   ((FIE & 2018, n.d.)   (Luong et al., 2024)

II.   Methodology

Although digital transformation is a term that is widely used in the current era of industry 4.0, the interpretation of this term is also very diverse. In the most concise way, digital transformation is "digitalization" or the application of the always-innovative and fast nature of information technology to solve problems. However, some people understand that "digitalization" is only the transformation of real values into digital form, while "digital transformation" is the fact that after data is digitized, we use technologies such as AI and Big Data,.... to analyze the data, transform it, and create another value,.... Therefore, in fact, depending on each field, level of transformation, and transformation goals, researchers and managers can come up with different definitions. According to the understanding of the auditing firm PwC (2013), digital transformation can be understood as the fundamental transformation of the entire business world through the establishment of new technologies based on the internet with a fundamental impact on the whole society. Meanwhile, the German Ministry of Economy and Energy - BMWi equates digital transformation with digitalization. According to this agency, digitization is the concept that refers to the complete network of all economic and social sectors, as well as the ability to collect relevant information, analyze it and turn it into action. These changes will not only bring advantages and opportunities but will also create entirely new challenges. (Brunetti et al., n.d.)

According to Westerman et al., digital transformation is the use of information technology to completely improve the performance and scope of business operations, which is a hot topic for global companies. According to the author, executives across all industries are now using digital advances such as analytics, mobile, social media, and smart embedded devices, and improving the use of traditional technologies such as ERP – enterprise resource planning to transform customer relationships goods, internal processes, and value propositions. Mazzone defines digital transformation as the deliberate and continuous digital development of a company, business model, ideological process, or methodology, both strategically and tactically. Research by Bouée and Schaible (2015) argues that digital transformation is a consistent network of all sectors of the economy and the adjustment of players to the new realities of the digital economy. Decisions in a network system include the exchange and

analysis of data, the calculation and evaluation of options, as well as initiating actions and delivering results. (Faria et al., 2017)   (Ridei et al., n.d.)   (Koong Lin et al., 2023)

Figure 1: University administration method

Sourse: https://www.advance-he.ac.uk/governance

From the above definitions, it can be seen that digital transformation is related to: progress in information technology, changes in the way of operation, operating models on the basis of information technology, requiring creativity and continuous innovation, the scope of transformation is very large related to many businesses, organization, country, and results are expected to have a breakthrough in quality... Therefore, the author argues that digital transformation is the application of digital technology to transform service and business activities, through the replacement of non-digital or manual processes with digital processes; or replace old digital technology with newer digital technology. Digital solutions can enable – in addition to efficiency through automation – new types of innovation and creativity, rather than simply enhancing and supporting traditional methods.

With this understanding, we can affirm that digital transformation is the process by which we change the way we live, work, and production with digital technologies that are constantly changing today. Therefore, the digital transformation process is associated with the Industrial Revolution 4.0. Higher education is one of the sectors affected by digital transformation and faces different challenges caused by rapid and diverse changes in today's volatile environment. Digital technologies are becoming a driver of change in higher education, impacting all areas from teaching and learning to school-related activities, to lecturers and students. In other words, digital transformation changes the process/method of higher education institutions. Higher education is understood as the way in which higher education institutions are organized and managed. Governance is a collective effort, through smooth and appropriate processes, to carry out purpose-sharing activities that are consistent with the organization's mission (Chait et al., 1996). Higher education governance or governance in higher education institutions is the way universities organize their activities, the mechanism and process of making authoritative decisions that affect important issues within the university as well as externally. University Model, Course Model, Learning Data and Analytics, Cost, Outcome Measurement, Risk,... in university administration will change. Digital transformation will force higher education institutions to reduce lectures, transfer knowledge to develop learners' capacity, increase self-learning, create learning opportunities anytime, anywhere, personalize learning, and contribute to creating a learning and lifelong learning society. The explosion of Internet of Things (IoT), big data, artificial intelligence (AI), social networks - mobile - big data analytics - cloud computing (SMAC),... are forming digital education infrastructure. Digital transformation in university administration focuses on two main contents: digital transformation in educational organization management and digital transformation in teaching, learning and scientific research. Digital transformation in university governance, therefore, is the application of services, technology and digital of universities with the goal of improving training quality, improving fairness and

