

Impacting Covid-19 Pandemic On Students' Learning And researching: A Case Study Of Universities In Vietnam

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Article Info	Abstract
<p>Article History</p> <p>Received: May 25, 2021</p> <p>Accepted: October 27, 2021</p> <hr/> <p>Keywords : Covid-19, Pandemic, Student, Learning, Researching, Universities, And TMU.</p> <p>DOI: 10.5281/zenodo.5610035</p>	<p><i>The Covid-19 epidemic is complicated and unpredictable. Based on information from the Ministry of Health. In Vietnam, there were more than 500,000 positive cases across the country, of which more than 3,000 had imported. Vietnam had a screening, testing, isolation, and the national vaccination plan to solve this situation. The State is currently applying social distancing according to Directive 16/CT-TTG in 19 provinces and cities in the North, South. Some communes in other towns and regions reduce infection in the community. This factor leads to many difficulties in people's daily activities, including affecting the study and life of students. Due to the impact of the epidemic, teaching and learning are very difficult. Online learning is not easy for teachers and students, and some online subjects had replaced entirely. Therefore, the author had managerial recommendations to improve the students' knowledge and research of universities in Vietnam.</i></p>

Introduction

In the context of complicated developments of the Covid-19 epidemic, the whole industry had made great efforts to overcome all difficulties. This factor proactively and promptly organizes the synchronous implementation of epidemic prevention and control, effectively implementing the motto pause going to universities, don't stop learning, ensuring the safety of students and teachers, complete professional tasks of the industry. However, the Covid-19 epidemic has had a heavy impact on the education industry. Besides, teachers, students, and parents face many difficulties both in life and in learning activities. Mainly, online learning has a long time, which significantly affects the assurance of programs and methods. Planning is to organize teaching and learning, activities of universities, classes, and the development of students by Alshehri, Y. A. & Mordhah, N. & Alsibiani, S. & Alsobhi S. and Alnazzawi, N. (2020).

At the same time, we are identifying the core and fundamental requirements and contents in the teaching program, serving as a basis for localities and educational institutions to proactively deploy flexible and appropriate teaching plans to suit the situation. In addition, continue to review and improve online teaching and distance training methods, develop electronic learning resources, and enhance teachers' and lecturers' capacity to meet the requirements of this method. Pay close attention, specifically to the conditions for implementing the new general education program, specific solutions to support teaching and learning for students in grades by Tanveer, M. & Bhaumik, A. & Hassan, S. and Ul Haq I. (2020). Epidemic situation in the locality, especially in areas where the Covid-19 epidemic is complicated and affecting students' learning by Subedi, S. & Nayaju, S. & Subedi, S. & Shah, S. K., and Shah, J. M. (2020). Experts forecast that the Covid-19 epidemic is still developing complicatedly and unpredictably to organize safe teaching. Ensure the program and quality, and continue to vigorously implement basic and comprehensive renovation of education and training. Thus, the paper aims to identify the impact of the covid-19 pandemic on students' learning and research universities in Vietnam. Based on the research results, the authors had managerial recommendations to improve the quality of the students' education and research of universities in Vietnam.

LITERATURE REVIEW

The Covid-19 pandemic

The Covid-19 pandemic is an infectious disease pandemic caused by the SARS-CoV-2 virus and its variants that are occurring globally. Originated at the end of December 2019 with the first outbreak in Wuhan city in central China, originating from a group of people with pneumonia of unknown cause. Officials medical localities previously confirmed that they have been exposed, mainly with traders trade and work in Huanan seafood wholesale market. Chinese scientists conducted research and isolated a strain of coronavirus that the World Health Organization then temporarily called 2019-nCoV. Having the same gene sequence as the previous

SARS-CoV with a level similarity up to 79.5% by Huang, R. H., Liu, D. J. & Tlili, A. & Yang, J. F. and Wang, H. H. (2020).

The first suspected cases in Wuhan had reported on December 31, 2019. In the case of SARS-CoV, deaths-2 first occurred in Wuhan on January 9, 2020. Cases The first confirmed viral infections outside of China include two women in Thailand and a man in Japan. Human-to-human transmission of the virus had an increased outbreak rate in mid-January 2020. On January 23, 2020, the Chinese government blocked managers who suspended Wuhan, the entire public transport system, and import and export activities. On March 11, 2020, the World Health Organization (WHO) issued a statement calling "Covid-19" a "Global Pandemic" by Tharson, K. M. (2020).

