



THE UNIVERSITY PARTY COMMITTEE AND THE EDUCATION OF STUDENTS IN PATRIOTIC TRADITIONS ON DIGITAL PLATFORMS

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Abstract:

Digital transformation is reshaping the university environment and the ways in which students encounter information, placing the education of students in patriotic traditions under pressure to renew its content, its methods and its mechanisms of leadership. Drawing on an analysis of Party documents, state policy and a set of empirical cases, this article identifies four dimensions of the role performed by university Party committees in the digital environment: setting value orientations; institutionalising policy directives into operating procedures; coordinating the actors involved; and monitoring educational outcomes. The evidence indicates that a number of digitalisation initiatives have achieved meaningful initial reach, yet they remain fragmented and lack consistent criteria of evaluation. The article proposes four sets of measures: institutionalising this work as a component of strategic university governance; shifting from one-way communication to a model of two-way interaction; strengthening inter-agency coordination; and upgrading the digital competencies of relevant personnel in tandem with a reform of how effectiveness is assessed. The article's contribution is to conceptualise the university Party committee as an institution of political leadership operating in a digital environment.

Keywords: university Party committee; education in patriotic traditions; political leadership; university students; digital transformation in education

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1. Introduction

Digital transformation in education is profoundly altering the university environment, from modes of teaching and institutional governance to the ways in which students access information and form political understandings. Under conditions of deep international integration, education in patriotic traditions can no longer rely on one-directional forms of transmission; it must instead draw on the affordances of digital platforms and multimedia communication. The digital environment allows historical and national cultural values to circulate rapidly and widely. At the same time, it presents substantial challenges: a proliferation of inaccurate information, the distortion of historical narratives, and the risk that a segment of the younger generation will engage with these values only superficially. This creates an urgent need to establish leadership and organisational mechanisms capable of guiding such education in the online sphere and improving its effectiveness. The Documents of the 14th National Congress state the requirement to *“strengthen the ‘resilience’ of culture and resist all forms of cultural ‘invasion’; to eliminate hybridised and retrograde cultural forms that damage fine customs and traditions; and to contest and refute narratives that distort history, culture and revolutionary traditions”* (Communist Party of Vietnam, 2026, p. 100).

Within universities, the institutional Party committee serves as the leading nucleus exercising comprehensive political, ideological and organisational leadership. That role is not confined to the dissemination of policy directives. It also rests on the committee’s capacity to institutionalise political orientations into operating mechanisms, to coordinate the actors involved, and to monitor educational outcomes under conditions of digitalisation. In recent years, although many institutions have taken the initiative in digitising archival materials and in communicating history online, implementation has been uneven. In some institutions, such activity remains fragmented, lacks depth, and is not embedded within an overall strategy connected to the institution’s particular developmental profile and its mission of international integration.

Proceeding from this observation, the article analyses the role of university Party committees in educating students in patriotic traditions on digital platforms. It addresses three core research questions:

- 1) Through which principal dimensions is this role exercised?
- 2) What outcomes, limitations and bottlenecks characterise current practice?
- 3) Which decisive measures are required to strengthen political leadership capacity within a digital educational environment?

The study seeks to generate practical guidance for the organisation of educational activity and to contribute to the cultural and political formation of young human resources in the course of international integration.

2. Literature review, conceptual framework and research methods

2.1. Literature review

The political and ideological education of university students and digital transformation in higher education constitute two lines of inquiry that have attracted considerable scholarly attention in recent years. Within the first, Pham Dinh Khue (2024) identifies the manifestations of students' political consciousness, placing particular emphasis on attitudes towards traditional national values: *"students' attitudes towards preserving and promoting the traditional cultural values of the nation are expressed through both perception and action, above all through pride in and a sense of responsibility for national culture."*

Within the second line of inquiry, a number of studies frame the question in terms of the leading political actor itself. Bui Ngoc Mai (2025) argues that *"Party organisations in higher education perform an ideological orienting function through the issuance of resolutions and annual work programmes, and through plans for political and ideological education tied to particular moments and major events in the life of the country and of the Party."* The author also begins to connect this function to the digital environment, proposing that *"university Party committees should, in particular, direct the development of open learning spaces in which students can take part in direct debate and discussion of political and social issues, thereby enhancing their capacity for critical reasoning and independent thought,"* alongside the standardisation of channels such as the Party committee's website and the university's official social media pages.

