



# Managing Online Teaching Activities at Vocational Education Institutions: From a Theoretical Perspective

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<p><b>Abstract:</b> The purpose of this study is to clarify theoretical issues about managing online teaching activities at vocational education institutions. These focus on clarifying the content of online teaching management, including planning online teaching activities; managing the program, content, methods, and forms of organizing online teaching; organizing and coordinating activities of forces in online teaching; directing the construction, exploitation, and use of technology platforms and conditions to ensure online teaching activities at vocational education institutions; organizing inspection and evaluation of the quality and results of online teaching activities at vocational education institutions. To achieve this goal, this study uses qualitative methods, analyzes legal documents on online teaching, and is based on the methodological basis of dialectical materialism, considering the research problem objectively, comprehensively, historically, and developmentally. The research results have clarified and systematized the theoretical framework for managing online teaching activities at vocational education institutions, serving as a basis for practical management activities of vocational education institutions in improving the quality of online teaching.</p> <p><b>Keywords:</b> Theoretical, Managing, Online Teaching Activities, Vocational Education Institutions.</p> <p><b>Copyright © 2024 The Author(s):</b> This is an open-access article distributed under the terms of the Creative Commons Attribution <b>4.0 International License (CC BY-NC 4.0)</b> which permits unrestricted use, distribution, and reproduction in any medium for non-commercial use provided the original author and source are credited.</p>	<p><b>Research Paper</b></p>
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## INTRODUCTION

In our country's current period of industrialization, modernization, and international integration, information technology is considered a key field to promote faster and deeper integration. This is an emerging field and has developed very strongly in Vietnam in the past 20 years. The application of information technology in management is an inevitable trend in all industries and fields. We are living in the era of the knowledge economy, and the level of brain matter in technology products is increasingly high, so the role of information technology is increasingly evident. On the other hand, in today's era, the development of information technology has had a significant impact on Vietnam education. Vietnam education is facing many new opportunities and challenges, including human resource development because it will determine the success of the country's development.

Online teaching has been widely applied in the majority of training institutions in Vietnam. This activity not only helps learners learn anytime, anywhere but also helps learners access knowledge faster, and more

effectively and meets the increasingly diverse needs of learners for self-study and self-research. Like most other training institutions in the country, vocational education institutions have been organizing online teaching to teach and foster expertise and skills for management, teachers, staff members, pupils, and students.

However, because it has been around for not a long time, online teaching activities have not been carried out synchronously, so online teaching management activities still reveal many shortcomings that need to be supplemented theoretically. Therefore, to clarify theoretical issues and build a theoretical framework for managing online teaching activities at vocational education institutions, this study focuses on answering the following questions:

- What is the planning of online teaching activities at vocational education institutions?
- How do you manage the program, content, methods, and forms of organizing online teaching at vocational education institutions?
- Organizing and coordinating activities of forces in online teaching at vocational education institutions includes what content?

- What are the issues guiding the construction, exploitation, and use of technology platforms and conditions to ensure online teaching activities at vocational education institutions?
- How is the organization of testing and evaluating the quality and results of online teaching activities at vocational education institutions?

## LITERATURE REVIEW

### Concept of Managing

Managing teaching activities is the main content of school management. According to author Pham Minh Hac (1998): "School management, or more broadly, educational management, is the management of teaching and learning activities to move the school from one state to another and gradually achieve its goals determined education". Accordingly, managing online teaching activities at vocational education institutions is managing a method of organizing teaching in vocational training.

According to author Nguyen Ngoc Quang (2004, p. 18): "Educational management is a system of purposeful, planned, and lawful actions of the management entity to make the system operate according to the guidelines, the Party's principles, realizing the characteristics of the Vietnam socialist school whose focus is the process of teaching and educating the young generation, bringing the education system to its intended goal of progress. qualitative state".

Accordingly, the focus of school management is managing the teaching and educational process. The core of managing the teaching process is the management of teaching and learning activities. According to Tran Kiem (2006, p. 37), "Management is a system of purposeful, planned, and lawful impacts of the management entity". Authors Nguyen Quoc Chi and Nguyen Thi My Loc (2010, p. 26) put forth the concept: "Management is the intentional influence of the management subject on the management object to achieve the organization's goals".