Students' learning, researching in the context of the Covid-19 epidemic

Thanks to the support from the university and student organizations, student volunteers have participated in the frontline of the fight against the epidemic, participated in scientific research, and invented many practical and meaningful items. Typically the activity "Go Volunteer!" is implemented by the Youth Union - Vietnam Youth Union City - Vietnam Student Association City with many union members, youth, and students. With your enthusiasm and ability, you have been supporting many different activities, such as taking samples for testing and preparing the dormitory isolation area. This factor is also an opportunity for medical students to apply the knowledge in the lecture hall to real-life situations when participating in supporting epidemic prevention and control, such as: taking care of Covid-19 infections and suspected cases, cleaning the ward, tracing the infected object. Besides, students can also contribute to practical science projects at universities. In particular, Polytechnic University manufactures masks that can filter 99% of fine dust, antibacterial, and prevent viral infections. The advantage of repeated use contributes to cost savings and reduction of waste. Environment by Sintema, E. J. (2020).

Students also actively organize summer volunteer activities such as the Green Summer 2021 campaign with Covid-19 related activities such as helping to make droplet shields and prosthetic ears for the team's anti-epidemic points. Specializing in Community Activities, International University by Honelan, H. M. (2018). Within the campaign framework, students can spread their knowledge about Covid-19 prevention and vaccination issues so that the community can access an authentic and reliable source of information. Another activity that is also interested by many young people is the "Exam season support" program. This factor is significant, especially in the epidemic affecting learning and the national high universities exam 2021. Students answer information and give their best material support and morale through Sardy, P. K. (2020).

Regarding learning, researching of students: the quality of online teaching is one of the things students care most about studying. Some difficulties when participating in online classes are unstable transmission quality, audio-visual equipment on computers; problems interacting with faculty and class members; and psychological fatigue, saturated when studying in front of electronic device screens for too long for many days. This factor affects students' health and ability to acquire knowledge and affects their mental health when not talking face-to-face with friends like in class by Irvinly, M. J. (2019).

Facing the complicated and stressful situation of the epidemic, many universities, colleges, and research centers have suspended their students from coming to universities and participating in the project's implementation. This factor significantly affects the opportunities for students to practice and communicate face-to-face by Perisau S. R. (2017). Because, for some fields and research orientations, especially in the field of natural sciences, it is necessary to practice and collect data in the laboratory to improve the practical capacity of learners justifiable. Students face difficulties when suspending practical classes, but some cases of practicing, doing graduation thesis, or participating in projects cannot continue until the epidemic stabilizes. This factor changes the study plan and future orientation.

METHODS OF RESEARCH

The research paper has a structure of qualitative and quantitative research methods. Below is a summary.

Qualitative research had through observation techniques at Vietnamese universities. Besides, there are in-depth interviews with 30 individual students, 30 educational administrators, and group discussions with research subjects. The average time for conducting each in-depth interview is 45-60 minutes, and group discussion is 60-90 minutes. The qualitative research results have helped the authors assess the impact of the Covid-19 pandemic and other factors on the quality of students' training, learning, and research. Research Qualitative is a method of gathering information and data as a non-number to get the detailed information about the object research, surveys, or investigations referred to as 'subject of study) for analysis or in-depth evaluation. This information is usually collected through interviews, direct observations, or focus group discussions using open-ended questions and had applied in the case of a minor, concentrated sample by Hair, J., Anderson, R., Tatham, R., and Black, W. (2021).

Preliminary quantitative research: through a trial survey with a small sample size ($n = 100$ students) to check the clarity and intelligibility of the questionnaire and ensure that the respondents understand the meaning of the questions. The article uses the convenience sampling method. The data is collected online by questionnaire, after collecting the data, preliminary analysis of the questions. Preliminary quantitative research results will be the basis for adjusting and supplementing the questionnaire for official quantitative research. Quantitative research is a method of gathering information and data as arithmetic and data statistical properties to get the essential information, extensive research subjects to serve statistical and analytical purposes; In other words, quantification of data collection and analysis. Information and data are usually collected through surveys using a large-scale questionnaire and had applied in the case of a large sample by Hair, J., Anderson, R., Tatham, R., and Black, W. (2021).