A third line of inquiry, concerning ideological work under conditions of digital transformation, supplies a macro-level analytical framework. Le Minh Ngoc (2026) contends that *"at a time when hostile forces are making systematic use of cyberspace as their principal front for distortion, defamation and the subversion of revolutionary achievements, the modernisation of ideological work on digital foundations has become more urgent than ever."* The same study identifies the core issue of digital transformation as a shift in governing mindset: a move from administrative management towards governance grounded in data and real-time interaction. A number of empirical models have also been documented, notably the Virtual Tradition Hall at the University of Languages and International Studies, Vietnam National University, Hanoi (University of Languages and International Studies, 2025), and the digitalisation of student Party cell activity (Anh Dao & Trung Hiep, 2026). These sources, however, largely confine themselves to describing the practices of individual institutions.

Taken together, the existing literature has clarified the manifestations of students' political consciousness, established the ideological orienting role of Party organisations within universities, and pointed to certain specific digital channels. Three gaps nonetheless remain. First, the role of the university Party committee on digital platforms has not been systematised into an integrated analytical framework, but appears only as a set of discrete recommendations. Second, existing work addresses political education in general terms and has not examined education in patriotic traditions in its specificity, namely as a process of transmitting historical memory and national values. Third, no

study has yet addressed the question of criteria for evaluating the effectiveness of this work in a digital environment. These are the gaps that the present article seeks to address.

2.2. Education in patriotic traditions in the context of digital transformation

Education in patriotic traditions is a core component of political and ideological work in higher education institutions. It aims to develop historical understanding, consolidate political conviction, shape a sense of civic responsibility and foster an aspiration to contribute to the country. In the digital era, this work is not confined to teaching national history, revolutionary traditions and core cultural and political values. It also bears directly on students' capacity to identify, filter and respond to the multiple and competing information flows circulating online. Education in patriotic traditions therefore needs to be approached as an active process of political and social influence, one that helps learners develop ideological steadfastness, informed political attitudes and the ability to act responsibly in digital settings (Secretariat of the CPV Central Committee, 2015). The Documents of the 14th National Congress specify this orientation: *"strengthen the education of Vietnam's younger generation in revolutionary ideals, ethics and ways of life, in patriotism and national pride; nurture their aspirations, ambition, will and desire to contribute; and instil a strong sense of responsibility towards the country and society"* (Communist Party of Vietnam, 2026, p. 124).

From a political science perspective, patriotic tradition within the university environment constitutes a system of political and cultural values that is transmitted, reinterpreted and internalised by the younger generation through institutional structures, social activity and communication media. When this process migrates onto digital platforms, the entire mode of value transmission is reconfigured: messages travel faster, reach further and take multimedia form, but they must also compete intensely with unofficial discourses. This context simultaneously expands the potential scope of influence and obliges educational actors to reorganise how messages are constructed, to build mechanisms of interaction, and to reform the assessment of effectiveness (Prime Minister of Vietnam, 2020, 2022). Notably, the Documents of the 14th National Congress for the first time place cyberspace on an equal footing with conventional educational institutions, calling for efforts to *"awaken patriotism, the will to self-reliance and the aspiration to advance; to nurture compassion, loyalty, honesty, responsibility and discipline; and to create a healthy, progressive and civilised cultural environment in the family, the school, the community and in cyberspace"* (Communist Party of Vietnam, 2026, p. 32). This provides direct political grounding for treating digital platforms as a genuine educational environment rather than merely a supporting instrument.

2.3. Digital platforms in higher education as a space of political and social interaction

In contemporary university governance, digital platforms are not simply technical infrastructure - websites, online learning management systems, social media or open educational repositories. They constitute an entire online social environment in which information is continuously produced, shared, received and responded to. This is the

space in which institutional actors shape students' perceptions, attitudes and behaviour through everyday informational experience. Digital platforms accordingly need to be understood as a distinctive space of political and social interaction: open, decentralised and strongly conditioned by the velocity at which information circulates. This approach is consistent with the Party's orientation towards *"promoting comprehensive national digital transformation, beginning with the completion of digital infrastructure and digital data systems; building a digital government, digital economy, digital society and digital citizenry; ensuring cybersecurity and data safety; and expanding digital applications, universalising digital skills and narrowing the digital divide"* (Communist Party of Vietnam, 2026, p. 31), as well as with the objective of *"upholding national digital sovereignty in cyberspace"* (Communist Party of Vietnam, 2026, p. 54).

