

**MINISTRY OF EDUCATION
AND TRAINING**

ACADEMY OF JOURNALISM AND COMMUNICATION

**HO CHI MINH NATIONAL
ACADEMY OF POLITICS**

NGUYEN DUC THIEN

**POLITICAL STEADFASTNESS EDUCATION FOR UNIVERSITY
STUDENTS IN HANOI IN THE CONTEXT OF CONTEMPORARY
DIGITAL TRANSFORMATION**

SUMMARY OF DOCTORAL DISSERTATION

HA NOI – 2026

**THE RESEARCH HAS BEEN COMPLETED AT ACADEMY
OF JOURNALISM AND COMMUNICATION**

Advisor 1: Assoc. Prof. Dr. Luu Van Quang

Advisor 2: Dr. Dinh Thi Thanh Tam

Reviewer 1:

Reviewer 2:

Reviewer 3:

**The dissertation was defended before the grassroots-level Dissertation
Evaluation Council at the Academy of Journalism and Communication.**

INTRODUCTION

1. Rationale of the Study

Throughout every stage of the Vietnamese revolution, the Communist Party of Vietnam has consistently regarded political and ideological work as an indispensable component of Party building, playing a pivotal role in shaping political consciousness, consolidating political conviction, and fostering unity in both will and action across society. Within this framework, educating the younger generation particularly university students to develop strong political steadfastness is of strategic significance for cultivating high-quality human resources and ensuring the continuity of the Party's revolutionary cause and the nation's long-term development. As young intellectuals, university students possess considerable capacity to acquire new knowledge, advanced science and technology, and global trends. At the same time, they are among the social groups most directly and profoundly influenced by the political, economic, cultural, and communication transformations associated with the digital era. Consequently, fostering political steadfastness among university students is not merely an objective of higher education but also a fundamental task of political and ideological work under contemporary conditions.

Entering a new stage of national development, Vietnam is accelerating industrialization and modernization in conjunction with the advancement of the digital economy, digital society, and digital citizenship. The Documents of the 14th National Congress of the Communist Party of Vietnam identify science and technology, innovation, and digital transformation as the primary drivers of rapid and sustainable national development. They further emphasize the imperative of nurturing well-rounded Vietnamese citizens who possess political steadfastness, intellectual capacity, aspirations for national development, and the ability to adapt to the evolving demands of the new era. The Congress Documents also underscore the necessity of strengthening the protection of the Party's ideological foundation, proactively combating erroneous and hostile viewpoints in cyberspace, and cultivating a younger generation that is both politically committed and professionally competent, with revolutionary ideals, sound ethics, strong political steadfastness, and a high sense of social responsibility. These strategic orientations demonstrate that, in the context of digital transformation, political steadfastness education for university students extends far beyond the conventional scope of educational activities; it has become an urgent requirement arising from both the country's development strategy and the mission of safeguarding the Socialist Republic of Vietnam under new circumstances.

In addition, Resolution No. 71-NQ/TW of the Politburo on Breakthrough Development in Education and Training reaffirms that education and training constitute the foremost national policy and serve as a key driving force for national development in the digital age. The Resolution calls for a fundamental and comprehensive reform of education toward greater modernization, openness, flexibility, digitalization, and international integration. It also emphasizes the importance of cultivating revolutionary ideals, moral values, healthy lifestyles, and aspirations for building a prosperous and happy nation among the younger generation. In this context, political steadfastness education for university students can no longer be confined to the traditional transmission of political theory. Instead, it must focus on developing students' political thinking, enhancing their ability to identify and critically assess misinformation, strengthening their capacity to adapt to the digital communication environment, and reinforcing their resilience against the adverse influences of cyberspace. Furthermore, Regulation No. 19-QĐ/TW on Political and Ideological Work within the Party requires substantial innovation in the content and methods of political and ideological work under conditions of digital transformation. It stresses the need to proactively monitor ideological trends in cyberspace, improve the effectiveness of safeguarding the Party's ideological foundation, and strengthen the struggle against erroneous and hostile viewpoints. In particular, Directive No. 10-CT/TW dated July 20, 2026, issued by the Secretariat on strengthening political theory education, revolutionary ideals, ethics, lifestyles, and civic awareness within the national education system to meet the requirements of national development in the new context, calls for comprehensive innovation in the content, curricula, and methods of political theory education; the adoption of a learner-centered approach; greater application of digital technologies; and the development of a healthy and safe educational environment. The Directive also identifies existing limitations in the practical relevance of educational content and methods, as well as in learners' skills for appropriate conduct in cyberspace. This constitutes an important political foundation that further underscores the urgent need to strengthen political steadfastness education for university students in the context of digital transformation.

In practice, digital transformation is generating profound changes across all spheres of social life, particularly within higher education. The rapid development of the Internet, social media, artificial intelligence, and digital communication platforms has fundamentally reshaped the ways in which university students access

information, communicate, learn, and form political perceptions. On the one hand, digital transformation provides unprecedented opportunities to modernize political and ideological education by enhancing instructional content, diversifying pedagogical methods, improving knowledge dissemination, and expanding students' access to authoritative sources of information. On the other hand, the digital environment also presents significant risks to students' political awareness, political conviction, and value orientation. Hostile forces increasingly exploit cyberspace to disseminate misinformation, distort Marxism–Leninism and Ho Chi Minh Thought, deny the leadership role of the Communist Party of Vietnam, and incite skepticism, political extremism, and pragmatic lifestyles among young people. Under such circumstances, students lacking firm political steadfastness are particularly vulnerable to ideological instability, information disorder, declining political confidence, and confusion in both perception and action.

