



Management of Experiential Activities in Primary Schools in the Context of Digital Transformation: A Case Study at a Public Primary School in Hanoi, Vietnam

Tran Thi Thinh

National Academy of Education Management
31 Phan Dinh Giot Street, Phuong Liet Ward, Hanoi, Vietnam

ABSTRACT

Background: Digital transformation is reshaping the management of teaching and educational activities in primary schools. This study examined experiential-activity management at one public primary school in Hanoi.

Methods: A qualitative case study was conducted in May 2026 using interviews with 11 purposively selected stakeholders, direct observation, activity outputs, school records, and digital materials. Data were analysed through the Plan-Do-Check-Act (PDCA) cycle.

Results: The school had digitised plans, used online coordination, encouraged digital learning resources, and begun collecting electronic evidence. However, plans were not updated regularly; infrastructure was unstable; monitoring criteria and instruments were not standardised; pupil and parent feedback was limited; and improvement remained situational.

Conclusion: Effective management requires a systematic, data-informed, and continuously improving PDCA process rather than isolated digital-tool use.

Contribution to literature: The study provides case-based evidence from a Vietnamese public primary school and clarifies the conditions required for digitally supported experiential-activity management.

KEYWORDS: digital transformation, educational management, experiential activities, Plan-Do-Check-Act, primary education, school leadership, Vietnam

Abbreviations

Abbreviation	Full term
AI	Artificial intelligence
EA	Experiential activities
GEP 2018	2018 General Education Program
MOET	Ministry of Education and Training of Vietnam
PDCA	Plan-Do-Check-Act

1. INTRODUCTION

Digital transformation is taking place across all areas of socioeconomic life, and education is no exception. The Communist Party of Vietnam has consistently demonstrated its comprehensive leadership role and its responsiveness to contemporary trends by issuing policy documents that define macro-level objectives, tasks, and solutions for national digital transformation, including digital transformation in education. Resolution No. 57-NQ/TW, issued by the Politburo on 22 December 2024, serves as a spearhead for addressing bottlenecks ranging from public awareness to institutions and for unlocking creativity, labour potential, and investment resources across society for science and technology, innovation, and digital transformation (Politburo of Vietnam, 2024). On 22 August 2025, the Politburo issued Resolution No. 71-NQ/TW on breakthroughs in education and training development. Its fourth group of tasks and solutions calls for comprehensive digital transformation and the widespread and strong application of digital



technologies and artificial intelligence in education and training (Politburo of Vietnam, 2025). Accordingly, school management staff in general education, including primary schools, need to manage teaching and educational activities in the context of digital transformation in ways that meet the requirements of the education sector, localities, and the country.

Experiential Activities constitute a compulsory educational component of the 2018 General Education Program. At the primary level, studies have examined the management of experiential activities from different perspectives. Hoang (2019), Pham (2020), Phan and Phan (2021), Bui (2022), Nguyen V. C. (2022), Nguyen and Nguyen (2023), and Tran and Nguyen (2023) assessed the current management of experiential activities in primary schools in specific localities. Other studies focused on experiential-activity management in particular grades, including Nguyen T. T. (2022), Nguyen V. T. and Nguyen T. V. (2021), Luu (2022), and Nguyen T. T. T. L. (2022).

In recent years, research on the management of school activities in the context of digital transformation has shown that school digital transformation does not merely involve introducing technology. Rather, it concerns the organisation of school activities through the principal's leadership, staff digital competence, technological infrastructure, a culture of sharing, coordination mechanisms, and the use of data in management. Navaridas-Nalda et al. (2020) identified the strategic role of principals in school digital transformation; Håkansson Lindqvist and Pettersson (2019) emphasised the complexity of school leadership in digitalisation; and Schmitz et al. (2023), Reis-Andersson (2024), and Timotheou et al. (2023) showed that management in the context of digital transformation is closely related to organisational capacity, coordination, support, and teacher-capacity development. In Vietnam, Do (2022), Nguyen and Do (2024), and Nguyen (2023) initially demonstrated that digital transformation is creating new requirements for school culture, smart-school governance, and the management of general education in Hanoi.

Thus, the management of experiential activities in primary schools in the context of digital transformation has received limited research attention, particularly through an assessment of current practice at a specific school. Using interviews, observation, and the examination of activity outputs, this article clarifies the current management of experiential activities at a public primary school in Hanoi and provides a discussion to inform appropriate management interventions.