From the above perspectives, it can be seen that: Management is a system of basic elements in a unit or organization that is always linked between the management subject (manager) on one side and the management object on the other side (management object). This system includes people, machinery systems, infrastructure, technical equipment, plants, etc., depending on the goals set by the manager towards the common goal of achieving results. imposed by the management entity through the promulgated plan and the executive level must comply with the requirements of the prescribed manager. However, during the implementation process, there will be dependent relationships between the management subject and the management object and there may also be conflicts and

conflicts of interest between the management subject and the management object.

### Concept of Managing Online Teaching Activities at Vocational Education Institutions

Christian (1999) in "Reasserting the Philosophy of Experiential Education as a Vehicle for Change in the 21st Century" stated: that educational management is both a field of academic research and the activity of a group of experts including leadership, teachers, and other educational experts. Learn about the responsibilities of these professionals including their impact on education policy.

According to Hang, *et al.*, (2020): Educational management is the process of systematically influencing management subjects (heads of educational institutions) on management objectives in schools ( students, teachers, and all school activities) to achieve educational goals.

According to Hong (2022): Educational management is the way in which heads of educational institutions (here, schools with teaching duties at all levels) carry out tasks and requirements. set out in the educational process of the national education system.

Based on the above concepts, it can be understood that managing online teaching activities at vocational education institutions is the process of purposeful, planned impact of the management entity on the teaching activities of teachers, and students' learning activities, through the application of management functions and tools, to ensure that online teaching activities are carried out in accordance with technological processes, achieving the training goals of the school-identified vocational education establishments.

Management of online teaching activities at vocational education institutions is defined as the impact of the managing subject on the managed object in the vocational training process, through the functions of management and with appropriate management tools and methods to achieve the general goal of the training process, ensuring that learners have the ability to practice according to prescribed standards.

The essence of managing online teaching activities at vocational education institutions is to impact the teaching and learning activities of two subjects, the teacher and the learner, and at the same time through the activities of the two subjects that entity influences other elements, link the elements of the vocational training process in the system and promote those elements to operate according to the rules of teaching. The structural elements of the vocational training process are both objects of management and objects of the impact of teaching and learning activities.

The goal of managing online teaching activities at vocational education institutions is to create conditions that ensure the high promotion of the subjective roles of teachers and learners, contributing to the implementation of goals, and identified training tasks. Management entities use management functions to organize and administer teaching and learning activities aimed at implementing the school's goals and training programs with the best and most feasible methods.

The subjects managing online teaching activities at vocational education institutions are managers and functional agencies in vocational education institutions. Specifically, the school board of directors or the board of directors of vocational education centers and departments, faculties, and functional boards of the school. The main subject is the principal, center director, or heads of units. The main subject is the person who makes the final decision and is responsible for the decisions of his or her agency or unit. The management entity performs management functions according to assigned responsibilities. Management subjects operate in the same system, have a relationship that forces each other, motivates each other, and works towards common goals, forming the school's quality management organization system.

The subjects under management are the teaching activities of teachers and the learning activities of students during the vocational training process. Teachers' teaching activities and students' learning activities always coordinate with each other, operating in synchronization with the structural elements of the vocational training process, influencing other elements to link those elements in the system. Managing teaching activities is the central management of the training process in schools. Management of teaching activities must be done in sync with management of other elements.

Management method: Combine management by function and management by content. Functional management is the use of training management functions in managing online teaching activities at vocational education institutions. Includes the function of planning online teaching activities; function of organizing online teaching activities; position to direct and control online teaching activities; function checking and evaluating online teaching activities. Content management is the management of teaching activities, learning activities, and the management of structural elements of the teaching process in vocational education institutions.

Management tools are legal documents regulating vocational education management; and regulatory documents on online teaching. Based on legal documents to perform management functions and to build processes for organizing online teaching at vocational education institutions. At the same time, management levels based on their level's functions

promulgate regulations and documents in online teaching activities.

## RESEARCH METHODS

*Methodology, Specifically as Follows:*

### **Systemic-Structural Approach:**

Consider the macrostructure of online teaching activities as an activity in the school's training process, with a cause-and-effect relationship with other activities, aiming at achieving educational and training goals and general creation of the school. Considering the management of online teaching activities is a content of school training management. At the same time, consider the microstructure of online teaching activities including teacher activities, learner activities and activities of other coordinating forces. Clarify the constitutive and controlling elements of each activity.