improving efficiency within the organization. To achieve this, all members of the university and learners must be well trained in how to proficiently use technical means and databases to achieve the set goals. Therefore, in order to successfully transform digital in university administration, the first thing universities must do is improve their ability to apply information technology (IT) in training. Although the world and Vietnam have a large number of users of the Internet and social networks, mobile access to the Internet has increased significantly in recent years, but the use of technology for educational purposes is not high, especially in general education. therefore, when entering the higher education environment, students often take time to perfect their skills in using cyberspace in learning. Meanwhile, not all lecturers and administrators have the capacity and confidence to use digital tools to support teaching and management. In addition, advances in digital also bring challenges to learners, teachers, and managers because of multi-dimensional, difficult-to-verify or biased information provided by cyberspace. Young people, as well as adults, are vulnerable to harassment, intimidation, or negative behavior, being disturbed by online content. The daily exposure to digital data is largely driven by cryptic algorithms that create risks and require more than ever critical thinking and the ability to actively participate and become proficient in the digital environment. Besides the application of IT, digital transformation in university administration is not only about technology, its goal is through a new way of working to continue to provide human-centered services (teachers, learners) in the face of changes in technology, of the pressure that comes from competition and comes from changing the needs and behaviors of children people for education. In conditions of uncertainty and increased competition, higher education institutions are required to predict the future and be ready for the future In fact, digital transformation in higher education is very important for the future success of universities, including the digital transformation aspect of data management and exploitation. It should be noted that the data itself is an asset while the real challenge is to turn that data into value. Therefore, according to Secompress Barro, "it is important for universities to understand that the destination of the path is not simply to digitize the university, but to become a digital university" This shows that digitizing the use of information technology will help universities provide faster and more efficient solutions for their activities. their movements. Besides, we also need to agree that digital transformation includes digitizing and discovering the potential of a technology to drastically transform business processes or create new services or strategic business processes for the organization based on that technology. But digital transformation at universities is not just a technological problem solved by the adoption of technology. The leadership factor plays an important role because digitizing a university mainly requires an effort to invest in IT infrastructure and resources. This requires the determination and pursuit of the strategy of university leaders. (Rot et al., 2020)   (Brunetti et al., 2020)   (Thoring et al., n.d.)   (Limani et al., n.d.)   (law & 2021, n.d.)   (Marks et al., n.d.)

III.   Results and Findings

Currently, there are many different interpretations of digital transformation: - Digital transformation is the next step of development of computerization, obtained thanks to the great progress of breakthrough new technologies, especially digital technology According to this concept, digital transformation is a process of change in the use of technology, including: 1) Application of information technology to improve work efficiency; 2) Digitization to convert information into digital form and use digital data to simplify workflows; 3) Using digital products and new technologies such as AI, Big data, IoT... to create a new operating model of the organization. - Digital transformation is the process of overall and comprehensive change of individuals and organizations in terms of way of life, way of working and production methods based on digital technologies According to this concept, digital transformation is the process of organizational change in terms of: 1) Organizational and operational models; 2) Human resources; 3) Methods of working, managing and administering; 4) Organizational culture; 5) Working environment; 6) Based on digital technology. (Castillo et al., n.d.)   (Mikheev et al., n.d.)

**Figure 2: Effectiveness in digital transformation of university administration**

Source: https://www.sketchbubble.com/en/presentation-university-governance.html

Each of the above interpretations of digital transformation shows a different perspective on digital transformation. That leads to different orientations to approach digital transformation. In addition, there are different approaches to digital transformation. In our opinion, it can be understood that digital transformation in an organization is the use of digital technologies in all areas of the organization's activities, taking advantage of digital technologies, especially modern technology to change the way of operation, operation model, etc organizational culture and methods of providing services to customers as well as improving the organization's operational efficiency. This concept shows that digital transformation needs to pay attention to the following issues: 1) Digital transformation needs to be implemented in all areas of the organization's activities; 2) Implementing digital transformation is carried out in the direction of integrating digital technology and modern technologies into all fields of operation of the organization; 3) Organizations need to change their operating models, organizational culture, and service delivery methods. Thus, there are many different interpretations of digital transformation based on different approaches. Each interpretation shows a different perspective on digital transformation. The management of training activities in universities is related to many different issues: Entrance management, management of the training organization process, output management with the impact of the context. Therefore, in this article, we will combine many different approaches to digital transformation to suit the management of training activities in Vietnamese universities. (Iswahyudi et al., n.d.) (and & 2018, 2018)