Formal quantitative research: samples had selected by convenience method with sample size $n = 500$ students. The authors collected data in the proper quantitative research phase to analyze mean values, mean and standard deviation. From there, conclusions about statistical hypothesis testing and appropriateness testing of research data. Finally, the authors had findings and policy implications. The article's research results are the basis for educational managers to determine the impact of the Covid-19 pandemic on students' learning and research. Thereby helping educational administrators create appropriate scenarios for the syllabus year by Hair, J., Anderson, R., Tatham, R., and Black, W. (2021).

RESEARCH RESULTS

Impacting Covid-19 pandemic on students' learning and researching:

The Covid-19 pandemic had a significant impact on students in many ways, including the right to study and enjoy social benefits at universities. That reality requires national efforts and global cooperation to protect universities' rights and ensure students' learning and development conditions during and after Covid-19.

Covid-19 pandemic affecting the life students are facing many difficulties. The situation of distancing forces students to stay at home, restrict travel, and comply with the rules of epidemic prevention and control. Students did not have the opportunity to meet teachers, brothers and sisters, and friends like when you were at universities before. Clubs/teams/groups or student exchanges inside and outside the universities are active every year, and almost all were on hold. This factor is a significant disadvantage for students. When the online form limits the learning experience, the extra-curricular activities are more limited, unable to meet the needs of exchanging, learning, practicing, and social skills.

Covid-19 also affects the career opportunities of every student, especially students who are about to graduate. The epidemic has caused many units and businesses to close down or cut staff, so the recruitment demand is no longer as plentiful and diverse as before, leading to worries about no job opportunities and unemployment. The epidemic has also more or less affected the part-time jobs of some students, especially those far from home, leading to concerns in daily life and expenses. Moreover, because of the need for employment to cover life, some students have become victims of money and labor fraud.

Another concern for students away from home is the decision to stay or return home during the pandemic. Some students away from home have the opportunity to return home as soon as universities switch to online learning. However, a part of students far from home is not so lucky. Some of you have not been able to return because the area students live in is blocked, leading to difficulties in buying essentials and the risk of infection, affecting health, spirit, and psychology. Students have to consider many factors, including travel costs, time back to universities, the study of practical courses, internships, and graduation thesis. Although they were homesick, they decided to stay because of the difficult travel conditions and the fear of spreading the disease to their loved ones and the community. This factor also makes many students feel sad and lonely.

Every time the epidemic broke out, universities were always one of the first places to be blocked and closed. This reality causes students to lose a healthy environment to develop intellectually, physically, and mentally. University's closures have even more severely affected the pre-pandemic group of students who already faced barriers to accessing education. Besides, students were at risk of not attending universities for various reasons such as students with disabilities, students in remote and isolated areas, asylum seekers, refugees, and students from disadvantaged families who have lost their jobs by Wackoy, S. D. (2018).

When universities are closed, online learning through the Internet is the leading solution implemented by educational institutions. Pandemic has revealed a significant disparity in preparing for emergencies to maintain students' right to continuity of education because of the availability of the Internet for students and resources. There are differences in learning materials and equipment between countries and regions.

Academic decline and student failure on the rise: Many students will not have enough learning experience during the 2019 - 2020 school year. In addition, there is a negative impact on the quality of the educational experience during the Covid-19 pandemic. Mental health problems among students have also increased.

Resource reduction, demand shifts, closures, and restructuring: The crisis exposed structural

weaknesses in the existing financial models of many higher education systems and institutions. This factor is a severe test of economic viability for private higher education institutions that depend entirely on tuition fees and international students. A large number of students with limited resources may drop out of college altogether. The consequences can be severe in many low-income countries, which have traditionally under-allocated public funds to higher education, often less than 0.5% of GDP.

Impact on research: Laboratory closures and travel restrictions mean researchers cannot continue experiments or field investigations unless experimental and collaborative work had done remotely. A growing concern for all research universities is the potential for reduced funding in the coming years, except for research programs directly related to Covid-19. Research productivity data show that female academics are more severely affected, reflecting a skewed division of labor within the family.