### **Historical-Logical Approach:**

Consider all issues related to online teaching activities and the management of online teaching activities at vocational education institutions in Ho Chi Minh City from a historical and logical perspective. That is, consider the specific historical context in which online teaching activities and management of online teaching activities at vocational education institutions have been formed and developed, and have gone through different stages. How did it develop and what is its current status? Point out the logic, relationships, and mutual influence between those stages of development.

### **Practical Approach – Development:**

All issues about online teaching activities and management of online teaching activities at vocational education institutions are explained from the perspective of a practical and developmental approach. That means we must raise the issue of online teaching activities and management of online teaching activities at vocational education institutions in the context of the school's reality and the local reality and country. Must summarize and properly evaluate the current status of online teaching activities and manage online teaching activities at vocational education institutions.

### **Research the State's Legal Documents on Online Teaching, Specifically:**

Official Dispatch No. 345/TCGDNN-ĐTCQ, February 21, 2020, on promoting the application of information technology in enrollment and training organizations in the context of the COVID-19 epidemic; Official Dispatch No. 587/TCGDNN-ĐTCQ, March 17, 2020, on instructions for applying information technology in training organization in the context of the COVID-19 epidemic; Official Dispatch No. 1301/LDTBXH-TCGDNN, April 14, 2020, Regarding instructions on implementation of management, organization of teaching, testing, and evaluation in online training; Official Dispatch No. 1673/LDTBXH-TCGDNN, May 15, 2020, on continuing to organize teaching and learning online; Official Dispatch No.

1819/TCGDNN-DTCQ, August 11, 2020, on enrollment and training in the situation of the COVID-19 epidemic again.

### **Theoretical Research Methods:**

Analyze, synthesize, systematize, and generalize basic content from documents, domestic and foreign research works, and legal documents related to the research issue, thereby building a system of theoretical foundations for the research.

## **RESULTS AND DISCUSSION**

### **Characteristics of Online Teaching in Vocational Education Institutions**

Characteristics of the role and position of online teaching in vocational education institutions: "Vocational education is a level of the national education system aimed at training primary and intermediate levels, college degrees and other vocational training programs for workers, meeting direct human resource needs in production, business, and services, are implemented in two forms: formal training and regular training" (National Assembly, 2014).

Vocational education has the role of vocational training for workers, preparing them with the necessary qualities and abilities so that they can participate in various types of production, business and service labor according to the law and social requirements (AnLong & Thuan, 2021a&2021b). Today, vocational education forms are being opened in a variety of ways, labor market demand is increasing, and the number of students participating in vocational training is tending to increase rapidly. Online teaching is a teaching method that plays an important role in creating diverse learning opportunities to meet the development needs of vocational education in the current context.

Online teaching plays an important role in exploiting and using the achievements of science and technology in the teaching process, building new teaching methods, and aiming to modernize the means, teaching equipment contributes to achieving the set goal of fundamental and comprehensive innovation in education. The ultimate goal of online teaching is to improve the quality of teaching at vocational education institutions.

Online teaching is a modern educational method that contributes to achieving digital transformation goals in the field of education and training. Digital transformation is becoming a development trend in society in the age of science and technology.

Online teaching contributes to creating an environment for students to access the achievements of modern technology, stimulate positivity in learning, and improve their qualifications and skills in using information and communication technology. This is the

dual purpose of online teaching activities at vocational education institutions.

Characteristics of the goals of online teaching at vocational education institutions: The goals of online teaching at vocational education institutions must be aimed at realizing the goals of vocational education. The general goal of vocational education is to train workers with skills and knowledge suitable for production occupations while forming professional ethics and conscience, professional style, ensuring workers have the skills to find effective jobs and even create a suitable recruitment opportunity for themselves. Vocational education can be applied to individuals who do not have professional skills with initial training and can also be applied to those who already have expertise with the purpose of improving their qualifications and professional behavior to serve the needs of socio-economic development. Each level of training has different specific goals.

Training at the elementary level in the form of vocational training has the goal of creating highly skilled human resources to effectively participate in production and service activities, and be able to practice their profession proficiently after the course of vocational training ends. Training at intermediate and college levels has the goal of forming for workers the most basic skills and knowledge to practice, creating a sense of independent work, stimulating creativity and adaptive skills. Using technology in professional activities.