Training activities in universities are a continuous process from enrollment to graduation, involving the following main activities: enrollment, curriculum development, learning material development, teaching-learning activities, graduation recognition, and post-graduation support for learners. These activities play an important role in creating the quality of the university's training.

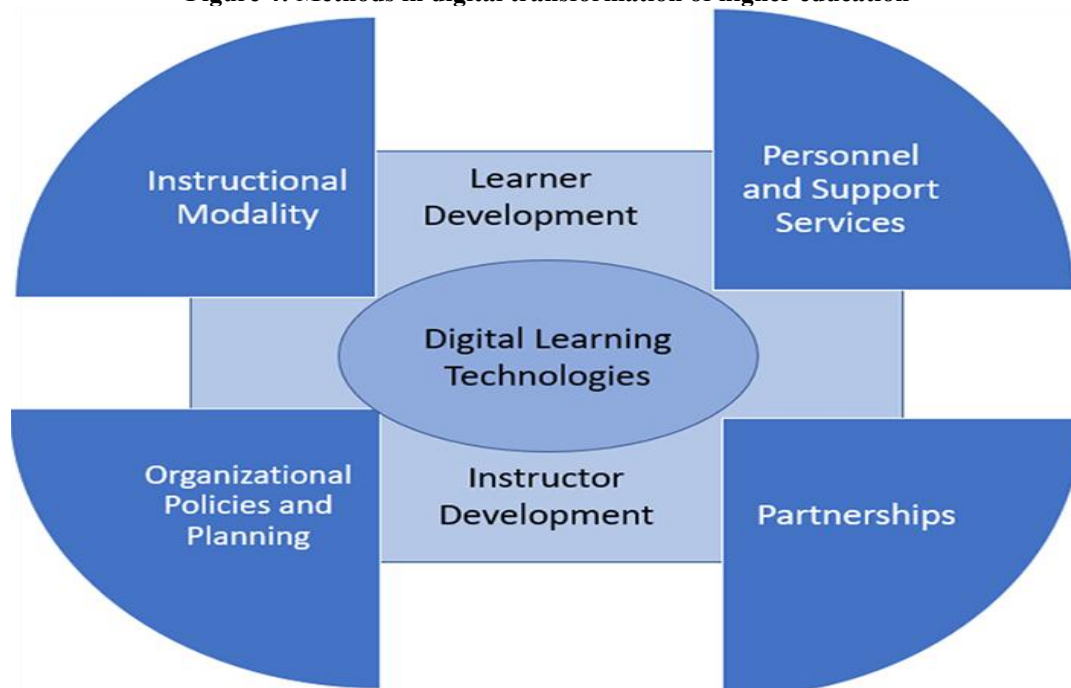**Figure 3: Factors impacting digital transformation in higher education**