Innovative educational approaches: The first step towards making the transition to online education more accessible is to provide digital training and practical techniques for teaching and learning online. Schools with a full range of practical teaching and learning support services find themselves better prepared to support their academic community. Consistency of curriculum, pedagogy, and assessment is at the core of the success of the online educational experience. It is also important to realize that online teaching is not about recording a traditional lecture and posting it on the organization's Website but about applying pedagogical methods that engage students in engaging experiences, exciting educational experiences.

Governance through the Pandemic: The crisis has tested the leadership skills of college and university principals in unprecedented ways, forcing them to make quick and critical decisions to protect their health. Besides, there are the health of the academic community and maintaining the continuity of the institution. The lesson to be learned from this crisis is the importance of effective and frequent communication to honestly and transparently explain the challenges and unknowns presented by Covid-19.

Inventing new operating models: New opportunities may arise in the post-pandemic era. Higher education institutions may seriously consider accepting adult learners as a legitimate segment of their target student population. Adopting a lifelong learning model that emphasizes prioritization of learners, recognizes competencies acquired on the job, and meets the learning needs of a more diverse group of customers. Higher education institutions can also form university alliances to award joint degrees, teach standard courses and conduct research collaborations, effectively combining their talents and financial resources.

Equality-focused responses: One of the priority tasks of many higher education institutions immediately following the closure of campus activities is to alleviate the hardships students face from low-income families, low-income families, and vulnerable groups. Financial assistance includes additional subsidies, interest-free loans, and access to food banks. Many universities have donated devices to students and provided Internet packages for online access to bridge the digital technology gap.

Descriptive statistics from surveying 500 students related to students' learning and researching of universities in Vietnam

Contents	References	N	Min	Max	Mean	Std. Deviation
Technological change and high technology for higher education	Basilaia, G. and Kvavadze, D. (2020)	455	1.00	5.00	3.4725	.90448
Governance and management of the university according to the advanced model	Charmin, C. T. (2020)	455	1.00	5.00	3.5385	1.00119
Quality assurance of higher education	Dhawan, S. (2020)	455	1.00	5.00	3.4571	1.00759
Teaching and learning activities at the university level need to change	Fowan, S. and Massone, A. H. (2020)	455	1.00	5.00	3.4110	.90537
Higher education policy needs to change	Rian, J. R. (2020)	455	1.00	5.00	3.0945	.98774
Higher education and sustainable development goals need to change	Shinvy, T. S. (2019)	455	1.00	5.00	3.0967	.96611

The philosophy of higher education needs to improve	Silcoxy, S. D. (2018),Murgatrottd, S. (2020)	455	1.00	5.00	3.1143	.96646
Trainer training and faculty development	Wowley, H. K. (2020)	455	1.00	5.00	3.1011	1.02109
Internationalization of education during the Covid-19 pandemic	Betry, L. H. (2020)	455	1.00	5.00	2.9341	1.03891

Source: The authors processed by SPSS 20.0

Table 1 showed that the test results are very good with a sample of 500 students related to learning and researching at universities in Vietnam, but 455 samples were processed. These results indicated Mean and Std, and the deviation is essential. Faced with the above difficulties, the first important thing that students need to equip is the calm to find a way to solve the problem. For online learning, if students looked at it from a more positive lens, students saw many advantages that this method brings, including saving travel time, easy access when the connection is stable, improving information technology skills, and adapting to modern learning styles.

CONCLUSION & POLICY IMPLICATIONS

Conclusion

The Covid-19 pandemic affects every country, rich and poor, and students from minority groups face more challenges. Where the Internet is not yet widespread, and bandwidth is low, opportunities for online learning are significantly limited. Colleges and universities in low-income countries struggle to deliver quality distance learning programs due to a lack of experienced academics and resources. Never before has the strength of colleges and universities been tested so harshly as during the current pandemic. The health crisis has exposed the digital technology gap and economic inequality as uncomfortable realities that directly affect students' ability to cope with the Covid-19 pandemic. While the world's top universities are unlikely to suffer long-term adverse consequences, financial survival will be a severe challenge for many higher education institutions. Millions of students with limited resources can drop out of college altogether.

The pandemic has exposed the depth of digital divides and socioeconomic inequalities, further widening the stark gap between countries, higher education institutions, and countries. Therefore, it is essential to consider measures that focus on achieving equity in higher education for students from low-income families, female members, and ethnic and racial minorities at the national and institutional levels.

