

THE UNIVERSITY OF DANANG  
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SUMMARY OF DOCTORAL DISSERTATION

GOVERNANCE OF TEACHING AND LEARNING FROM THE PERSPECTIVE OF  
ACTIVATING STUDENTS' LEARNING ACTIVITIES IN UPPER SECONDARY SCHOOLS  
IN THE NORTH CENTRAL REGION

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## **INTRODUCTION**

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### **CHAPTER 1. THEORETICAL FOUNDATIONS OF TEACHING AND LEARNING GOVERNANCE FROM THE PERSPECTIVE OF ACTIVATING STUDENTS' LEARNING ACTIVITIES**

#### **1.1. Overview of research on teaching and learning governance from the perspective of activating students' learning activities**

##### **1.2. Key concepts**

##### ***1.2.1. Governance***

Governance is understood as the process of orienting, establishing, and operating a system of principles and mechanisms to organize, coordinate, monitor, and adjust organizational activities toward common development goals in a continuously changing environment.

##### ***1.2.2. School governance***

School governance is the process of orienting, establishing, and operating a system of mechanisms to delineate responsibilities, mobilize stakeholder participation, coordinate, monitor, and adjust school activities, thereby assuring quality and promoting the school's sustainable development in a continuously changing educational context.

##### ***1.2.3. Teaching and learning from the perspective of activating students' learning activities***

Teaching and learning from the perspective of activating students' learning activities is understood as a teaching-learning process organized and guided with students' learning activities at the center. Teachers design, organize, guide, support, and adjust learning activities so that students actively engage in cognition, interaction, experience, application, and self-regulation, thereby constructing knowledge and developing qualities and competencies in accordance with educational objectives.

##### ***1.2.4. Governance of teaching and learning from the perspective of activating students' learning activities***

Governance of teaching and learning from the perspective of activating students' learning activities is the process whereby school governance actors, headed by the principal, orient, establish, and operate a system of governance mechanisms and tools to delegate authority, establish accountability, mobilize stakeholder participation, coordinate professional activities, monitor, and improve teaching and learning. Its central focus is to organize and promote students' learning activities toward greater agency, active engagement, and self-regulation, thereby contributing to improved learning and educational quality in the school.

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## **CONCLUSION OF CHAPTER 1**

Through the systematization and analysis of domestic and international studies, the dissertation identifies the structure of teaching and learning from the perspective of activating students' learning activities as comprising three organically interrelated components: teachers' teaching activities, students' learning activities, and the teaching and learning environment.

The dissertation also establishes a governance cycle for teaching and learning from the perspective of activating students' learning activities, comprising: orientation; establishment of standards and mechanisms; delegation of authority and organization of implementation; coordination and support; and feedback, evaluation, and improvement. This cycle reflects the operating logic of teaching and learning governance in the context of educational reform. Governance interventions do not occur linearly but operate as a dynamic system, with continuous evidence-based feedback and improvement—especially evidence from students' learning activities—as the cross-cutting axis. Establishing this cycle provides a foundational framework for implementing governance contents in schools.

On the basis of this governance cycle, the dissertation specifies three core domains of teaching and learning governance: governance of teachers' teaching activities, governance of students' learning activities, and governance of the teaching and learning environment. Governance of teaching activities focuses on orienting and organizing teaching toward the design and organization of learning activities; governance of learning activities aims to develop students'

capacity for self-direction, active participation, and self-regulation; and governance of the teaching and learning environment seeks to establish physical, psychosocial, and technological conditions that support active learning. These three domains interact closely to form an integrated governance system in which all governance interventions are directed toward improving the quality of students' learning activities.

## **CHAPTER 2. CURRENT STATUS OF TEACHING AND LEARNING GOVERNANCE FROM THE PERSPECTIVE OF ACTIVATING STUDENTS' LEARNING ACTIVITIES IN UPPER SECONDARY SCHOOLS IN THE NORTH CENTRAL REGION**

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2.3.1.2. Implementing lesson plans to promote students' learning activities

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#### ***2.3.2. Current status of students' learning activities***

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2.3.2.3. Assessment of learning outcomes

#### ***2.3.3. Current status of the supportive teaching and learning environment***

2.3.3.1. Physical environment

2.3.3.2. Psychosocial environment

2.3.3.3. Technological environment

#### ***2.3.4. Overall assessment of the current status of teaching and learning from the perspective of activating students' learning activities***

Survey results indicate that teaching and learning from the perspective of activating students' learning activities in upper secondary schools in the North Central region has shown positive changes and has gradually responded to the requirements of general education reform. All surveyed dimensions were rated at a fairly good level or above, indicating that schools have paid attention to renewing teaching and learning toward the development of students' qualities and competencies; teachers have placed greater emphasis on organizing learning activities; students have gradually developed greater agency in learning; and the teaching and learning environment has improved in ways that support active student participation. However, implementation across the components of the teaching-learning process remains uneven, suggesting that the activation of students' learning activities has achieved only initial results and requires further improvement.