Source: https://www.jisc.ac.uk/guides/digital-transformation-in-higher-education
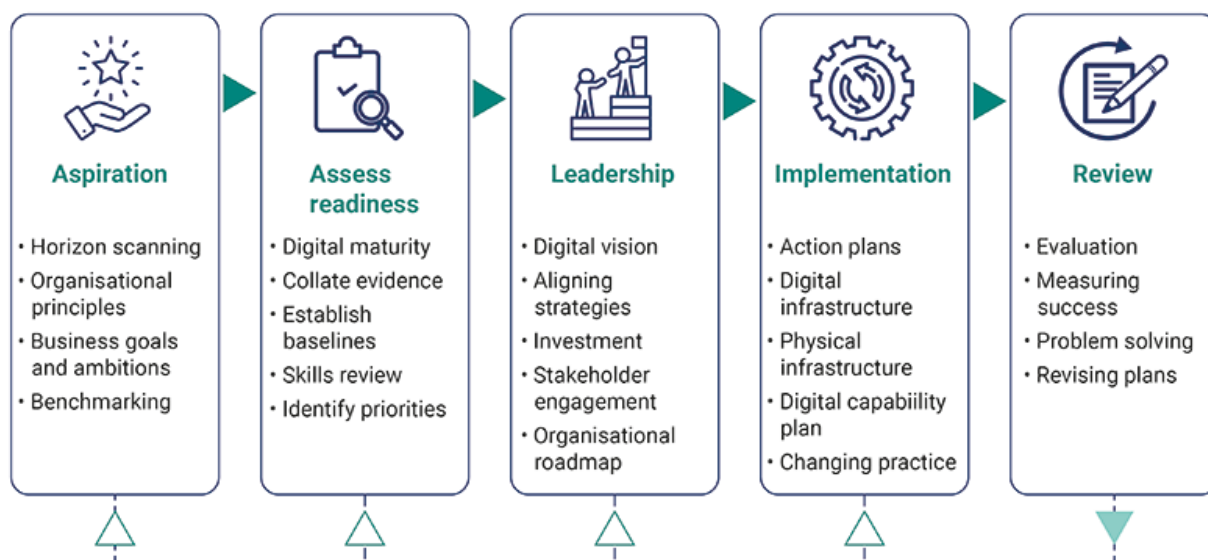
Digital transformation in training activities needs to be implemented synchronously and comprehensively on all contents of training activities, especially in terms of data, software and operation methods: - Regarding learner data: It needs to be managed uniformly and continuously from enrollment to graduation and also after graduation. For example, a learner will be fully managed according to the identifier from the time of admission to graduation. - Regarding software: It is necessary to integrate into a unified software, including modules using a shared database to ensure the synchronization and efficiency of the system. For example, learners can participate in commenting on training programs and exploiting digital learning materials through learners' identifiers. Enrollment is one of the important tasks of training activities, affecting the quantity and quality of input of the training process at each university. Enrollment activities include the main tasks: enrollment promotion, enrollment organization, admission, and admission. According to the traditional way, enrollment promotion is mainly carried out in the form of notices in the following forms: posting in newspapers, posting on websites, sending enrollment notices, or directly consulting at student management units and general education institutions. With this approach, only those who are interested in the major, go to the higher education institution to announce enrollment and have access to the notice can grasp the school's enrollment information. Moreover, the content of information about majors and enrollment units is very limited. This will limit students' understanding of training institutions and disciplines, affecting the choice of training institutions and majors of people in need. In the context of digital transformation, universities need to change the method of promoting enrollment in the direction of applying modern technology so that those who have needs and are interested in majors and training institutions are provided with information about the enrollment of training institutions. Anyone who wants to learn about enrollment, the school's enrollment counseling system will automatically connect and introduce the school's enrollment. In addition, the school's enrollment counseling system can also support detailed advice on information such as: training programs, job opportunities. (and & 2018, 2018; Mateescu et al., 2021) (Castillo et al., 2021; Thoring et al., 2018)
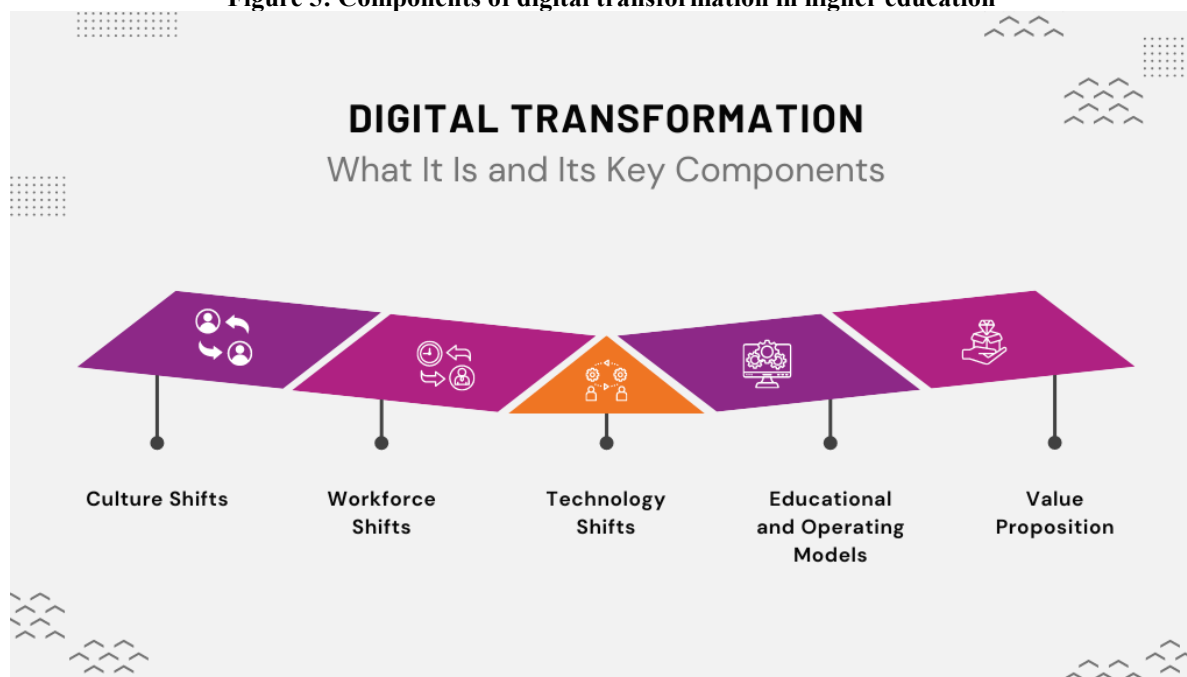
Figure 4: Methods in digital transformation of higher education