The general goal of online teaching is to support or replace face-to-face teaching at vocational education institutions, helping vocational education institutions improve the quality of teaching and complete the educational program according to regulations. Developing capacity to use information and communication technology in teaching and learning; promoting digital transformation in the vocational education industry. Expand educational access opportunities for students, creating conditions for students to learn anywhere, anytime. Depending on the level of primary, intermediate, or college training in vocational education, determine specific goals and online teaching accordingly.

Characteristics of the content of online teaching in vocational education institutions: Online teaching content in vocational education is the teaching content according to the regulations of the vocational education program. Online teaching content is consistent with face-to-face teaching content according to the prescribed program of the vocational education institution. Online teaching content is compiled by teachers in the form of soft files and slides that are diverse and rich in design. Teaching content can be linked to relevant documents and images to create opportunities for students to expand and improve their references. Learners can learn practical content for each training profession in a virtual



environment. With the advantage of online teaching, some teaching content can be carried out in a virtual, life-like environment, helping learners understand practical technological processes. In vocational education, simulation models can be used to put learners into implementing practical content in a virtual environment.

Characteristics of online teaching methods in vocational education institutions: Online teaching methods stand out with the following characteristics: Teaching and learning through information technology software. Can combine audio-visual forms and interaction between teacher and learner. Instructors can create courses and upload documents (videos, texts) to online teaching platforms, providing learners with free or paid lectures. Learners can take courses anytime they want. Teachers and students can interact with each other in a virtual environment that is close to reality.

Characteristics of the form of organizing online teaching at vocational education institutions: The form of organizing online teaching at vocational education institutions is regulated by the objectives, content and methods of education job. The form of online teaching organization must be aimed at achieving vocational education goals. In vocational education institutions, there are forms of online teaching that support direct teaching and there are forms of online teaching that replace face-to-face teaching. Online teaching supporting direct teaching at vocational education institutions is a form of online teaching that implements part of the lesson content or topic in the vocational education program to support direct teaching of the lesson. study that subject at a vocational education institution. Online teaching replaces face-to-face teaching at vocational education establishments is a form of online teaching that implements the entire content of lessons or topics in the vocational education program to replace face-to-face teaching. study that subject at a vocational education institution.

### **Basic Contents of Online Teaching Management at Vocational Education Institutions**

The content of managing online teaching activities at vocational education institutions includes many closely related and intertwined issues; that interact with each other. Not only managing teachers' teaching activities and students' learning activities but also managing the online teaching process, managing software, hardware, information, technology and facilities management., conditions to ensure online teaching activities. The management content of online teaching activities is implemented uniformly and synchronously in the general training management of vocational education institutions. Including: Managing goals, content, and training programs; managing methods and forms of training organization; managing enrollment; managing a team of officials, teachers, and employees; managing a team of students; managing teaching activities, learning activities and other activities

in the unit; manage inspection and evaluation of training results; management of training facilities; managing coordination in vocational training in pedagogical environmental management; quality management of training products. The basic contents of online teaching management at vocational education institutions are specifically shown as follows:

#### ***Planning Online Teaching Activities:***

Planning is a top important function and task in school management in general and the management of online teaching activities in vocational education institutions in particular. Planning online teaching activities includes the school's general plan; plans of faculties, professional groups and teachers' plans.

The online teaching plan must determine the content, methods, and forms of online teaching organization for each training major, each subject, and each specific lesson. The name of the facility determines the content and vocational training program, determines the content and online teaching program to estimate the staff of teachers and students, and predicts the conditions to ensure online teaching activities, anticipate situations and how to handle those situations.

To build an online teaching plan, the planner must investigate, survey, and properly evaluate the needs and ability to meet those needs. Make sure the plan is systematic and feasible.

#### ***Program Management, Content, Methods, and Forms of Online Teaching Organization:***

This is a basic function of school management. The management entity must control the process of implementing online teaching plans through implementing content and programs, through organizing methods and forms of teaching at vocational education institutions.

The school management entity directs faculties, subject groups and teachers to develop programs, content, methods and forms of organizing online teaching activities, ensuring that these elements mobilize and develop. develop synchronously with each other towards achieving teaching goals. On the other hand, the content, programs, methods and forms of organizing online teaching activities at vocational education institutions must update the achievements of science and technology, and update the industry's development trends. that profession in practice. Must ensure that all online teaching activities at vocational education institutions achieve the goals and objectives set by the school, each profession and each student.