Hanoi, as the political and administrative center of Vietnam, is simultaneously the country's leading hub for higher education, science and technology, and digital transformation. The city is home to a large concentration of universities, academies, research institutions, and students from diverse academic disciplines and regions nationwide. It also represents one of Vietnam's most technologically advanced and internationally integrated localities, while being directly exposed to diverse information flows through the Internet and social media. In recent years, universities in Hanoi have actively promoted innovation in political theory education and expanded the application of digital technologies in teaching, institutional governance, and political and ideological communication. Nevertheless, several shortcomings remain evident. Educational content has not kept pace with the rapidly changing digital environment; teaching methods continue to rely heavily on one-way knowledge transmission; the application of digital technologies in political and ideological education remains uneven; students' capacities to identify and critically refute misinformation are still limited; and coordination among educational stakeholders has yet to achieve optimal effectiveness. These challenges underscore the necessity for comprehensive and systematic research aimed at formulating appropriate theoretical perspectives and practical solutions to improve the effectiveness of political steadfastness education for university students in the context of digital transformation.

Recognizing the theoretical and practical significance of this issue, the author selects the topic: “*Political Steadfastness Education for Students at Universities in Hanoi in the Context of Digital Transformation*” as the subject of this doctoral dissertation in Political Science.

2. Research Objectives and Tasks

2.1. Research Objectives

This study aims to clarify the theoretical foundations of political steadfastness education for university students in the context of digital transformation; to assess the current situation; and to propose viewpoints and solutions to strengthen political steadfastness education for students at universities in Hanoi under contemporary digital conditions .

2.2. Research Tasks

- To review the existing literature related to the research topic.
- To clarify theoretical issues concerning political steadfastness education for university students in the context of digital transformation.
- To assess the current situation of political steadfastness education for university students and identify emerging issues in Hanoi.
- To propose viewpoints and solutions to enhance political steadfastness education for university students in the coming period .

3. Research Object and Scope

3.1. Research Object

Political steadfastness education for university students in Hanoi in the context of digital transformation.

3.2. Research Scope

Content scope: The study focuses on theoretical and practical issues as well as emerging challenges in political steadfastness education for university students in Hanoi under digital transformation.

Spatial scope: The research concentrates on full-time university students through surveys conducted at selected institutions in Hanoi, including: University of Transport and Communications, Hanoi University of Science and Technology, Banking Academy, Academy of Journalism and Communication, and Hanoi National University of Education.

Temporal scope: The study examines data from 2021 to the present, marking the implementation of the National Digital Transformation Program with a vision to 2030 .

4. Theoretical and Methodological Framework

4.1. Theoretical Foundation

The dissertation is grounded in Marxism–Leninism, Ho Chi Minh Thought, and relevant domestic and international scholarly works on education and political steadfastness education for university students .

4.2. Practical Basis

The practical foundation includes the current state of political steadfastness education for university students in Hanoi, results from sociological surveys conducted by the author, and institutional reports on political education activities .

4.3. Research Methods

Methodological approach: Based on dialectical and historical materialism, applying principles such as objectivity, comprehensiveness, development, historical specificity, and the unity of theory and practice.

Historical and logical methods: Used to clarify theoretical foundations, analyze current conditions, and develop viewpoints and solutions.

Analytical method: Applied to secondary data, including theoretical frameworks, influencing factors, and comparative assessments.

Sociological survey method: Used for data collection through questionnaires and statistical analysis.

Expert interview method: Used to gather insights from educators and specialists in the field .

5. Research Questions and Hypotheses

5.1. Research Questions

Research Question 1: In the context of digital transformation, what new characteristics have emerged in the constituent elements, content, actors, and methods of political steadfastness education for university students?

Research Question 2: How does digital transformation affect the formation and development of political steadfastness among university students?

Research Question 3: What new challenges does digital transformation pose to political steadfastness education for university students in terms of educational content, methods, actors, and the educational environment?

Research Question 4: What guiding principles should be upheld, and what solutions should be implemented to enhance the effectiveness of political steadfastness education for university students in Hanoi in the context of digital transformation?

5.2. Research Hypotheses

- In the context of digital transformation, the constituent elements, content, actors, and methods of political steadfastness education for university students are evolving toward greater digitalization, flexibility, and interactivity.
- Digital transformation exerts both positive and negative impacts on students' political steadfastness by creating opportunities to enhance political awareness while simultaneously posing risks to political conviction and ideological orientation.
- Political steadfastness education for university students requires innovation in educational content, methods, actors, and the educational environment in order to adapt effectively to the digital environment.
- The effectiveness of political steadfastness education for university students will be enhanced if the Party's guiding principles are consistently upheld and comprehensive solutions are implemented with respect to educational content, methods, actors, and the educational environment, while simultaneously promoting students' capacity for self-education.

6. Theoretical and Practical Significance

6.1. Theoretical Significance

- Establishes a relatively comprehensive theoretical framework for political steadfastness education in the digital era.
- Contributes to enriching Party and State policies on education and student development .

6.2. Practical Significance

- Serves as a reference for teaching and learning political theory subjects.
- Provides practical guidance for organizations and individuals involved in student education .

7. New Contributions of the Dissertation

Clarifies theoretical and practical issues of political steadfastness education in the digital context.

- Provides an accurate assessment of the current situation in Hanoi.
- Proposes new and feasible solutions to improve effectiveness .