Regarding teachers' teaching activities, survey results show that teachers have paid attention to lesson planning, the organization of learning activities, and assessment reform in ways that promote students' role as active subjects of learning. Developing lesson plans connected with practice, diversifying forms of learning, encouraging student participation, and using assessment during teaching and learning were all rated at a fairly good level. Nevertheless, several aspects that are crucial to active learning remain limited, including using student feedback to adjust teaching, guiding out-of-class learning, and using evidence of learning activities as a basis for improving teaching. Thus, although teaching has changed, it still tends to emphasize the implementation of teaching tasks, while adjustment based on students' learning processes and outcomes is not yet undertaken regularly.

Regarding students' learning activities, the survey indicates positive manifestations of self-direction, self-assessment, and adjustment of learning. Most students are able to identify goals, select learning methods, and use feedback to improve learning outcomes. However, active participation in learning activities remains uneven. Behaviors central to active learning—such as

collaborative learning, using diverse learning methods, proactively overcoming difficulties, and sustaining active engagement—received lower mean scores than other dimensions. This suggests that self-directed learning capacity and active participation have begun to develop but have not yet become widespread learning habits and remain substantially influenced by teachers' organization and support as well as school learning conditions.

Regarding the teaching and learning environment, the psychosocial environment received the most positive ratings, reflecting teacher-student interaction and schools' attention to teaching innovation. The physical environment generally meets basic requirements but remains limited in flexible learning spaces, out-of-class learning conditions, and subject-specific classrooms. The technological environment was rated lowest among the three components, particularly with respect to digital learning repositories, e-lessons, conditions for developing digital resources, and the capacity to exploit learning resources. These findings indicate that, although schools have invested in facilities and supportive environments, the conditions needed to implement teaching and learning from the perspective of activating students' learning activities—especially technological infrastructure and digital learning resources—do not yet fully meet the requirements of educational reform in the context of digital transformation.

Overall, teaching and learning from the perspective of activating students' learning activities in upper secondary schools in the North Central region has undergone a number of positive changes, but development across teaching activities, learning activities, and the teaching and learning environment remains insufficiently synchronized. Teaching has been renewed but is not yet closely linked to the use of evidence from students' learning activities for adjustment and improvement; students demonstrate a certain degree of agency, but active learning has not been promoted evenly; and the teaching and learning environment, particularly the technological environment, does not yet fully support active learning.

#### **2.4. Current status of teaching and learning governance from the perspective of activating students' learning activities**

##### ***2.4.1. Current status of governance of teachers' teaching activities from the perspective of activating students' learning activities***

2.4.1.1. Governing the development of lesson plans oriented toward the design of students' learning activities

2.4.1.2. Governing the implementation of lesson plans to promote students' learning activities

2.4.1.3. Governing the assessment of teaching activities to promote students' learning activities

##### ***2.4.2. Current status of governance of students' learning activities***

2.4.2.1. Governing students' learning goals in teaching and learning

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2.4.2.3. Governing the assessment of learning outcomes

##### ***2.4.3. Current status of governance of the supportive teaching and learning environment***

2.4.3.1. Governance of the physical environment

2.4.3.2. Governance of the psychosocial environment

2.4.3.3. Governance of the technological environment

#### **2.5. Overall assessment of the current status of teaching and learning governance from the perspective of activating students' learning activities**

##### ***2.5.1. Achievements***

First, principals have gradually oriented teachers' teaching activities toward activating students' learning activities. The survey shows that principals have established governance orientations to support teachers in organizing students' learning activities by directing the development of lesson plans structured around sequences of learning activities, issuing requirements for lesson plans, assigning roles to subject departments and key teachers in professional support, and enabling teachers to adjust lesson plans to student characteristics. Principals have also organized professional learning activities, classroom observations,

professional feedback, and assessment of teaching with greater attention to students' learning activities. These results indicate that principals have moved beyond merely inspecting teachers' instruction and have begun to use governance tools to support teaching innovation.