2. THEORETICAL AND EMPIRICAL ANALYSIS

2.1. Theoretical Issues in Managing Experiential Activities in Primary Schools in the Context of Digital Transformation

2.1.1. Key Concepts

a. Management of Experiential Activities in Primary Schools

According to the 2018 General Education Program, experiential activities are educational activities oriented, designed, and guided by educators. They provide pupils with opportunities to engage with real-life situations, experience positive emotions, draw on prior experience, and integrate knowledge and skills from different subjects to complete assigned tasks or solve age-appropriate practical problems in school, family, and society. Through this process, pupils transform their experiences into new knowledge and skills, thereby developing their creative potential and their capacity to adapt to life, the environment, and future careers (Ministry of Education and Training [MOET], 2018).

Management is the influence exerted by a management actor on the object of management in order to achieve predetermined objectives optimally under changing environmental conditions (Nguyen & Le, 2025).

Accordingly, the management of experiential activities in primary schools can be understood as a purposeful and organised process through which school management actors influence experiential activities to ensure that they are implemented effectively, achieve educational objectives, and remain appropriate to the practical context.

b. Digital Transformation and Digital Transformation in Education

According to the Ministry of Information and Communications (2021), digital transformation is the comprehensive and overall process through which individuals and organisations change how they live, work, and produce on the basis of digital technologies.

Ho and Nguyen (2022) define digital transformation in education as a process of changing educational practices in a digital environment. It focuses on two principal domains: digital transformation in educational management and digital transformation in teaching, learning, assessment, evaluation, and scientific research. Digital transformation in education can therefore be understood as the application of digital technologies and internet-based information systems to improve the quality of teaching, learning, and educational management. It includes improving teaching methods, educational equipment and learning-support tools, and the experiences of both learners and educators.



c. Management of Experiential Activities in Primary Schools in the Context of Digital Transformation

Drawing on the preceding concepts, the management of experiential activities in primary schools in the context of digital transformation can be understood as a purposeful and organised process through which school management actors influence experiential activities by renewing planning, implementation, stakeholder coordination, monitoring, and evaluation through digital technologies, with the aim of optimally achieving educational objectives in a changing educational environment.

2.1.2. Managing Experiential Activities in Primary Schools in the Context of Digital Transformation

Tran (2023) argues that applying the PDCA cycle to the management of experiential activities in primary schools is appropriate because it is a continuous-improvement cycle that enables schools to connect objectives for developing pupils' qualities and competencies with planning, implementation, checking, and adjustment on the basis of practical evidence. Its distinguishing feature is its iterative and continuously improving nature, which is consistent with both the nature of experiential activities and assessment for pupil progress. Building on this approach, in the context of digital transformation, the management of experiential activities in primary schools can be viewed as a process of continuous organisation, operation, monitoring, and improvement supported by data, digital tools, and forms of coordination in digital environments. From this perspective, the management dimensions can be clarified according to the PDCA cycle as follows.

a. Planning Experiential Activities in the Context of Digital Transformation (Plan)

- Analyse the context for organising experiential activities, including the digital competence of teachers, pupils, and staff; physical facilities; equipment; technological infrastructure; financial resources; and the capacity to mobilise participating stakeholders.
- Determine objectives for experiential activities that are aligned with the requirements of the 2018 General Education Program, the characteristics of primary-school pupils, and the school's specific conditions in the context of digital transformation.
- Select activity content, formats, scale, and spaces through a flexible combination of direct experience and technology-supported forms, ensuring appropriateness, feasibility, and safety.
- Develop experiential-activity plans that specify implementation schedules, responsible persons, resources, budgets, coordination arrangements among stakeholders inside and outside the school, and responsibilities for updating and sharing information in the digital environment.
- Standardise electronic templates, shared data repositories, notification systems, and platforms that support task allocation, progress monitoring, evidence management, and the storage of activity records in the context of digital transformation.
- Develop contingency arrangements to ensure continuity when changes occur in timing or organisational conditions, or when technical failures or digital disruptions arise.

b. Implementing Experiential Activities in the Context of Digital Transformation (Do)

- Implement experiential activities in accordance with approved plans, ensuring that participants understand the objectives, content, tasks, timeline, and coordination arrangements for each activity.
- Establish close coordination among school management staff, professional teams, homeroom teachers, the coordinator of the Ho Chi Minh Young Pioneer Organization, parents, and community stakeholders through digital platforms used for information exchange, task assignment, reminders, progress updates, and the handling of emerging situations.
- Operate activities flexibly by combining face-to-face interaction and online support, thereby strengthening connection, sharing, and stakeholder participation throughout the organisation of activities.
- Support teachers in using digital learning materials, digital tools, and online resources to design, guide, and organise experiential activities for pupils.
- Develop teachers' capacity to organise experiential activities together with their digital competence through training, self-study, experience sharing, inter-school professional connections, and reflection after each activity.
- Ensure pupils' active participation throughout the experiential process while using digital technologies as a means of supporting organisation and connection, extending experiential spaces, and maintaining educational interaction among the school, pupils, and families.

c. Checking the Implementation of Experiential-Activity Plans in the Context of Digital Transformation (Check)

- Develop a system of specific monitoring criteria for each stage of experiential activities, aligned with educational objectives, expected learning outcomes, and the school's practical conditions.