8. Structure of the Dissertation

In addition to the Introduction, Conclusion, References, and Appendices, the dissertation consists of 4 chapters and 12 sections .

Chapter 1

LITERATURE REVIEW RELATED TO THE DISSERTATION TOPIC

1.1. Studies on Political Steadfastness and Political Steadfastness Education for University Students

Both domestic and international studies have approached the issue of political steadfastness and its education for university students from various perspectives, thereby contributing to the formation of an important theoretical foundation for in-depth research in the current context.

Firstly, studies by foreign scholars particularly within the theoretical framework of Marxism-Leninism and the practice of global revolutionary movements- have clarified the role of ideological and political work in shaping political steadfastness among individuals in general, and youth and students in particular. Research such as that of X.I. Xuronitrencô has demonstrated that ideological work is not merely propaganda but a comprehensive educational process aimed at forming beliefs, ideals, and the capacity for ideological struggle among cadres and the masses. This provides a basis for identifying ideological and political education as the core content of political steadfastness education .

Studies on students in revolutionary movements, notably research on Russian students in the early twentieth century, have affirmed the particularly important role of students as a dynamic social force capable of rapidly absorbing progressive ideas and actively participating in social transformations. Accordingly, theorists have emphasized the necessity of properly orienting students' political ideals from the early stages to fully exploit their potential and avoid ideological deviation .

In addition, research on youth work has clarified psychological characteristics, needs, and appropriate educational methods for younger generations. M.I. Kalinin argued that youth education cannot be applied mechanically but must be based on their specific characteristics; otherwise, it may lead to alienation from organizations and reduced educational effectiveness. This viewpoint holds significant implications for innovating political steadfastness education methods for students in the contemporary context .

Another important line of research concerns the education of belief and morality as the foundation of political steadfastness. Works by V.A. Sukhomlinsky have affirmed that belief and morality are not only outcomes but also intrinsic driving

forces of human action, while emphasizing the integration of intellectual and moral education. This provides an important theoretical basis for understanding political steadfastness as not merely cognitive but also as a matter of qualities and behavior .

From a systemic theoretical perspective, studies on socialist education have identified ideological and political education as the central component of comprehensive education, aimed at forming individuals with beliefs, ideals, and action capacity aligned with socialist orientations. This perspective clarifies the purposiveness, systematicity, and comprehensiveness of political steadfastness education .

Moreover, modern studies approach political steadfastness through elements such as trust, individual competence, and social relations. Works such as those of Stephen M.R. Covey have analyzed trust as a decisive factor in effective action and sustainable individual development, offering useful references for examining the structure of students' political steadfastness .

Regarding domestic research, many scholars have clarified the conceptual content and role of political steadfastness in human development. These studies indicate that political steadfastness is a synthesis of political qualities, cognitive capacity, and practical experience, formed through education and self-cultivation. It is also regarded as a decisive factor enabling individuals to maintain ideological consistency, orient their actions, and overcome challenges.

Numerous studies also emphasize the role of political theory education in shaping students' political steadfastness. Scholars argue that political theory education not only provides knowledge but also contributes to building a scientific worldview, political belief, and social responsibility. However, practice reveals several limitations, such as insufficient linkage between content and reality, rigid teaching methods, and lack of engagement .

Furthermore, research on lifestyle, morality, and education based on Ho Chi Minh Thought highlights the role of moral education in shaping personality and political steadfastness. These works stress the necessity of combining theoretical education with moral education, and cognition with action.

In general, studies on political steadfastness and its education have achieved important results, clarifying concepts, structure, roles, and methods of political steadfastness education for students. However, most studies have been conducted under traditional conditions and have not yet fully addressed the issue within the context of digital transformation .

1.2. Studies on Digital Transformation and Political Steadfastness Education for University Students

1.2.1. Studies on the Context of Digital Transformation

Studies on digital transformation have clarified its nature, content, and development trends within the context of globalization and the Fourth Industrial Revolution.

Firstly, international studies affirm that digital transformation is not merely the application of technology but a comprehensive transformation of thinking, organizational models, and operational methods. Scholars argue that digital transformation must permeate the core of organizations, including strategy, culture, and governance. This indicates that education cannot be limited to technological application but must undergo comprehensive innovation in objectives and methods .

These studies also distinguish levels such as digitization, digitalization, and digital transformation, thereby clarifying the complexity and strategic nature of the process. At the same time, digital transformation is considered an interdisciplinary process requiring the integration of technology, human resources, and strategic vision.

In education, research shows that digital transformation profoundly changes teaching methods, shifting from traditional models to learner-centered approaches, personalizing learning processes, and enhancing interaction. Technologies such as artificial intelligence, big data, and virtual reality have opened new possibilities for improving educational quality .

However, studies also highlight challenges such as disparities in technological infrastructure, limitations in digital skills among lecturers and students, lack of legal frameworks, and inconsistency in implementation. These challenges require comprehensive and synchronized strategies to ensure effective digital transformation .

In Vietnam, research confirms that digital transformation is an inevitable trend and a key driver of socio-economic development. It is structured around pillars such as digital institutions, digital infrastructure, digital economy, and digital society. At the same time, digital transformation significantly affects human perception, values, and behavior, especially among the younger generation. These findings indicate that digital transformation creates both opportunities and challenges for education in general and political steadfastness education in particular .

1.2.2. Studies on Political Steadfastness Education in the Context of Digital Transformation

Although comprehensive studies remain limited, some research has initially addressed the relationship between digital transformation and political steadfastness education for students.