This study approaches digital platforms as an environment in which political and social influence is actually exercised. In such an environment, educational effectiveness depends on whether the university and its associated mass organisations succeed in establishing mechanisms of two-way interaction, content co-creation and timely feedback. A digital system serving education in patriotic traditions realises its value only when it moves students from the passive positions of "viewing" or "reading" towards active enquiry, verification, discussion and participation in reconstructing historical memory and disseminating civic values (University of Languages and International Studies, 2025).

2.4. The university Party committee as an institution of political leadership in a digital environment

The university Party committee is the political nucleus exercising comprehensive leadership across all areas of institutional activity. In educating students in revolutionary ideals and national traditions, its role extends beyond issuing resolutions and general orientations: it consists in the capacity to institutionalise policy directives into action plans, coordination procedures, inspection mechanisms and systems of evaluative indicators. In cyberspace, this leading role requires still greater assertion, since political influence no longer operates primarily through centralised administrative means, but through shaping the content ecosystem, standardising channels of interaction, and sustaining the persuasive force of mainstream discourse (Central Committee of the Communist Party of Vietnam, 2013). The Documents of the 14th National Congress state this requirement directly, calling for a *"far-reaching renewal of the content and methods of ideological work, and enhancement of the combative, educational and persuasive qualities of political and ideological propaganda and education,"* together with the task of *"developing a strategy for ideological work in the context of digital transformation"* (Communist Party of Vietnam, 2026, p. 131). This indicates that ideological work in the digital environment is no longer an auxiliary activity but has become a strategic component of Party building.

The role of the university Party committee on digital platforms may be summarised along four dimensions. First, it sets value orientations and establishes normative standards for the political content of education in patriotic traditions. Second, it institutionalises policy directives into operating procedures linked to student affairs,

mass organisation activity, communications and the management of digital learning materials. Third, it establishes and coordinates channels of online interaction between the leading actor and the intended audience, encouraging students themselves to participate in disseminating these values. Fourth, it operates mechanisms of inspection and oversight that draw both on quantitative indicators and on qualitative shifts in learners' perceptions and behaviour.

2.5. Research methods

The article relies principally on documentary analysis of Party documents and state policies concerning education in revolutionary ideals and digital transformation in education and training. This is combined with a synthesis of the secondary literature and an examination of several representative empirical models at higher education institutions in the northern, central and southern regions, in order to clarify the role of the university Party committee and to ground the proposed measures. Survey data on student perceptions are drawn from previously published research.

3. The role of university Party committees in practice: educating students in patriotic traditions on digital platforms

3.1. General context and recent developments in higher education

Practice in Vietnamese higher education indicates that digital transformation has become a structural developmental requirement, tied to the national digital transformation programme and to the education sector's strategy for digital governance and digital data (Prime Minister of Vietnam, 2020, 2022). This shift compels a substantial reorientation of education in patriotic traditions. Conventional formats - civic orientation sessions, political theory courses, and direct one-way communication - retain a foundational role, but a gap has emerged between these formats and the information habits of the younger generation. Extending the educational space onto digital platforms, with their high capacity for diffusion and visual presentation, has become unavoidable. The orientation of the 14th National Congress underscores this, calling for the *"modernisation of higher education"* and for *"comprehensive digital transformation, the universalisation and vigorous application of digital technology and artificial intelligence in education and training, and the provision of conditions for lifelong learning"* (Communist Party of Vietnam, 2026, pp. 101-102).

A survey of 350 students in Ho Chi Minh City conducted by Nguyen Linh Phong (2025) found that learners hold a well-developed understanding of the importance of patriotism, while several conventional forms of political communication achieve only limited effect; formats grounded in experience, interaction and social and political activity elicited notably more positive responses. These findings suggest that students are not indifferent to traditional values. The challenge lies rather in the distance between educational objectives and the modes of transmission available in the new media

environment. Without innovation in narrative technique and interactivity, educational messages are unlikely to achieve depth of impact.