Policy implications

Based on research results and practical implementation of teaching and learning at universities in Vietnam, we make some recommendations as follows:

First of all, Over the past decade, evolving technologies have revolutionized and changed the education landscape in many ways. Advanced technologies such as big data analytics, artificial intelligence (AI), and the Internet of Things (IoT) have changed the content we teach and teaching methods. The rapid digitalization of education leads to many challenges and opens up new educational opportunities at different levels, from education administration and management to day-to-day teaching. Therefore, there is an urgent need for academic researchers and practitioners to discover, understand and improve innovative learning environments, relevant curricula, and the future of education.

The educational technology theme encourages research contributions related to the development, use, and implementation of technology in education, including but not limited to: learning theory, learning analysis, environment innovative learning schools, e-learning (distance), educational information technology infrastructure, social impact, user experience, research methods and measurable outcomes as they related to the field of technology and its support in improving teaching and learning.

Secondly, The unprecedented covid-19 pandemic has posed enormous challenges to every aspect of society, and education is no exception. Despite the difficulties, the outbreak is also an opportunity to gain insights into our education system. For decades, education has always been one of the top priorities in development policies globally. Unfortunately, our education system criticizes us for not growing with the economy's growth; it's not too different from a few decades ago. As a result, there have been urgent calls for reforming the education system to adapt to today's rapidly changing conditions, such as the Covid-19 pandemic. Increased creativity and flexibility, improved teaching and learning methods, enhanced stakeholder linkages, and universities worldwide have implemented many other initiatives. to deal with the unintended consequences of the pandemic. This topic is devoted to theoretical and empirical contributions, and articles cover how universities manage their institutions during and after the pandemic. Articles around how to measure the effectiveness of university interventions and management change in education are also welcome to shape the big picture of educational management during and after the crisis.

Thirdly, Due to the increasing competition in higher education, more emphasis has been placed on

quality assurance activities such as global ranking, accreditation, or different forms of assessment and evaluation. What is the purpose of quality assurance for higher education? How do higher education institutions respond to external and internal needs to ensure better quality activities at the international or national level? To what extent have different quality assurance activities changed teaching, learning, and research in higher education? This theme opens up discussions and disseminates the work done by educational researchers, practitioners, or policymakers dedicated to promoting an authentic assurance culture, quality in higher education. This solution is to perfect management policies in education, ensuring the synchronization and consistency between policies from top to bottom, from general to industry-specific. Mainly, it is necessary to affirm and officially acknowledge the form of online teaching and learning and the results of the online teaching and learning process as they form and the result of formal training, having stability, quality, and longevity.

Fourthly, This topic welcomes in-depth articles on learning, teaching, and the relationship between them, appropriate research topics related to learning and teaching activities in various fields such as computer science and English as a second language (ESL). Besides, engineering, business, science, social, etc. In addition, research on how internal factors (e.g., motivation, attitudes, beliefs, perceptions) and external factors (e.g., social, cultural, learning environment, curriculum, educational policy) affect learning or teaching is also encouraged in this topic - furthermore, all articles related to equity, autonomy, and democracy in education and considered. Especially in the face of the Covid-19 pandemic, we are interested in the new findings of digital transformation in the classroom and the notable advantages and disadvantages of applying technology in learning and teaching. We expect well-designed reports, using methods appropriate to the research questions, drawn from actual data rather than predicted results. We accept not only empirical studies but also summaries of existing studies.

Fifthly, Policy is a significant theme in education as well as in other social fields. Almost everyone involved in education feels its impact, although different stakeholders are affected in different ways. The recommendation had at the global, national, and university levels in higher education, often not separately. Given its interdisciplinary nature, policy research requires an understanding of other social domains, including but not limited to political economy, and the same is true in the field of higher education policy. Existing research on higher education policy – such as governance, privatization, research, finance, internationalization – has been well established and continues to expand rapidly but consistently. There is a need to understand higher education policies more thoroughly. This topic invites recommendations for specific higher education policy analysis – incredibly contemporary and hotly debated, such as those related to Covid, governance, humanization, and research – at all levels. We strongly encourage authors to adopt a multidisciplinary approach in their policy analyses. We are particularly interested in studies that seek to open the "black box" of the policy-making process to shed light on all stakeholders involved in policy formulation. While all types of studies are welcome, we expect studies that have performed or had to undergo rigorous experimental data collection stages.