These studies argue that digital transformation creates a multidimensional information environment in which students can access diverse sources, including both accurate and misleading information. This requires students to develop the capacity to identify, evaluate, and refute erroneous viewpoints, thereby strengthening their political steadfastness .

Additionally, research emphasizes the role of digital technologies in innovating political theory education. The use of online platforms, social media, and digital tools enhances engagement and effectiveness while expanding the space and time for learning.

However, limitations persist, such as overly academic content, inappropriate teaching methods, and underutilization of digital technologies. These shortcomings lead to passive learning, weak critical thinking skills, and increased vulnerability to misinformation.

Therefore, scholars recommend renewing educational content and methods, strengthening the application of digital technologies, improving lecturers' competencies, and creating a positive learning environment

1.3. Summary of Research Findings and Issues for Further Study

1.3.1. Summary of Existing Research Findings

First, studies have clarified the concept of political steadfastness, including elements such as ideological stance, belief, morality, cognitive capacity, and social responsibility. They also affirm the crucial role of political theory education in shaping students' political steadfastness.

Second, research on digital transformation has clarified its nature, trends, and impacts on education, particularly changes in teaching methods and learning environments.

Third, some studies have initially addressed political steadfastness education in the digital context; however, no research has yet comprehensively and systematically examined this issue .

1.3.2. Issues for Further Research

From a theoretical perspective, concepts such as “political steadfastness in the digital environment,” “digital political steadfastness,” and “ideological resilience” have not yet been clearly defined, nor has a unified theoretical framework been

established. This necessitates the development of a new theoretical framework suitable for the digital transformation context.

From a practical perspective, existing studies have not fully reflected the impact of the digital environment on students' perceptions and behaviors, nor have they comprehensively assessed the state of political steadfastness education in universities, particularly in Hanoi.

From a methodological perspective, most studies rely on qualitative approaches, lacking quantitative and empirical research to evaluate the impact of technological and digital environmental factors .

Chapter 1 Summary

Chapter 1 has systematically reviewed studies related to political steadfastness, its education, and digital transformation in education. These studies provide important theoretical and practical foundations while identifying research gaps that need further exploration.

On this basis, the dissertation aims to inherit and develop previous research findings, while contributing to the construction of a theoretical framework and proposing solutions to enhance the effectiveness of political steadfastness education for students in the context of digital transformation.

Chapter 2

THEORETICAL ISSUES OF POLITICAL STEADFASTNESS EDUCATION FOR UNIVERSITY STUDENTS IN THE CONTEXT OF DIGITAL TRANSFORMATION

2.1. Political Steadfastness and Political Steadfastness Education for University Students in the Context of Digital Transformation

2.1.1. Students and Their Political Steadfastness

University students constitute a distinctive social group within the young intellectual stratum and play a crucial role in the future development of the nation. They are individuals pursuing higher education, tasked with acquiring scientific knowledge, developing professional skills, and cultivating comprehensive personalities. Students are not only learners but also a pioneering force in innovation, particularly in the context of digital transformation, where knowledge and technology serve as key drivers of development.

Steadfastness, in general, is an essential personality trait, reflecting an individual's capacity for self-mastery, resilience, and independence in cognition and action. It represents not merely willpower but a synthesis of knowledge, experience, and moral qualities, formed through practical activities. A steadfast individual is one who maintains composure in the face of challenges and persistently pursues chosen goals.

Among various forms of steadfastness, political steadfastness plays a foundational role, shaping and influencing other forms. Political steadfastness is a composite quality manifested in ideological consistency, firm political belief, independent thinking, and appropriate action in complex socio-political contexts. It is not a simple psychological state but the outcome of a long-term process of education and practical engagement.

For students, political steadfastness possesses specific characteristics associated with their developmental stage. It is expressed through a firm ideological stance, independent cognitive ability, moral integrity, and political courage in responding to social and digital influences. Students with strong political steadfastness are those who can establish sound ideals, maintain consistency in their goals, and resist negative external influences.

The formation of political steadfastness among students is closely linked to learning, self-cultivation, and participation in social practice. Knowledge provides the foundation for understanding social phenomena and forming a scientific worldview. However, knowledge becomes effective only when combined with moral qualities and the courage to act. Therefore, political steadfastness is the unity of cognition, attitude, and behavior.

2.1.2. Education and Political Steadfastness Education for Students

Education is a purposeful and organized social activity aimed at transmitting knowledge, developing skills, and shaping human personality and qualities. It is not merely a process of knowledge transfer but also a process of value orientation, ideological formation, and comprehensive capacity development.

Within the educational system, ideological and political education plays a particularly important role in shaping worldview, beliefs, and life ideals. It serves as the foundation for developing political steadfastness, enabling individuals to perceive and act appropriately in social life.

Political steadfastness education for students can be understood as a purposeful and organized process carried out by educational actors to cultivate in students a firm

ideological stance, sound political belief, the capacity to identify and combat erroneous viewpoints, and a strong sense of responsibility. This process extends beyond formal education to include social environments and students' practical activities.

In the context of digital transformation, political steadfastness education becomes increasingly critical as students are exposed to vast, multidimensional, and complex information flows. Without sufficient steadfastness, they may become unstable or deviate in cognition and behavior. Therefore, political steadfastness education is not only an institutional responsibility but also a strategic requirement in training high-quality human resources.

2.1.3. Digital Transformation and Political Steadfastness Education

Digital transformation refers to a comprehensive change in thinking, operational methods, and organizational models through the application of digital technologies to create new value and enhance efficiency. It is not merely technological change but also transformation in awareness, culture, and human behavior.