- Conduct regular monitoring before, during, and after activities to follow implementation progress, stakeholder participation, the adequacy of resources, and problems arising during organisation.
- Use digital tools to collect, update, and store monitoring data, including electronic forms and records, photographs, videos, activity logs, online feedback, and other evidence.
- Compare implementation results with the established objectives, plans, and criteria to determine the level of completion, effectiveness, appropriateness, and limitations of each activity.
- Analyse the collected digital data to identify pupils' level of participation, the quality of coordination among stakeholders, the effectiveness of resource use, and factors affecting activity outcomes.
- Publicise, share, and update information about experiential activities through appropriate channels such as the school website, electronic noticeboards, online communication groups, or internal management systems to strengthen transparency and accountability.
- Combine monitoring by school management staff with feedback from teachers, pupils, parents, and the community to create a practical and multi-source evidence base for activity evaluation.

d. Adjusting and Improving Experiential Activities in the Context of Digital Transformation (Act)

- Analyse monitoring results and collected feedback to identify strengths, limitations, causes, and issues that should be prioritised for adjustment in the next cycle.
- Review and adjust staffing arrangements, the allocation of responsibilities, and coordination mechanisms among units to ensure closer alignment with the requirements for organising experiential activities in the context of digital transformation.
- Review, supplement, and improve enabling conditions, including equipment, technological infrastructure, digital learning materials, electronic templates, shared data repositories, and related management procedures.
- Adjust experiential-activity plans to address limitations from the previous cycle while sustaining effective practices and contextually appropriate innovations that have been verified in practice.
- Improve coordination with parents and community stakeholders through digital platforms, online communication channels, and two-way feedback mechanisms.
- Revise records and electronic templates, optimise information systems and evidence-storage practices, and improve the digital competence of participating stakeholders.

2.2. Current Management of Experiential Activities at a Public Primary School in Hanoi in the Context of Digital Transformation

2.2.1. Research Methods

This article used a qualitative case-study design to clarify the current management of experiential activities at a public primary school in the context of digital transformation. The study was conducted at School X, a public primary school in Soc Son commune, Hanoi. The school's name was anonymised to meet research-ethics requirements. Interviews were conducted in May 2026 in two forms: face-to-face and by telephone. Participants were selected purposively and included stakeholders directly involved in the management and organisation of experiential activities in the context of digital transformation: school management staff, professional-team leaders, teachers, a staff member, pupils, and parents. Eleven participants took part and were coded as CBQL1, TTCM1, TTCM2, GV1, GV2, GV3, NV1, HS1, HS2, CM1, and CM2. Participants' identities were kept confidential, and audio recording was undertaken only with prior consent. After collection, interview data were transcribed, coded, and analysed according to the PDCA cycle specified in Section 2.1.2: planning, implementation, checking, and adjustment and improvement of experiential activities in the context of digital transformation. In addition to interviews, the study used observation, examination of activity outputs, and secondary data from school records, reports, and selected digital materials to compare, supplement, and clarify findings about current practice. The findings were not intended to be generalised to all primary schools; rather, the study sought to clarify the management of experiential activities in one specific case and to identify issues that may be informative for practice.

Table 1. Participant Information

No.	Participant	Gender	Age	Interview mode
1	CBQL1	Female	52	Face-to-face
2	TTCM1	Female	46	Face-to-face
3	TTCM2	Female	45	Telephone
4	GV1	Female	40	Face-to-face
5	GV2	Female	36	Telephone
6	GV3	Female	39	Telephone
7	NV1	Male	36	Face-to-face
8	HS1	Male	9	Face-to-face
9	HS2	Female	10	Face-to-face
10	CM1	Female	35	Telephone
11	CM2	Male	30	Telephone

Note. Participant codes are retained from the Vietnamese source: CBQL = school management staff; TTCM = professional-team leader; GV = teacher; NV = staff member; HS = pupil; CM = parent.

