

Assessing the TPACK-Based Teaching Competencies of College Lecturers in Vietnam

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This study assesses college lecturers' self-reported TPACK competence in Vietnam using a mixed-methods research design. Data was collected from 286 lecturers from 16 colleges. Quantitative results show that lecturers' TPACK competence is generally at a fairly good level. However, the average TPACK score is the lowest, reflecting the challenge in simultaneously integrating technology, pedagogy, and teaching content. Qualitative results show that lecturers have used technology in lesson design, classroom management, and assessment, and have begun to use AI-generated content. However, technology integration is still affected by infrastructure, costs, time, learner readiness, and subject specifics. The study provides evidence of TPACK in college education in Vietnam and suggests the need to develop professional development programs focused on integrated competencies.

Keywords: TPACK model, teaching competencies, college lecturers, technology integration, Vietnam

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