In education, digital transformation involves integrating technology into teaching and management processes to improve educational quality. This includes the use of online learning platforms, big data, artificial intelligence, and digital tools to personalize learning and enhance interaction between teachers and learners.

For political steadfastness education, digital transformation creates both opportunities and challenges. On the one hand, digital technologies expand educational space, increase access to information, and enhance communication effectiveness. On the other hand, cyberspace also contains misinformation and distorted viewpoints, requiring students to develop analytical and self-protection capacities.

Thus, political steadfastness education in the digital era must aim to develop students' "ideological resilience," enabling them to identify and refute false information while maintaining firm political convictions.

2.2. Components of Political Steadfastness Education for University Students

2.2.1. Educational Actors

Political steadfastness education is implemented by multiple actors, among which Party committees and university leadership play a guiding and organizing role. They are responsible for strategic orientation, planning, and creating an appropriate educational environment.

Lecturers of political theory serve as the direct implementers of education and play a decisive role in educational quality. They not only transmit knowledge but also shape students' thinking and political beliefs.

In addition, youth organizations and institutional departments contribute through extracurricular activities, forums, and social movements. Importantly, students themselves are both the objects and subjects of education, playing a central role in self-cultivation.

2.2.2. Educational Subjects

Students are the primary subjects of political steadfastness education. They possess advantages such as dynamism, creativity, and rapid technological adaptation, but are also vulnerable to multidimensional information influences.

In the digital context, students are not only information receivers but also disseminators. Therefore, education must equip them with the ability to identify misinformation, develop critical thinking, and demonstrate responsibility in cyberspace.

2.2.3. Objectives and Content of Education

2.2.3.1. Objectives

The objective of political steadfastness education is to cultivate in students a firm ideological stance, scientific belief, and appropriate action capacity.

Specifically, it aims to:

- Develop a scientific worldview and sound methodology
- Foster political belief and revolutionary ideals
- Enhance socio-political action capacity
- Form digital citizens with strong political steadfastness

2.2.3.2. Content

The content of political steadfastness education consists of four main components:

- Education in Marxism–Leninism and Ho Chi Minh Thought
- Education on Party guidelines and State policies
- Education on national traditions and self-cultivation
- Education on the capacity to combat erroneous viewpoints

2.2.4. Educational Methods and Forms

Educational approach encompasses the methods, means, and organizational forms employed by educators to deliver educational content, shape learners' knowledge, attitudes, competencies, and behaviors, and achieve educational

objectives. In the context of digital transformation, educational approaches are being innovated through the integration of traditional pedagogical methods with digital technologies. They employ diverse educational resources, including digital platforms, social media, big data, artificial intelligence, and electronic learning materials, while being implemented flexibly through face-to-face, online, and blended learning, as well as forums, seminars, competitions, and experiential activities. This integrated approach enhances interaction, expands learning environments, improves access to knowledge, and increases the overall effectiveness of education in the digital era.

2.2.5. Educational Outcomes

Firstly, students develop a correct understanding of the Party's ideological foundation, including Marxism–Leninism, Ho Chi Minh Thought, and State policies.

Secondly, students form firm political beliefs and maintain confidence in the country's development path.

Thirdly, students demonstrate active socio-political engagement, participating in defending correct viewpoints and contributing to a healthy social environment.

In the digital context, political steadfastness is also reflected in students' ability to adapt to digital environments, identify misinformation, and act responsibly in cyberspace.

2.3. Impact of Digital Transformation and the Necessity of Strengthening Political Steadfastness Education

2.3.1. Impact of Digital Transformation

Positive impacts: Digital transformation creates favorable conditions for innovating political steadfastness education for university students. Digital platforms, e-learning resources, artificial intelligence, and social media expand learning opportunities, diversify educational methods, and enhance interaction and personalized learning. They also facilitate students' access to authoritative information, strengthen political awareness, critical thinking, digital competence, and improve the overall effectiveness of political steadfastness education.

Negative impacts: Alongside these opportunities, digital transformation also presents significant challenges. The rapid spread of misinformation, harmful content, and hostile viewpoints in cyberspace may undermine students' political awareness, conviction, and ideological orientation. In addition, slow educational innovation, limited digital capacity among educators, and students' inadequate information literacy and self-learning skills may reduce the effectiveness of political steadfastness education.

2.3.2. Necessity of Strengthening Education

Strengthening political steadfastness education is an urgent requirement due to several factors.

Firstly, students are a key intellectual force but are also vulnerable to multidimensional digital information.

Secondly, digital transformation increases both knowledge access and misinformation risks, requiring analytical capacity.

Thirdly, the negative aspects of market economy and globalization may lead to pragmatic and value-deviating behaviors.

Finally, hostile forces exploit cyberspace to undermine ideological foundations, necessitating strong political resilience among students.

Therefore, political steadfastness education is a strategic task to ensure students maintain ideological consistency and actively protect socio-political values in the digital era.

Chapter 2 Summary

Chapter 2 has clarified the theoretical foundations of political steadfastness education for university students in the context of digital transformation, identifying key concepts and influencing factors. It emphasizes the need for comprehensive innovation in political education aligned with digital transformation.

Political steadfastness is thus understood as an adaptive capacity of students in the digital era. Accordingly, it is necessary to develop a model of “digital political steadfastness education” that integrates theoretical knowledge with digital skills, critical thinking, and digital culture to meet contemporary developmental requirements.