2.2.2. Results and Discussion

2.2.2.1. Planning Experiential Activities at School X in the Context of Digital Transformation

Interview data showed that the planning of experiential activities at School X had undergone certain changes towards the use of digital technologies, particularly for whole-school activities such as weekly flag-salute assemblies and thematic educational activities organised outside the school. According to the school management staff, the school had begun to digitise experiential-activity plans and use online channels to connect and coordinate with participating stakeholders, thereby saving time and improving operational efficiency. CBQL1 explained that "the school has digitised experiential-activity plans and directed teachers to connect with stakeholders, particularly those outside the school, through online channels to save time." Teachers reported that school management staff consistently encouraged the further digitisation of plans. This not only supported faster access to information but also facilitated the retrieval, storage, and reuse of activity records during implementation. One teacher stated that "all related plans and forms have been digitised, and the shared data repository helps us retrieve and store activity records easily" (GV1), while another noted that it "strengthens connection with pupils' parents quickly and conveniently" (GV3). These findings indicate that digital transformation strengthened coordination and communication during activity preparation. The examination of activity outputs further supported this conclusion. Plans for several forms of experiential activity, including weekly flag-salute assemblies, thematic educational activities, and class meetings, had been digitised and stored on the school's shared drive. This is a positive sign that a digital environment for planning management was beginning to emerge. However, the data also revealed limitations. Although plans had been digitised, they were not updated regularly or continuously. At the time of the study in May 2026, data in the system had been updated only to January 2026. This suggests that plan digitisation was still focused mainly on document storage and sharing, whereas real-time updating, monitoring, and operational management in the digital environment were not yet clearly established.

2.2.2.2. Implementing Experiential Activities at School X in the Context of Digital Transformation

Interview data showed that, in implementing experiential activities in the context of digital transformation, the role of school management staff was first evident in orienting the use of digital technologies and encouraging stakeholders to carry out activities according to plan. CBQL1 stated that "the school regularly encourages teachers to use digital learning materials and online resources when organising different forms of experiential activity." From the perspective of professional teams, the interviews showed that school management staff did not merely assign tasks but also created conditions for teachers to coordinate and share experience during activity implementation. TTCM1 reported that teachers in the team "support one another and share experience in using tools



for taking photographs, editing videos, and inserting sound in experiential-activity lessons." This is a positive sign that school management staff had begun to establish a professional coordination mechanism within the school, thereby improving the quality of experiential activities in the context of digital transformation.

Teachers' views also reflected close managerial guidance in using technology to organise experiential activities. GV3 stated that "the principal always addresses difficulties promptly when teachers apply technology." The staff member's account indicated that school management staff paid close attention to ensuring the availability of physical facilities, equipment, and technological infrastructure for experiential activities. Nevertheless, implementation remained affected by limitations in facilities and technological equipment. Direct observation clarified this issue. During a Grade 5 class-meeting experiential activity on "Personal Protective Equipment," the teacher used Canva to design illustrative images instead of printing paper cards as in the traditional approach. Projecting visual images enabled pupils to participate more easily in a game that required them to identify personal protective equipment and made the activity more vivid and engaging. However, because the connection between the computer and projector was unstable, the game was interrupted at certain points, affecting the pace of organisation and pupils' interest. Thus, the management of experiential-activity implementation at School X remained oriented mainly towards encouragement and implementation support, while the degree of consistency in infrastructure and equipment and the capacity for stable operation in the digital environment did not yet fully meet requirements.

2.2.2.3. *Checking the Implementation of Experiential-Activity Plans at School X in the Context of Digital Transformation*

Interview data showed that the monitoring of experiential-activity plan implementation at School X had improved to some extent in the context of digital transformation, but it still lacked systematicity. The school management staff reported that the school "does not currently have a system of specific monitoring criteria for each stage of experiential activities, but it continues to conduct regular monitoring to follow implementation progress, particularly for whole-school activities or activities organised outside the school" (CBQL1). This finding shows that the school had attended to the monitoring function in experiential-activity management. However, monitoring continued to depend more heavily on the experience and direct supervision of school management staff than on a standardised framework of criteria.

From an implementation perspective, the data indicated that school management staff had begun to direct teachers to use digital tools to support activity monitoring. Teachers reported that school management staff encouraged the "collection, updating, and storage of data for monitoring" through digital tools (GV2). Within the subject team, teachers had also been "guided to analyse data from online feedback forms on experiential activities" (TTCM2). These views indicate that school monitoring was beginning to shift from traditional approaches towards a data-informed digital approach.