3.2. Representative empirical models

In the north, the Virtual Tradition Hall at the University of Languages and International Studies, Vietnam National University, Hanoi (ULIS) exemplifies the construction of symbolic digital space. The system digitises documents, photographs, artefacts, successive generations of leadership and the institution's developmental history, forming an online cultural space that reconstructs institutional memory, cultivates organisational pride and strengthens the connection between successive cohorts of students and the university's traditional values (University of Languages and International Studies, 2025). In the central region, the digitalisation of student Party cell activity at the University of Economics, University of Danang, illustrates an approach centred on organising a core cadre of activists. The Party cell has built its own website, digitised resolutions and administrative procedures, and adopted data visualisation tools for the management and assessment of Party members. Although the immediate scope of impact is largely confined to student Party members and candidate members, the political significance of the model is considerable: it produces a vanguard group combining technological competence with ideological conviction, capable of leading and diffusing official educational discourse into other public spaces frequented by students (Anh Dao & Trung Hiep, 2026).

In the south, the annual "Su Ky Ngan Nam 2024 - Doi Hoa Lua" project of the University of Economics Ho Chi Minh City (UEH) demonstrates the combination of historical knowledge, collective emotion and contemporary communication. The project integrates a sequence of activities ranging from exhibitions, film discussions and heritage tours of wartime sites to commemorative artistic performances; the exhibition component alone attracted close to 1,000 student participants. Conducted under the direction of the university Party committee, the model shows that education in patriotic traditions achieves high social resonance when it is translated into multimedia experience that links knowledge to learners' positive emotional engagement (UEH Youth Award, 2024).

3.3. Emerging problems

Notwithstanding these initial results, the exercise of leadership by university Party committees in digital space reveals several bottlenecks. First, educational activity on digital platforms remains largely superficial, oriented towards short-term event publicity or reporting on campaign activities. It has not been constituted as a stable strategic task within the system of university governance, with the result that political work is insufficiently integrated with academic programmes and student support services (Nguyen Linh Phong, 2025).

Second, coordination among the Party committee, the university administration, the Youth Union, the Students' Association, academic faculties and technical units is loosely organised in many institutions. Directives exist without integrated coordination

procedures, and platforms exist without long-term content strategies, which reduces the continuity and persuasive force of political discourse addressed to students (Ngo Thi Phuong Lan, 2024). Third, many current models address only the technical problem of transmission and have yet to establish mechanisms that constitute students as interacting subjects, co-creators and defenders of these values. From a political science standpoint, the decisive measure of educational effectiveness is not the number of posts published or platforms maintained, but the capacity to establish a healthy discursive environment in which students come to hold patriotic commitments as genuine convictions and translate them into action.

4. Measures to strengthen the role of university Party committees in educating students in patriotic traditions on digital platforms

4.1. Institutionalising digital education in patriotic traditions as a component of strategic governance

One feasible approach is to establish education in patriotic traditions on digital platforms as a component of the university's overall development strategy. On this basis, the Party committee would not merely issue general orientations, but would also participate in defining objectives, core messages, the units responsible for implementation, and the set of indicators used to assess performance. Once systematically institutionalised, this work operates as a structured process linked to formal instruction, student management, mass organisation activity and the university's communications strategy, rather than depending on the spontaneity of short-term campaigns (Secretariat of the CPV Central Committee, 2015; Prime Minister of Vietnam, 2022). This approach corresponds closely to the requirement set out in the Documents of the 14th National Congress to *"strengthen and consolidate grassroots Party organisations and improve the quality of Party membership; to review, amend, supplement and refine the functions, tasks, powers, responsibilities and working relations of the various types of grassroots Party organisation, and to implement them effectively"* (Communist Party of Vietnam, 2026, p. 136).

4.2. Moving from one-way communication to a model of political and educational interaction

A further measure is the development of a two-way model of political and educational interaction and experience in place of one-way communication. Content can be edited into concise digital products suited to the reception habits of the younger generation: short videos, thematic podcasts, infographics, digital heritage maps, digital memory libraries, virtual museums and interactive online competitions. This approach enables students to take part in discussion, provide feedback and co-create content, thereby improving the internalisation of the values concerned.

Within such a structure, models such as student Party cell websites or online Party member management software should be positioned as instruments for building a core group of activists. From this political nucleus, the university can organise a network for

diffusing messages onto public platforms that reach the entire student body, including official social media pages, information portals, dedicated tradition sections and academic forums. This tiered structure addresses the mismatch between the narrow reach of Party organisational channels and the broad educational objective of reaching all learners (Anh Dao & Trung Hiep, 2026).