Chapter 3

POLITICAL STEADFASTNESS EDUCATION FOR UNIVERSITY STUDENTS IN HANOI IN THE CONTEXT OF DIGITAL TRANSFORMATION: CURRENT SITUATION AND EMERGING ISSUES

3.1. Overview of Universities and Student Characteristics in Hanoi

3.1.1. Overview of Surveyed Universities in Hanoi

Chapter 3 focuses on analyzing the current situation of political steadfastness education for university students in Hanoi within the context of digital transformation, while also identifying emerging issues that require resolution. As the

political, economic, cultural, and educational center of the country, Hanoi represents a distinctive environment that significantly influences the process of political steadfastness education for students.

In the context of digital transformation, Hanoi not only promotes the development of e-government and the digital economy but also emerges as a hub of innovation, attracting a large pool of intellectual resources. However, alongside these opportunities are challenges related to non-traditional security, particularly in cyberspace, where multidimensional and complex information flows directly impact students' perceptions and behaviors.

Currently, Hanoi hosts more than 110 higher education institutions with over one million students. Within the scope of this study, five representative institutions are selected: Hanoi University of Science and Technology, Banking Academy, University of Transport and Communications, Hanoi National University of Education, and the Academy of Journalism and Communication. These institutions represent diverse academic disciplines and exhibit a high level of digital transformation, ensuring representativeness and generalizability in assessing the current situation.

3.1.2. Characteristics of University Students in Hanoi

Firstly, students exhibit diversity in academic disciplines, learning environments, and career orientations. Differences among fields such as engineering, economics, education, and communication result in varied approaches to socio-political issues and differing levels of engagement.

Secondly, students possess relatively high levels of awareness and strong access to information. In the digital environment, they can easily access multiple sources, including both reliable and unreliable information. While this expands their knowledge, it also exposes them to the risk of misinformation if they lack sufficient political steadfastness.

Thirdly, students demonstrate dynamism, creativity, and rapid adaptability to digital technologies. They actively participate in scientific research, entrepreneurship, and innovation activities, becoming an important force in the development of the digital economy and digital society.

Fourthly, a significant proportion of students display a strong sense of socio-political responsibility, particularly those in education, journalism, and communication fields. However, a segment of students remains indifferent to socio-political issues, lacking clear ideological orientation and life values.

Fifthly, although students are proficient in digital technologies, this also makes them more susceptible to negative information on social media. Therefore, developing “ideological immunity” becomes an urgent requirement.

3.2. Current Situation of Political Steadfastness Education

3.2.1. Achievements and Their Causes

Political steadfastness education for university students in Hanoi has achieved several positive outcomes in recent years.

Firstly, students’ political awareness, trust in the Party’s guidelines, and sense of social responsibility have been enhanced. Most students possess a basic understanding of Marxism–Leninism, Ho Chi Minh Thought, and State policies, along with a positive attitude toward socio-political issues.

Secondly, educational actors have effectively fulfilled their leadership and organizational roles. Party committees and university administrations have actively implemented Party resolutions, particularly Resolution No. 35-NQ/TW on protecting the Party’s ideological foundation. Steering committees have been established, and various political competitions and educational activities have been organized regularly.

Thirdly, educational content has been gradually innovated, becoming more aligned with practical realities and the digital context. Political theory courses are systematically delivered, incorporating current affairs to enhance relevance and engagement.

Fourthly, teaching methods have shifted toward learner-centered approaches. Methods such as project-based learning, group discussions, debates, and case analysis have been widely applied, fostering critical thinking and independent learning.

Fifthly, educational forms have diversified, combining offline and online modalities. Extracurricular activities, forums, seminars, and competitions have attracted broad student participation.

Sixthly, educational tools have been modernized through the application of digital technologies, including learning management systems, digital resources, social media, and advanced technologies such as AI, big data, and virtual reality.

Seventhly, educational outcomes are reflected in improvements in students’ cognition, attitudes, and behaviors. Many students are capable of identifying and countering misinformation, actively participating in socio-political activities, and promoting positive values in cyberspace.

These achievements result from both objective and subjective factors. Objectively, digital transformation creates favorable conditions for educational innovation. Subjectively, effective leadership, dedicated lecturers, active student participation, and investments in infrastructure and technology play decisive roles.

3.2.2. Limitations and Their Causes

Despite these achievements, several limitations remain.

Firstly, there is still a gap between awareness and action. While many students recognize the importance of political steadfastness, this awareness has not fully translated into stable behavior. Some students remain indifferent to socio-political issues, lack critical thinking skills, and are vulnerable to misinformation.

Secondly, educational content in some institutions remains overly academic, insufficiently connected to real-life contexts and the digital environment, reducing its attractiveness.

Thirdly, teaching methods are uneven across institutions. In some cases, one-way transmission persists, limiting student engagement.

Fourthly, the digital competence of some lecturers remains inadequate, affecting the effective integration of technology into teaching.

The causes of these limitations are both objective and subjective. Objectively, the rapid expansion of cyberspace with vast, multidimensional information creates a complex environment that can negatively influence students. The adverse effects of market economy and globalization also contribute to value distortions.

Subjectively, some institutional leaders have not fully embraced educational innovation, coordination among educational actors remains insufficient, lecturers' competencies are uneven, and students have not fully developed self-learning and information-filtering capacities.

3.3. Emerging Issues in Political Steadfastness Education

Several critical issues emerge from the current situation:

Firstly, the gap between awareness and action persists among students.

Secondly, educational content lacks attractiveness and practical relevance.