Second, principals have broadened the object of governance from teachers' teaching activities to students' learning activities. Survey results indicate increased attention to directing teachers to help students identify learning goals, organizing learning activities that enhance participation, and reforming assessment to support student progress. Governance activities increasingly address students' learning processes directly, including monitoring the implementation of learning goals, coordinating learning support, supervising the use of assessment results to adjust learning activities, and using feedback to support students. Students' learning activities have therefore gradually become a direct object of principal governance rather than merely an indirect outcome of teaching.

Third, principals have gradually established components of the teaching and learning governance cycle. In addition to orientation and implementation, they have paid attention to assigning responsibilities, coordinating resources, monitoring, assessment, and using feedback to support teachers and students. Although implementation remains uneven across stages, the fairly good ratings for orientation, organization, coordination, monitoring, and feedback suggest that elements of a governance cycle have begun to emerge, moving beyond a model based mainly on inspection and administrative direction.

Fourth, principals have paid attention to governing the teaching and learning environment as an enabling condition for activating students' learning activities. They have directed the development and use of physical, psychosocial, and technological environments for learning. Alongside facilities, resources, and teaching equipment, principals have promoted collaborative learning environments, teacher-student interaction, information technology, and digital transformation. This indicates a shift toward viewing the learning environment as an object of governance that supports students' learning rather than merely as physical conditions for instruction.

Fifth, principals have gradually shifted from administrative management toward developmental governance. A notable finding is the increased emphasis on supporting teachers through professional learning activities, professional feedback, classroom observation, experience sharing, capacity development, and the use of assessment results to adjust teaching and learning. Although these practices are not yet implemented consistently, principals have begun to use governance instruments to promote teachers' professional development and improve the quality of students' learning rather than merely inspect compliance with professional regulations.

Sixth, principals have achieved a relatively consistent perception among staff regarding the current status of teaching and learning governance. For most dimensions, teachers and school managers did not differ significantly in their overall mean ratings. This suggests that governance activities organized by principals are perceived relatively consistently by the two groups. Differences were confined to specific aspects such as delegation, professional support, use of learning evidence, or development of the teaching and learning environment and did not alter the overall assessment.

### ***2.5.2. Limitations***

First, principals have not fully shifted the governance focus from teachers' teaching activities to students' learning activities. Although principals have promoted the organization of learning activities, teaching-method innovation, and professional learning, governance activities directly addressing students' learning—such as goal setting, monitoring participation, using learning evidence, providing learning-process feedback, and supporting students' self-regulation—generally received lower ratings than activities related to organizing teachers' teaching. Governance therefore remains more focused on assuring the quality of teaching organization than on governing students' learning processes and development.

Second, principals have not yet established a fully functioning teaching and learning governance cycle based on evidence of students' learning activities. Orientation, regulations, assignment of responsibilities, and implementation are relatively well developed, whereas collecting learning evidence, analyzing data, using feedback, adjusting plans and learning activities, and improving governance are less developed. Thus, evidence of students' learning has not yet become a systematic basis for governance decisions and quality improvement; the cycle remains stronger in implementation and inspection than in evidence-based feedback, evaluation, and improvement.

Third, principals have not yet established governance mechanisms that fully promote students' agency in learning. Although teachers are directed to organize active learning, opportunities for students to participate in setting learning goals, planning, self-assessment, peer assessment, self-adjustment, and the development of the learning environment remain limited. Governance still focuses more on organizing activities for students than on creating mechanisms through which students can participate in managing and regulating their own learning.

Fourth, principals have not governed the conditions supporting students' learning in a sufficiently integrated manner. While physical, psychosocial, and technological environments have received attention, governance remains focused mainly on ensuring conditions for teaching. Evaluation of environmental effectiveness, adjustment based on teacher and student feedback, innovation culture, digital ecosystems, and the use of data for governance are less developed. The teaching and learning environment has therefore not yet been fully governed as a system of resources directly supporting students' learning, especially in the context of educational digital transformation.

Fifth, principals have not fully mobilized the roles of governance actors within the school. Although authority has been delegated to subject departments, key teachers, and teachers in many areas, coordination among actors remains insufficiently synchronized. Professional learning, classroom observation, professional feedback, use of assessment results, and collaboration with educational stakeholders are often implemented as separate activities rather than through an integrated mechanism that continuously supports improvement in students' learning.