Source: https://er.educause.edu/articles/2022/9/digital-transformation-in-higher-education-7-areas-for-enhancing-digital-learning

The training program is one of the factors that determines the quality of training. The training program needs to meet the capacity requirements of learners after graduation, meeting the needs of employers. The university's training products are the human resources of society. Students must be able to perform their work, meet the requirements of the employer and develop themselves. To achieve that, the school needs to collect enough information to determine the right output standards and training content. In digital transformation, universities need to apply digital technology to survey the needs of employers, alumni and socio-economic development trends, science and technology, as a basis for developing output standards and training program content. For example: With the trend of globalization and international integration, universities are required to focus on foreign language competencies for learners, information technology competencies; With the trend of digital transformation, schools need to focus on developing digital competencies for learners so that they become digital citizens; With the help of digital technology, learning materials are rich, diverse, and ready. Therefore, the content of the program should not be too heavy on professional knowledge, but should focus on equipping learners with basic knowledge, skills, learning methods and using technology. (Marks & Al-Ali, 2022; Mikheev et al., 2021)

Figure 5: Components of digital transformation in higher education

Sourse: https://elearningindustry.com/what-are-key-aspects-digital-transformation-how-are-they-relevant-to-higher-education

Digital transformation not only changes technology but also changes many aspects of our lives and work, including changing the working environment. In teaching, digital transformation will change the management and teaching environment from the traditional environment to the digital environment. When teaching in a digital environment, digital learning materials and open educational resources play a very important role. Digital learning materials (or electronic learning materials) are a collection of electronic means for teaching and learning, including: electronic textbooks, electronic textbooks, electronic reference materials, electronic assessment tests, slides, data sheets, audio files, images, etc videos, electronic lectures, teaching software, simulation experiments and other digitized learning materials Developing a shared digital learning material repository is one of the main tasks and solutions to strengthen the application of information technology and digital transformation in education and training in the period of 2022 - 2025, orientation to 2030 When transforming digitally, universities need to develop digital learning materials to serve lecturers and learners to exploit and use for teaching and learning in the digital environment. The development of digital learning materials requires building a digital learning material warehouse and a software system for managing, distributing and exploiting digital learning materials. In addition, the software system needs to connect open educational resources so that lecturers and learners can exploit and use them. Open educational resources are learning, teaching, and research materials in any format, public or copyrighted, that have been released under an open license, allowing access, reuse, integration, adaptation, retention, and redistribution by others under the terms of the open license. (Henseruk et al., n.d.; Yureva et al., n.d.) (Dan & 2023, 2023) (Martínez-Pérez et al., n.d.; Mountasser et al., n.d.; Seres et al., 2018)