Thirdly, teaching methods remain inconsistent, with some institutions still relying on traditional approaches.

Fourthly, lecturers' digital competencies are uneven.

Fifthly, negative influences from cyberspace, including misinformation and distorted narratives, are increasing.

Sixthly, coordination among educational actors is not yet sufficiently synchronized, limiting overall effectiveness.

Chapter 3 Summary

It can be affirmed that political steadfastness education for university students in Hanoi has achieved significant progress, reflecting coordinated efforts from educational actors and the adaptability of students. Content, methods, and tools have been innovated, combining traditional and modern approaches, thereby enhancing political awareness, responsibility, and digital competence.

However, limitations remain, such as disparities in digital capacity and lack of synchronization in educational resources. In the current context, improving the quality of political steadfastness education is of strategic importance, providing a crucial foundation for proposing appropriate solutions in the next stage.

Chapter 4

VIEWPOINTS AND SOLUTIONS TO STRENGTHEN POLITICAL STEADFASTNESS EDUCATION FOR UNIVERSITY STUDENTS IN HANOI IN THE CONTEXT OF DIGITAL TRANSFORMATION

4.1. Forecast of Factors Influencing Political Steadfastness Education for University Students in Hanoi in the Context of Digital Transformation

In the coming years, political steadfastness education for university students in Hanoi will be significantly influenced by digital transformation, international integration, and the country's development requirements in the new era.

First, the rapid advancement of artificial intelligence (AI), big data, social media, and digital platforms will expand the educational space and create favorable conditions for innovating the content, methods, and forms of political steadfastness education. At the same time, the digital environment increases the risk of misinformation and weakens the effectiveness of ideological guidance provided by traditional educational actors.

Second, the ideological struggle in cyberspace will become increasingly complex. Hostile forces will continue to exploit digital technologies to disseminate distorted and erroneous viewpoints, requiring students to strengthen their critical thinking, information verification skills, and ideological resilience.

Third, as Vietnam's political, educational, and digital transformation center, Hanoi provides favorable conditions for advancing political steadfastness education.

However, it also faces growing diversity in information flows, social values, and ideological perspectives, which directly influence students' political awareness and value orientation.

Fourth, digital-native students possess strong technological competencies but are also more susceptible to the influence of diverse online information and social media trends. This requires continuous innovation in political steadfastness education to better address the characteristics and needs of contemporary learners.

Fifth, the demand for high-quality human resources in the digital era requires political steadfastness education to be integrated throughout the entire educational process, contributing to the development of graduates with professional competence, digital literacy, and firm political steadfastness.

4.2. Viewpoints on Strengthening Political Steadfastness Education

Building upon the theoretical and practical analyses presented in the preceding chapters, this chapter establishes a system of guiding viewpoints aimed at strengthening political steadfastness education for university students in Hanoi in the context of digital transformation.

First, it is necessary to consistently uphold and firmly defend the ideological foundation of the Party, while positioning political steadfastness education for students within the broader framework of safeguarding the Party's ideological system in the digital era. In the context of increasingly complex ideological struggles in cyberspace, political steadfastness education must not only aim at knowledge transmission but also at cultivating ideological resilience and the capacity to counter hostile and erroneous viewpoints. This represents both a political imperative and a strategic task in the cause of national construction and defense.

Second, political steadfastness education must be situated within the process of fundamental and comprehensive reform of education and training in Vietnam. In the era of digital transformation, education must shift from knowledge transmission to the development of competencies and qualities, particularly political thinking, critical capacity, and the ability to act in complex socio-political contexts. Therefore, educational reform must be closely aligned with innovation in political education content and methods.

Third, it is essential to ensure the close integration between theory and practice. Political steadfastness is not only formed through theoretical learning but also through practical engagement. Educational programs must therefore connect political

theory with real-life issues, contemporary socio-political developments, and national development tasks, thereby enhancing the applicability and relevance of education.

Fourth, the central role and active agency of students must be promoted. In the digital era, students are not only passive recipients of knowledge but also active participants in knowledge creation and dissemination. Political steadfastness education must therefore encourage self-learning, self-cultivation, and self-regulation, enabling students to develop independent thinking and ideological resilience.

Fifth, digital transformation must be leveraged as a driving force for innovation in political education. The integration of digital technologies into teaching, learning, and management processes is essential to improving educational effectiveness. However, this must be accompanied by measures to ensure information security and ideological orientation in cyberspace.

4.3. Solutions to Strengthen Political Steadfastness Education

4.3.1. Innovating Educational Content

Educational content must be comprehensively renewed to align with the context of digital transformation. In addition to maintaining the foundational role of Marxism–Leninism and Ho Chi Minh Thought, content should be updated to reflect contemporary socio-political realities, global trends, and emerging issues in the digital era.

Special attention should be given to integrating topics such as digital citizenship, information ethics, and the ability to identify and counter misinformation. Content must also be designed to be practical, accessible, and relevant to students' experiences, thereby enhancing engagement and effectiveness.

4.3.2. Innovating Educational Methods

Teaching methods must shift from traditional one-way transmission to learner-centered approaches. Active learning methods such as problem-based learning, case studies, debates, simulations, and experiential learning should be widely applied.

In particular, digital technologies should be integrated into teaching processes, including the use of online platforms, artificial intelligence, virtual simulations, and digital learning resources. These tools can enhance interactivity, personalize learning, and improve educational outcomes.

4.3.3. Enhancing the Capacity of Educational Actors

The effectiveness of political steadfastness education largely depends on the capacity of educational actors, especially lecturers of political theory.