### **2.5.3. Gaps and inadequacies**

First, the requirement to place students' learning activities at the center has not been fully translated into the focus of governance. From the perspective of activating students' learning activities, principals need to govern the entire learning process—from goal setting and organization of learning activities to monitoring participation, using learning evidence, and supporting self-regulation and learning capacity. In practice, governance still focuses more heavily on directing teachers' teaching, teaching-method innovation, and professional activities. Students' learning has received attention but has not yet become the central basis for orientation, operation, and evaluation of teaching and learning governance.

Second, the requirement for a closed-loop governance cycle has not been fully realized as an evidence-based governance mechanism. Theoretically, teaching and learning governance should operate continuously through orientation; standards and mechanisms; delegation and implementation; coordination and support; and feedback, evaluation, and improvement, with evidence of students' learning as a key basis for adjustment. Survey results show that collecting, analyzing, and using learning evidence and student feedback are less developed than planning and implementation. Governance therefore remains more focused on ensuring implementation than on establishing continuous improvement based on students' learning data.

Third, the requirement to promote students' agency has not been sufficiently translated into appropriate governance mechanisms. Activating students' learning activities requires principals not only to direct teachers to organize learning but also to create mechanisms through which students participate in goal setting, self-assessment, adjustment of learning, and feedback on the learning environment. However, student participation in governing their own learning, self-assessment, peer assessment, and learning-environment development remains uneven. Students

are encouraged to participate in learning activities but are not yet fully empowered as active subjects in regulating their learning.

Fourth, the requirement to govern enabling conditions in an integrated manner has not been fully met, particularly with regard to the technological environment. Although principals have attended to physical, psychosocial, and technological environments, these have not yet been integrated to support students' learning. In the technological domain, innovation culture, learning data, mobilization of technological resources, assessment of digital maturity, and adjustment of technology use based on learning effectiveness remain limited.

Fifth, developmental governance is not yet clearly reflected in coordination mechanisms among governance actors. Teaching and learning governance requires principals to establish coordination among subject departments, teachers, students, and other educational stakeholders as a unified support system for learning. Although responsibilities have been assigned and delegated, collaboration in analyzing learning evidence, providing professional feedback, supporting students, and improving teaching and learning remains fragmented rather than continuous and integrated.

#### ***2.5.4. Causes of the limitations and inadequacies***

Regarding subjective causes, a proportion of school managers and principals do not yet have sufficiently comprehensive and consistent understandings of the governance of students' learning activities. Many principals remain influenced by traditional professional management, in which governance focuses on teachers' teaching, curriculum implementation, and professional records rather than on the quality of students' learning. Consequently, although teaching-method innovation is emphasized, governance in many schools still focuses more on "how teachers teach" than on "how students learn."

In addition, principals' capacities for governing learning activities, learning data, and learning environments remain limited. Many school managers have not received specialized professional development in teaching and learning governance from the perspective of activating students' learning activities or in contemporary governance approaches. The use of learning data, classroom evidence, and learning feedback has not yet become an established governance competency, leaving governance more oriented toward professional administration than toward evidence-based improvement of learning quality.

Another important cause is that many principals have not established systematic mechanisms for governing students' learning activities. Mechanisms for using learning data in governance, linking professional learning with assessment and student support, and developing indicators for students' learning activities remain unclear and insufficiently coordinated. Professional learning in many schools still focuses more on teaching content and instructional experience than on analyzing students' learning activities and improving lessons on the basis of classroom evidence.

In digital transformation governance, many principals still approach information technology mainly as a set of tools for teaching rather than as the basis for building a digital learning ecosystem and governing students' learning data. Innovation culture, mechanisms for sharing learning data, and the use of such data to improve teaching and learning remain insufficiently developed. As a result, digital transformation in many schools remains largely technical and has not generated substantial change in teaching and learning governance.

Regarding objective causes, the North Central region includes areas facing socioeconomic difficulties and considerable disparities in development. Many upper secondary schools are located in mountainous, remote, coastal, or disaster-prone areas. These conditions substantially affect facilities, technological infrastructure, and the capacity to mobilize resources for teaching innovation and digital transformation. Differences among localities also result in uneven implementation of governance reform: schools in urban centers generally have more favorable conditions for technology access, pedagogical innovation, and active learning environments, whereas schools in disadvantaged areas must often prioritize basic teaching conditions.