A notable limitation was the low level of feedback participation among stakeholders, particularly parents. A teacher reported that "few parents are interested in providing feedback on experiential activities" (GV3), while a parent acknowledged that, although the teacher distributed an online feedback form, the parent "rarely participates in the evaluation" (CM2). Furthermore, pupil feedback had not been obtained systematically. Interviews indicated that pupils participated in activities but were rarely asked formally for their views afterwards. HS2 explained that "after the lesson, the teacher gives comments immediately; we rarely complete a form or provide feedback about the activity." This shows that the school had attempted to expand feedback channels in the digital environment, but mechanisms for collecting multi-source information from both parents and pupils had not yet become effective. From a management perspective, this is an important limitation because, without feedback data from those directly participating in and benefiting from the activity, monitoring cannot fully reflect the quality of experiential activities.

The review of professional records in the school's shared drive further supported this finding. The forms used to collect feedback were not consistent across activities, and feedback was obtained mainly for activities organised outside the school or for selected whole-school flag-salute assemblies. This detail indicates that the school had begun to develop practices for storing and using digital data for monitoring, but had not established a unified system of tools and procedures for all experiential activities.

In summary, the positive aspects of monitoring experiential activities at School X in the context of digital transformation were that school management staff recognised the need for regular monitoring, encouraged teachers to use digital tools, and had begun to collect online feedback. However, the absence of specific criteria, unified templates, and multi-source feedback data meant that monitoring had not yet become a fully data-informed component of management.



2.2.2.4. Adjusting and Improving Experiential Activities at School X in the Context of Digital Transformation

Interview data showed that school management staff had paid attention to adjusting and improving experiential activities at School X, but this process still relied mainly on direct monitoring results and management experience rather than on a multi-source feedback-data system. CBQL1 stated that because "feedback from relevant stakeholders is not yet diverse, current adjustments are mainly based on the actual implementation of each teacher; when young teachers have limited experience, the school usually assigns another teacher to support them or a member of the school management staff directly accompanies the activity." This shows that the improvement stage included staffing adjustments, strengthened professional support, and close follow-up during activity implementation. From the teachers' perspective, the interviews indicated that school management staff adjusted not only professional aspects but also the enabling conditions for experiential activities in the digital environment. GV1 reported that "each year, the school reviews its physical facilities, equipment, and technological infrastructure so that they can be supplemented and improved to better support experiential activities, although improvement of many items remains slow because of limited financial resources and disbursement mechanisms." The staff member responsible for facilities confirmed that "some equipment, such as projectors in classrooms, has deteriorated, but the school does not yet have sufficient conditions to address the problem promptly" (NV1). These data indicate that improvement at the school had begun to consider technological infrastructure as an enabling condition for managing experiential activities in the context of digital transformation. However, adjustment and improvement remained situational. Because the school lacked multi-source feedback, unified data-analysis tools, and a mechanism for converting monitoring results into an improvement process, adjustment mainly involved handling problems that arose during implementation or supporting teachers on a case-by-case basis.

2.2.3. Study Limitations

This study was limited to one public primary school and a purposively selected group of 11 participants. Its findings therefore do not represent all primary schools in Hanoi or Vietnam. Although interviews were combined with observation, activity outputs, school records, and digital materials, the study did not examine changes over time or quantify the effects of digital management practices on pupil outcomes. The findings should consequently be interpreted as an in-depth account of one case and as a basis for further research in comparable settings.

3. CONCLUSION

The management of experiential activities in primary schools in the context of digital transformation can be approached through the PDCA cycle, as reflected in plan digitisation, strengthened coordination in digital environments, the use of digital tools for monitoring, and attention to improving enabling conditions. Interviews, observation, the examination of activity outputs, and selected secondary materials at School X, a public primary school in Hanoi, identified positive aspects in the school's management of experiential activities in the context of digital transformation. However, several activities remained insufficiently coordinated: plans were not updated regularly; technological infrastructure and equipment were limited; monitoring was not based on standardised criteria and multi-source feedback data; and adjustment and improvement remained mainly situational. These findings show that the management of experiential activities in primary schools in the context of digital transformation requires more than technology application. Schools need to develop a systematic, data-informed, and continuously improving management process. This also provides a basis for schools and school management staff to improve the mechanisms for planning, implementing, checking, and adjusting experiential activities in response to current requirements for educational innovation in the digital context.

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Conflict of interest: The author declares no conflict of interest.

Ethical considerations: The school and all participants were anonymised. Audio recording was conducted only with prior consent, and no personally identifying information is reported. No formal ethics-approval number was available in the source manuscript.



Consent to participate: Participation was voluntary, and audio recording was undertaken only after prior consent.

Data availability: The qualitative data are not publicly available because they contain context-specific participant information. De-identified data may be considered upon reasonable request, subject to institutional requirements and participant-consent restrictions.

Author contribution: Tran Thi Thinh conceived the study, designed the research, collected and analysed the data, and drafted and revised the manuscript.

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