Therefore, it is necessary to improve both professional expertise and digital competencies of lecturers. Training programs should focus on modern pedagogical methods, digital literacy, and the ability to integrate technology into teaching.

At the same time, Party committees, university leadership, and youth organizations must strengthen coordination and ensure consistent implementation of educational policies.

4.3.4. Promoting Students' Self-Education and Self-Cultivation

Students must be encouraged to actively engage in self-learning and self-cultivation processes. Educational institutions should create conditions for students to participate in extracurricular activities, political forums, and social movements.

These activities provide opportunities for students to practice critical thinking, develop political awareness, and strengthen their ideological resilience.

Furthermore, students should be equipped with skills for information evaluation, digital communication, and responsible participation in cyberspace.

4.3.5. Strengthening the Application of Digital Technology

Digital transformation should be systematically integrated into political education. Universities need to develop digital learning ecosystems, including learning management systems, digital resources, and data analytics tools.

Technologies such as artificial intelligence, big data, and virtual reality can be utilized to create engaging and effective learning environments.

However, it is equally important to establish mechanisms for monitoring and managing information in cyberspace to prevent the spread of misinformation and protect students' ideological orientation.

4.3.6. Improving Coordination Among Educational Actors

Political steadfastness education requires the coordinated efforts of multiple actors, including educational institutions, families, social organizations, and the broader community.

Universities should strengthen collaboration with external organizations to create a supportive educational environment. At the same time, mechanisms for coordination and information sharing among actors must be improved to ensure consistency and effectiveness.

Chapter 4 Summary

Chapter 4 has established a comprehensive system of viewpoints and proposed key solutions to strengthen political steadfastness education for university students in Hanoi in the context of digital transformation.

The proposed solutions emphasize the need for comprehensive innovation in content, methods, and organizational approaches, alongside the promotion of students' active roles and the effective integration of digital technologies.

These solutions provide a theoretical and practical basis for improving the quality and effectiveness of political steadfastness education, thereby contributing to the development of a generation of students with strong political conviction, intellectual capacity, and responsibility in the digital era.

CONCLUSION

The dissertation affirms that political steadfastness education for university students in Hanoi in the context of digital transformation is an inevitable requirement and a strategic task aimed at developing high-quality human resources. In the digital environment, political education is undergoing significant transformations, necessitating innovation in content, methods, and educational actors.

Despite notable achievements, several limitations remain, particularly in terms of educational content, teaching methods, technological application, and coordination among stakeholders. On this basis, the dissertation proposes a system of comprehensive and synchronized solutions, emphasizing the role of digital transformation and the promotion of students' active engagement.

Political steadfastness education should aim at fostering firm belief, independent thinking, and action capacity, thereby contributing to the formation of a generation of students with strong political resilience in the digital era.

LIST OF THE AUTHOR'S PUBLISHED SCIENTIFIC WORKS RELATED TO THE DISSERTATION

1. Nguyen Duc Thien, (2024), *Political education for university students in Hanoi today*, Youth Magazine No. 44/2024. ISSN 2734-9039.
2. Nguyen Duc Thien, (2024), *Building political confidence for university students in Vietnam in realizing the aspiration for national development in the current context*, Youth Magazine No. 64/2024. ISSN 2734-9039.
3. Nguyen Duc Thien, (2025), *Strengthening political education for students in the context of current digital transformation*, Youth Magazine, July 16, 2025, No. 58/2025. ISSN 2734-9039.
4. Nguyen Duc Thien, (2025), *Educating Vietnamese youth on revolutionary ideals in the context of digital transformation and innovation*, State Management Electronic Journal - <https://www.quanlynhanuoc.vn> 11.7.2025. ISSN 2815-5831.
5. Nguyen Duc Thien, (2025), *Application of social networks in propaganda work to protect the ideological foundation of the Party in Vietnam today*, Journal of Political Theory and Communication, special issue 2.2025. ISSN 1859-1485.
6. Nguyen Duc Thien, (2025), *Some solutions to improve the quality of political and ideological education for students of universities in Hanoi in the current context*, Youth Scientific Research Journal, October 1, 2025, No. 80/2025. ISSN 2734-9039.
7. Nguyen Duc Thien, (2025), *Educating awareness of fighting against and refuting wrong and hostile viewpoints on social networks in the context of current digital transformation*, Journal of Scientific Socialism, Theory and Practice, ISSN 2615-9473.
8. Nguyen Duc Thien, (2025), *Building a modern national education system on par with the region and the world in the draft document submitted to the 14th Party Congress*, Youth Scientific Research Journal, December 12, 2025, No. 86/2025. ISSN 2734-9039.
9. Nguyen Duc Thien, (2025), *Educating political acumen for university students in Vietnam in the context of current digital transformation*, Journal of Political Theory and Communication, special issue 5/2025. ISSN 1859-1485
10. Nguyen Duc Thien, (2025), *The Vietnamese working class today, current situation and issues raised*, Political Theory Publishing House, p. 146.
11. Nguyen Duc Thien (2026), *Political Steadfastness Education for University Students in the Digital Era: Emerging Issues from the Documents of the 14th National Congress of the Communist Party of Vietnam*, Journal of Political Theory and Communication, April 2026. ISSN 1859-1485.
12. Nguyen Duc Thien (2026), *Promoting the Role of Educational Stakeholders in Political Steadfastness Education for University Students in Hanoi in the Context of Contemporary Digital Transformation*, Youth Journal, No. 99/2026. ISSN 2734-9039.