Teaching and learning is the most important activity in training activities at universities, helping learners achieve learning goals and output standards of the training program. It is a series of teaching activities of lecturers, learning activities of learners and testing and assessment activities. The application of information technology in teaching has brought certain successes to the training activities of universities. However, currently, the application of information technology in teaching is still local between faculties, departments and individuals. For example, in the same lesson, some lecturers apply information technology in designing lectures and teaching, some teachers do not. Each lecturer uses his or her own lecture to teach. The level of application of information technology by lecturers is also very different. Digital transformation in teaching activities needs to be implemented synchronously with the participation of all staff, lecturers and learners. For example, the lecture of a lesson may be the product of a professional group, of a subject, of an educational institution or of a leading expert in the field related to the content of the lesson. All instructors who teach this lesson will use the product to teach the lesson, or the instructor who is the class organizer to listen to the lecture. After that, the lecturer is the one who answers questions and organizes learners to solve the requirements. Digital transformation in teaching and examining and evaluating learning outcomes is a change in the form of organizing teaching, testing and evaluating learning outcomes; change the source and method of providing learning materials; innovate teaching methods, interaction methods and classroom management. Teaching activities in the digital environment are carried out through an

online training system. Universities need to develop and apply online teaching and learning digital platforms with advanced features to support personalized learning and enhance experience; strengthen computer-based examinations and online examinations; connecting online teaching platforms with school management platforms and IoT networks, establishing a digital transformation ecosystem in educational institutions. Develop and apply platforms for providing open mass online courses (MOOCs), strengthen credit recognition of online courses among higher education institutions; Pilot implementation of the digital higher education model at a number of higher education institutions.   (Armenia et al., n.d.; Gómez et al., n.d.)   (Datta et al., 2020; Martínez-Pérez & Rodríguez-Abitia, 2021; Serna Gómez et al., 2021)

IV.   Discussion

Digital transformation in teaching activities will change technology, organizational methods, and teaching environment poses many difficulties and challenges for universities, specifically as follows: Digital capacity of lecturers and learners: The digital capacity of lecturers and learners is the decisive factor for the success of digital transformation in teaching activities learn. However, in order for lecturers and learners to have digital competencies to meet the requirements of teaching in the digital environment, it is necessary to have a process of training, fostering and self-fostering. The habit of working in the digital environment of staff, lecturers and learners: The habit of teaching in the digital environment is one of the issues that need attention and development. In order to change habits, staff, lecturers and learners need to be properly aware of their roles, importance and personal responsibilities in digital transformation and teaching in the digital environment. Technology platform to implement teaching activities in the digital environment: Digital transformation changes the working methods and environment to the digital environment. In order to teach in the digital environment, universities need to have a digital technology platform that meets the requirements of teaching in the digital environment: the Internet, teaching and teaching support software, teaching activity management software, and technical means to meet the requirements of learning material development and teaching activities. Changes in university managers: One of the decisive factors for the success of digital transformation in teaching activities in universities is the change of managers. Managers need to change their perception of digital transformation, their ability to manage and operate in the digital environment, and change their leadership and management thinking. Managers must be digital leaders, implementing digital governance.   (Gama et al., n.d.)