The learning culture and educational traditions of the North Central region also influence governance reform. The region has a strong tradition of valuing education and academic achievement, yet teaching and learning in many schools remain strongly influenced by examination-oriented and knowledge-transmission practices. Examination pressure, curriculum coverage requirements, and outcome-oriented assessment can lead principals to prioritize content delivery over learning activities that promote student agency and self-directed learning, creating practical difficulties for governance reform.

Furthermore, the self-directed learning capacity, learning self-regulation, and adaptability to active learning formats of a proportion of students remain limited. Students in disadvantaged areas may lack adequate access to digital learning environments, open educational resources, and conditions supporting independent learning. Differences in family circumstances and out-of-school learning environments also affect the development of students' autonomous learning capacity.

## **CONCLUSION OF CHAPTER 2**

The status analysis indicates that teaching and learning and its governance from the perspective of activating students' learning activities in upper secondary schools in the North Central region have undergone certain positive changes toward promoting students' participation in learning. In teaching practice, principals have paid greater attention to organizing learning activities, strengthening interaction and collaboration, and using assessment approaches that support student participation and progress. In governance, principals have begun to focus on organizing learning activities, supporting teaching-method innovation, strengthening professional learning, providing learning feedback, and developing environments that support students' learning.

However, these changes are not yet sufficiently synchronized and have not fundamentally transformed learning in schools. Teaching innovation has occurred more at the level of teachers' organization of instruction than at the level of transforming the nature of students' learning. Students participate more in learning activities, but participation often remains task-oriented and teacher-organized; self-directed learning, self-regulation, and ownership of learning have not developed commensurately.

Survey results also show that principals' teaching and learning governance continues to operate largely according to the logic of traditional professional management. Although principals support teaching-method innovation and active learning, governance remains more focused on managing teachers' teaching than on governing the quality of students' learning. The use of learning evidence, learning-feedback data, analysis of learning activities, and support for students' self-regulation are notably less developed than the organization of teaching and professional support for teachers.

A notable finding is that professional learning, classroom observation, and assessment, although conducted relatively regularly, do not yet function as mechanisms for improving learning on the basis of classroom evidence. Classroom observation and professional feedback in many schools still focus more on teachers' teaching than on analyzing students' learning. Teaching and learning governance therefore lacks strong links among lesson planning, organization of learning activities, learning feedback, and evidence-based improvement.

The teaching and learning environment also functions primarily as support for implementing teaching rather than as an ecosystem supporting students' learning. The physical environment is still viewed mainly as a condition for teaching; the psychosocial environment tends to emphasize order and classroom organization; and the technological environment mainly supports teaching and information technology use rather than learning-data governance, learning feedback, and development of students' self-directed learning capacity.

The teaching and learning environment also functions primarily as support for implementing teaching rather than as an ecosystem supporting students' learning. The physical environment is still viewed mainly as a condition for teaching; the psychosocial environment tends to emphasize order and classroom organization; and the technological environment mainly

supports teaching and information technology use rather than learning-data governance, learning feedback, and development of students' self-directed learning capacity.

Overall, teaching and learning governance from the perspective of activating students' learning activities in upper secondary schools in the North Central region is in transition between two governance logics. On the one hand, principals have begun to establish elements of learning-oriented governance, including active learning, learning feedback, attention to learning environments, and assessment for learning. On the other hand, governance still operates largely according to traditional professional management, with greater emphasis on teachers' teaching than on governing students' learning processes. This creates a need for a coherent system of governance measures that shifts the focus from managing teaching to governing teaching and learning with students' learning activities at its center.

### **CHAPTER 3. MEASURES FOR GOVERNING TEACHING AND LEARNING FROM THE PERSPECTIVE OF ACTIVATING STUDENTS' LEARNING ACTIVITIES IN UPPER SECONDARY SCHOOLS IN THE NORTH CENTRAL REGION**

#### **3.1. Basis for Formulating the Principles**

#### **3.2. Measures for Teaching and Learning Governance from the Perspective of Activating Students' Learning Activities**

##### ***3.2.1. Measure 1. Develop a set of criteria for evaluating teaching and learning from the perspective of activating students' learning activities as a basis for governance***

Develop criteria for teaching and learning from the perspective of activating students' learning activities and use these standards as instruments for orienting, monitoring, and adjusting teachers' professional activities.