Sixthly, Sustainable development is one of the biggest challenges facing humanity. Sustainability challenges call for a radical change in higher education, a potential catalyst for sustainable development for the next generation. The necessary modifications are curricula, teaching methods, policies, and institutional structures. This topic covers cases and discussions of higher education's responsibility to respond to, transform, and review its efforts to do so. Therefore, this theme invites researchers, practitioners, and educators to present and discuss the most recent innovations, trends, concerns, practical challenges encountered, and solutions applied in higher education and sustainability. This solution is to ensure all conditions for learners' learning to take place smoothly and safely. All teaching and learning activities must strictly ensure the rules of epidemic prevention; ensure that 100% of staff, teachers, and students are fully vaccinated. Ensuring the safety of teaching staff and learners is a prerequisite for "normalizing" learning activities.

Seventhly, This theme welcomes presentations and discussions on the current challenges of higher education from a philosophical perspective. In light of the rapidly changing world in which we live and the post-crisis times we need to deal with, related challenges may include: redefining the university's role and purpose, the value of university autonomy, knowledge creation in higher education, the power relationship between higher education actors. Contributions can be conceptual or empirical with insights into the historical, sociocultural, economic, and organizational contexts of higher education practice dealing with such challenges. This topic aims to create an open, critical dialogue about the meaning of higher education, its philosophical underpinnings, its contextual sensitivities, and thus encouraging action, importance in post-crisis management. Strengthen infrastructure, ensure hardware and software equipment to meet digital transformation during the epidemic period. The critical factor for the digital transformation in education to occur widely and effectively is having a full range of teaching and learning facilities and tools. It is necessary to have a network infrastructure that covers all localities and is stable, even in remote and remote areas. Needing to ensure that learners have enough equipment for online learning, a teaching platform is Vietnameseized, easy and convenient to use, and suitable to the characteristics of each university level.

Eighthly, The past 50 years have seen challenges and opportunities in teacher training to prepare a competent workforce to meet the ever-changing needs of the job market. Policymakers, researchers, and educators worldwide have also discussed the teaching profession's persistent and emerging issues. These problems include low teacher salaries but high demand for teachers, a low number of students enrolled in teacher training programs, high dropout rates, and reduced social trust. But expectations are rising from education stakeholders. In this pandemic and uncertainty, teachers at all levels in Vietnam and different contexts had expected to be on the front lines as problem solvers, technologically, socially, and emotionally, leaders and supporters. So how do teacher trainers and educators help teachers, students, and in-service teachers successfully fulfill these critical roles? Teacher training and professional development programs in shaping teachers' morale both professionally and attitudinal. Policy on teaching profession; teacher training, professional development, and beginner teacher programs; course design and evaluation of these programs; Innovative theories and practices in teacher training and professional development such as culturally appropriate teaching, equity and social justice, environmental and sustainability education, wellbeing and self-care the teacher's body, and the teacher's leadership.

Finally, The internationalization of higher education and universities is a powerful force to reform the quality of curricula, enrich the student experience, enhance students' preparedness for a globalized world and increase the school's ranking position. However, the internationalization of higher education had influenced by global crises such as the global financial crisis, geopolitics, pandemics, and natural disasters. Besides, these global crises had significant impacts on a wide range of aspects of higher education internationalization. This factor is from curriculum internationalization, faculty and student mobility, teaching, and learning - a study in a foreign school district, export education to cross-national teaching and research cooperation. In particular, the Covid-19 pandemic associated with health, economic, social, psychological, and humanitarian crises, border closures, and restrictions on the movement of international students has exposed the vulnerability of the internationalization model of education in countries that are the leading destination of international students. In many other countries, the digitization of higher education is an approach to adapting to the new standard created by Covid-19. This recommendation provided new possibilities for internationalizing, teaching, learning, and enhancing accessibility and equality. How can education internationalization adapt to crises, and how can we build a resilient, sustainable, and humane international education sector. Universities should Synthesize essential themes in the policies and practices of internationalization of education. This section looks closely at the fundamental issues related to how the internationalization of education adapts to the pandemic.

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