Directing the development of online teaching content. Based on the program and subject content, select online teaching content. Depending on each subject, choose a part of the content or the entire subject content to teach online. Ensure consistency, systematicity, and

synchronization between online teaching content and face-to-face teaching content.

Direct the design of methods and forms of organizing online teaching activities. Methods and forms of organizing online teaching must be consistent with the content and must be directed toward achieving identified teaching goals. Each type of lecture has different methods and forms of organizing online teaching activities.

#### ***Organize and Coordinate Activities of Forces in Online Teaching:***

Online teaching requires the coordination of many forces in the school. In particular, online teaching activities at vocational education institutions require even more coordination between different assurance forces. Including coordination between forces ensuring online teaching activities and coordination between forces ensuring vocational training activities. In particular, ensuring coordination between teachers' teaching activities and students' learning activities plays a central role in online teaching.

This content requires school management entities to direct the development and implementation of procedures for organizing teaching and learning activities in online teaching. Direct teachers to implement the process of exploiting and using electronic learning materials and designing electronic lessons for online teaching. Teachers and students must have skills in using electronic devices for online teaching and learning activities. At the same time, the school management entity must determine management methods and tools to manage teachers' online teaching activities and manage students' online learning activities.

For other types of online distance teaching activities, online teaching linked between different vocational education institutions requires coordination between internal forces and external forces.

Direct the construction, exploitation and use of technology platforms and conditions to ensure online teaching activities at vocational education institutions:

The technical infrastructure system, including the server system and network connection infrastructure, must have enough bandwidth and capacity to meet the access needs of users; Must maintain at least two technical infrastructure systems for mutual backup. At the same time, there must be mobile devices and application software on mobile devices to carry out teaching and learning activities easily and conveniently on devices used in the teaching process. online.

The management system for online teaching activities includes the school's electronic information portal to publish and introduce the contents of the training program; admission information, admission

conditions and general information about class regulations.

The school must have an electronic database of learning content, reference materials and links for students to access distance learning content and be able to self-study, self-assess, and understand. Capture your learning progress and results. There must be an electronic data warehouse containing content and requirements and regulations for teachers and administrators so that teachers can manage distance learning materials, establish learning rules, return lessons, and take exams check; monitor, interact, help, and guide learners; authenticate and control student learning; classroom management, student management.

To manage online teaching activities, the school must have an operating room to extract information about the training process and activities of teachers and learners. At the same time, there must be a team of teachers, technical staff, support staff, and system management staff to organize training and manage and operate the system.

#### ***Organize Inspection and Evaluation of the Quality and Results of Online Teaching Activities at Vocational Education Institutions:***

The content of testing and evaluating the quality and results of online teaching activities includes: Testing and evaluating lesson plan preparation activities and preparing necessary facilities and equipment for online teaching activities. Check and evaluate the steps of online teaching activities of teachers and students. Check and evaluate the results of students' learning activities.

Management entities need to direct the development of plans to test and evaluate the quality and results of online teaching activities. It identifies the forms of regular inspection, periodic inspection, and unexpected inspection. Determine the school's internal inspection measures with inspection, testing, and quality assurance by competent authorities.

Testing and evaluating the quality and results of online teaching activities at vocational education institutions need to be carried out according to the plan; must organize inspection and evaluation of the quality and performance of teachers, students and coordinating forces in the teaching process. An important issue of quality management and results of online teaching activities at vocational education institutions is to design and select a set of standard criteria to accurately assess the level of quality development, and students' professional practice capacity in online teaching.

## **CONCLUSION**

Online teaching in schools in general and in vocational education institutions in particular is an inevitable requirement in the process of education and training innovation. Online teaching is a modern

teaching method that was formed and developed from different teaching methods in the history of education. Online teaching can only develop strongly and diversely in the context of globalization, along with the trend of integration, international cooperation and the strong development of information technology. For vocational education institutions, online teaching is an optimal teaching method that helps vocational education institutions link domestic and international vocational training more conveniently, contributing to improving vocational training. High-quality training of high-quality human resources to meet the integration needs of the labor market. The characteristics of vocational education create many advantages that allow online teaching activities to best exploit the achievements of the Industrial Revolution (4.0) in general and the achievements of information technology in particular. With those requirements, clarifying theoretical issues is necessary, which is the basis to help vocational education institutions complete management measures and improve the quality of online teaching now and in the future.

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**Conflict of Interest:** The authors declare no conflicts of interest.

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