##### ***3.2.2. Measure 2. Establish a teaching and learning governance mechanism based on analysis of students' learning activities***

Establish governance tools such as classroom observation forms, lesson-plan evaluation forms, and instruments for analyzing students' learning activities; develop governance processes oriented toward continuous feedback and improvement.

##### ***3.2.3. Measure 3. Organize and coordinate professional activities based on analysis of students' learning activities***

Organize professional learning activities around the analysis of students' learning; strengthen professional exchange and coordination among subject departments within the school.

##### ***3.2.4. Measure 4. Establish a mechanism for continuous feedback and improvement based on evidence of students' learning in teaching and learning governance***

Establish mechanisms for collecting, analyzing, and using feedback from teachers and students to adjust teaching and learning and improve governance quality.

##### ***3.2.5. Measure 5. Govern the development of students' active learning methods***

Strengthen orientation and support for teachers in guiding students' learning methods; organize learning activities that develop self-directed learning, self-regulation, and collaborative learning.

##### ***3.2.6. Measure 6. Develop a teaching and learning environment that supports students' active learning***

Develop physical, technological, and psychosocial environments that support active learning; strengthen the application of information technology and develop an interactive learning environment in schools.

#### **3.3. Relationships among the measures**

#### **3.4. Evaluation of the necessity and feasibility of the measures**

#### **3.5. Experiment**

Experimental results indicate that the measure for governing the development of students' active learning methods can be implemented under the practical conditions of upper secondary schools in the North Central region and initially produces positive effects on teaching and learning activities.

### **CONCLUSION OF CHAPTER 3**

Building on the theoretical foundations of teaching and learning governance from the perspective of activating students' learning activities (Chapter 1) and the core issues identified through the status analysis of upper secondary schools in the North Central region (Chapter 2), Chapter 3 proposes a system of governance measures grounded in contemporary governance approaches and characterized by continuity, systemic coherence, and developmental orientation.

A distinctive feature of the proposed system is not merely the individual measures but the governance approach of orientation, enabling, and coordination, with the principal as the central governance actor. The measures are designed to influence the entire chain of teaching and learning in the school—from establishing standards and orientations, organizing and coordinating professional activities, and developing students' learning activities to building feedback and improvement mechanisms and an environment that supports active learning.

The measures are structured according to a coherent governance logic and are organically interrelated. The measure establishing teaching and learning standards provides the orienting foundation; measures concerning tools, processes, and professional coordination support organization and coordination; the feedback and improvement measure enables an improvement cycle; the measure governing the development of students' active learning methods directly influences students' learning through teachers' teaching; and the measure developing the teaching and learning environment provides enabling conditions for implementation.

The measures closely address core issues identified in the current status of teaching and learning governance in upper secondary schools in the North Central region, particularly inconsistencies in teaching and learning orientation, insufficient coordination among governance stages, limited use of assessment results for improvement, and imbalances in the development of environments supporting students' learning.

The evaluation results show that all proposed measures were rated as highly necessary and feasible, indicating their relevance to current requirements for teaching and learning reform and to the practical conditions of upper secondary schools.

On this basis, the dissertation experimentally implemented one component of the measure "Govern the development of students' active learning methods in teaching and learning," focusing on strengthening principals' orientation, organization, and support for teachers in guiding students' learning methods. The experimental results provide initial practical evidence of the measure's effectiveness when implemented through a governance approach. Following the experiment, improvements were recorded in principals' orientation and professional support, changes in teachers' organization of learning and guidance of learning methods, and more positive changes in students' use and application of active learning methods.

The experiment also indicates that the effects of teaching and learning governance on students are mediated through teachers' professional activities and the organization of classroom learning. This finding contributes to clarifying the mechanism through which teaching and learning governance from the perspective of activating students' learning activities operates in upper secondary schools.

Overall, Chapter 3 not only proposes a system of governance measures but also clarifies the principal's role as an actor who provides orientation, creates enabling mechanisms, and coordinates teaching and learning, while establishing an impact pathway from governance to teachers' teaching activities and subsequently to students' learning activities.

### **CONCLUSIONS AND RECOMMENDATIONS**

The dissertation develops the theoretical foundations, assesses the current status, and proposes a system of measures for governing teaching and learning from the perspective of activating students' learning activities in upper secondary schools in the North Central region. The findings clarify the principal's role in orienting, enabling, and coordinating teaching and learning and indicate that teaching and learning governance can influence students' learning activities through teachers' professional activities.

**REFERENCES**  
**APPENDICES**