Universities need to raise awareness and innovate thinking about higher education development in the overall development strategy of each university. In order to effectively take advantage of opportunities as well as overcome challenges from Industry 4.0, universities need to raise awareness of the importance of Industry 4.0, about the changes in the job market; about the university's mission in preparing high-level human resources and participating in the restructuring of the labor market. For management agencies, it is also necessary to improve the capacity of state management and university administration, plan the network of higher education institutions; ensure financial sustainability and enhance transparency. Create consensus of all levels, ministries, training institutions and parties related to higher education. Focus on reviewing and amending regulations on responsibilities and roles of university councils in university governance, guiding and strengthening supervision of accountability of higher education institutions, having mechanisms and policies to create favorable conditions and environment, creating a legal framework for the relationship between higher education institutions and enterprises, innovate training models, programs and methods. Training objectives need to change in the direction of promoting creativity and developing personal capacity. Start-up-oriented training can be implemented according to the "5 in 1" model, in which, the output standards with many new skills of citizens 4.0 and 5 components include: There are many new training programs with high interdisciplinary and cross-disciplinary nature and many training programs associated with industry 4.0; New training program structure; New training technology; New startup projects and the New Startup Education Ecosystem connect all stakeholders: teachers, learners, lecture halls, labs, and users. Instead of teaching a general program, it is necessary to build a variety of programs that help personalize the training; It is necessary to clearly identify the strengths and weaknesses of each learner to come up with an appropriate training program. Promoting research and development of new disciplines (for example, artificial intelligence, data analysis, intelligent ICT convergence), the curriculum system also needs to be constantly changed and updated. Focus on training new skills such as: information search; software updates; access and storage of data; using sensors, working with robots; using Blockchain technology; problem-solving, critical and creative thinking; human resource management; teamwork.   (Laorach et al., 2022)

Accelerate the digital transformation process, catch up with the application of new technologies. Digital transformation must ensure 4 factors, including: empowering lecturers; interacting with students; organizational optimization and method innovation. The digital transformation process at universities takes place in all three stages, including: planning; independently develop strategies and implement innovations; monitor the impact of technology implementation. Building miniature studio models using new technology, virtual classrooms, virtual labs, virtual equipment, virtual libraries, etc. under the support of smart devices. Research on the application of AI technology, especially in the synthesis of learning information, useful suggestions for learners and teachers,

creating conditions for learners to access the standardized curriculum according to each individual, in assessing the capacity and needs of learners, or using it to overcome the shortage of lecturers (such as teaching foreign languages). Innovating the connection model between universities and businesses. It is necessary to establish a high-level overall model on the basis of establishing a common cohesive pattern with many forms in a close, interactive, and mutually supportive system. The university both trains and transfers technology or connects both training, research and implementation. From this overall model, establish a specific and separate model, such as cohesive in the form of work-study higher education; theoretical training at universities, skills internships at enterprises; training according to the order of the enterprise; expanding training lecture halls from universities to enterprises,... Mechanisms and policies must take the quality of training as a bridge to connect according to market principles, especially the labor market, and on the basis of harmony and sharing of interests of all parties; establish a governance institution according to the model of cohesion between the university and the enterprise (evaluation of output results; feedback from the enterprise.   (Kaminskyi et al., 2018; Syani et al., n.d.)

V.   Conclusion

Digital transformation in general and digital transformation in university administration is not about innovation or technology, it is also a matter of culture and people. Through the digitization of knowledge and experience, both teachers and students can improve their skills, with a common goal: to create a more engaging and effective educational process. On the part of state management agencies, it is necessary to have regulations on integrating educational content on national digital transformation, especially skills, basic knowledge, creative thinking, and the ability to adapt to the requirements of the 4th Industrial Revolution, and put them into teaching in schools appropriately. In addition, the Government needs to implement the universalization of informatics (such as the universalization of illiteracy), implement basic informatics teaching, familiarize students with informatics at all levels, right from the moment they come to school, supplement knowledge for the people and the whole society, especially through community education centers, etc the continuing education center allows students when studying at university to have an IT platform to meet the learning requirements in the digital transformation model. On the part of universities, digital transformation is first of all to rethink the working process of all members of the university. Although the determination of school leaders plays an important role, the determination from the leaders alone is not enough, digital transformation requires all individuals from departments, lecturers, and staff to boldly step out of the "comfort zone" to access technology and learn new skills. All must agree and be ready for changes for universities to successfully transform digitally. National digital transformation sets a mandatory requirement for digital transformation in universities. One of the important tasks of digital transformation in universities is digital transformation in training activities. Digital transformation in training activities is an inevitable trend that needs attention to research. On the basis of analyzing the context of digital transformation associated with university training activities, the author has proposed six core contents from digital transformation in enrollment and admission activities to graduation recognition and employment of learners after graduation. In addition, the article points out the difficulties and challenges in the digital transformation of the university's training activities. It is hoped that the results of this research will contribute to the implementation of digital transformation in training activities in Vietnamese universities in the coming time.

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