4.3. Improving inter-agency coordination and upgrading digital competencies

The effectiveness of education in patriotic traditions on digital platforms depends on the quality of coordination among institutional actors. A workable coordination cycle may be conceived in functional terms: the Party committee provides political orientation and oversight; the university administration ensures financial arrangements, infrastructure and integration into governance plans; the Youth Union and the Students' Association design and operate interactive activities; academic faculties provide scholarly review of content; and the information technology and communications centre assumes responsibility for technical matters, data and platform development. Such interlinkage generates combined capacity and addresses the fragmentation of information among units.

Alongside this, the digital competencies of personnel engaged in Party work, political work and student affairs require standardisation. Training should address not only the use of technical tools but also the design of community interaction, the capacity to narrate history in digital forms, skills in analysing feedback data, the ability to identify and counter erroneous claims, and the management of digital communication risk. Personnel with robust digital competencies enable the leading political institution to retain the initiative and sustain persuasive force in the online sphere. The content of such training should be linked to the directive to carry out *"a fundamental renewal of the content, curricula and methods of political theory education in a scientific, creative and modern direction, connecting theory with practice, and to intensify training, refresher courses and knowledge updating for Party committee members and cadres engaged in Party building at all levels"* (Communist Party of Vietnam, 2026, pp. 391-392).

4.4. Reforming the assessment of effectiveness by combining digital data with indicators of attitudinal change

The assessment of effectiveness in education in patriotic traditions needs to move away from administrative quantification towards a multidimensional model that combines systematic digital data with indicators of change in political perception and behaviour. Digital governance systems permit the tracking of actual engagement metrics, including time spent, completion rates for digital learning materials, sharing rates and the character of online discussion. These technical measures nonetheless require cross-referencing with qualitative indicators obtained through periodic sociological surveys of historical knowledge, national pride, resilience in the face of distorted information, community responsibility and willingness to participate in social and political activity. This combination provides a more rigorous basis for assessing both the quality of leadership

and educational effectiveness in a digital environment (Nguyen Linh Phong, 2025). The approach is consistent with the Documents of the 14th National Congress, which place *“emphasis on designing action programmes and mechanisms of inspection, oversight and evaluation of results, and treat data, indicators and public feedback as an important basis for adjusting policy and assigning accountability”* (Communist Party of Vietnam, 2026, p. 24).

5. Conclusion

Under conditions of digital transformation, the education of students in patriotic traditions has shifted from conventional modes of delivery towards a process of political and social influence conducted on digital platforms. From a political science perspective, the role of university Party committees is not confined to shaping perceptions; it is bound up with the capacity to establish institutional arrangements, coordinate the actors involved and construct a healthy environment of online interaction. The effectiveness of this work depends substantially on the institution’s capacity for institutional adaptation in the face of continuous change in digital life.

Theoretical and empirical analysis indicates that digital platforms open significant opportunities for innovation while also presenting considerable challenges for Party leadership. Empirical models across the three regions - the “Su Ky Ngan Nam - Doi Hoa Lua” project at UEH, the Virtual Tradition Hall at ULIS, and the digitalisation of Party cell activity at the University of Economics, University of Danang - demonstrate that where digital space has a clearly identified leading actor and defined mechanisms of coordination, the capacity to convey traditional values to students improves markedly. Implementation nonetheless remains uneven across institutions, weighted towards short-term events and lacking rigorous instruments of evaluation.

Realising the leading role of university Party committees therefore requires the coordinated implementation of a comprehensive set of measures: (1) institutionalising this educational content as a component of the university’s strategic governance; (2) shifting the mode of education towards two-way interaction; (3) improving mechanisms of inter-agency coordination and upgrading the digital competencies of personnel; and (4) reforming assessment methods by combining digital data with evidence of change in learners’ perceptions.

Education in patriotic traditions on digital platforms constitutes a central means of preparing a young workforce that possesses both digital competence and firm political conviction for the country’s development in the new era. Where students combine a sense of national identity with the open outlook of the age, education in national traditions becomes a durable cultural and political foundation, serving sustainable development and international integration alongside the protection of national interests. This is also the means of realising the position taken by the 14th National Congress on *“vigorously awakening patriotic traditions, the aspiration to develop, the spirit of solidarity, and the will to self-determination, self-confidence, self-reliance, self-strengthening and national pride; and on*

drawing on the strength of culture and of the people as an endogenous resource and a powerful driver of development” (Communist Party of Vietnam, 2026, p. 82).

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Conflict of Interest Statement

The authors declare no conflict of interest.

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