



P-ISSN: 2394-1685
E-ISSN: 2394-1693
Impact Factor (ISRA): 5.38
IJPESH 2021; 8(5): 163-169
© 2021 IJPESH
www.kheljournal.com
Received: 21-07-2021
Accepted: 28-08-2021

Nguyen Thanh Giang
Da Nang University,
Vietnam

Dr. Tran Huu Hung
Danang University of Sports,
Vietnam

Phan Thi Dieu
Vietnam Agricultural Academy,
Vietnam

Corresponding Author:
Nguyen Thanh Giang
Da Nang University,
Vietnam

Production of videos for physical education lectures in universities in Vietnam

Nguyen Thanh Giang, Dr. Tran Huu Hung and Phan Thi Dieu

Abstract

The videos introducing sports techniques and methods of training each motor skill, perfecting sports techniques that are essential and important in physical education (PE) in national schools. These videos have become the current trend of reforming the means of physical education in Vietnamese universities. Using analytical methods, document synthesis, interview methods, and mathematical statistics, the authors have clarified some issues regarding the production of videos for PE lectures in universities such as types of video for PE lectures; Process of making video clips; some of the main tasks of a filmmaker. This is the trend of renewing the means of physical education in Vietnamese universities today.

Keywords: Methods, means, sports, physical education

Introduction

There are different characteristics of the knowledge system of sport in general and the techniques of sports in particular from other subjects. The technical principles and techniques of a sport represented by this knowledge system are realistic and dynamic pictures of movement activities in sport. The actual images of the technical movement of a certain sport are not entirely a work created by the filmmakers, but most of them are recorded by the filmmakers according to their scripts and used for physical education lessons. Therefore, the images shown in the PE video lectures are similar to those shown in the documentaries. If other documentaries mainly focus on sports events, famous sports athletes, socio-cultural life, then videos for educational purposes should be based on honest sources of historical sports events and achievements. The filmmaker should select the most appropriate images that most effectively show the knowledge and motor skills in the specified curriculum.

However, to show the nature of sports activities, physical education video clips need the support of other means (training yards, sports equipment) and the use of cinematographic techniques (quick shot, slow motion, computer technology). These images are not direct images from objective reality, but they reflect reality with high generalizability, appropriate use will supplement the limitations of direct images to help students obtain knowledge. It can be seen that there needs to be a specific process in the production of PE video lectures, one of the solutions to innovate teaching means. From the above importance, the study focuses on: "The production of videos for Physical Education lectures in universities in Vietnam".

Research Methods: To learn the process of making videos for Physical Education lectures in universities and colleges objectively and scientifically, a questionnaire consisting of 5 main questions, with 38 items to be answered was used to interview 25 people who are managers, specialists, and lecturers of PE at universities in Vietnam. The interview results were processed by SPSS software, the reliability of the test with Cronbach's Alpha > 0.8 and the value of KMO test = 0.716, Bartlett test at the significance level ($p = 0.000$)^[8, 9].

Research results

Types of PE video lectures in universities in Vietnam

The survey results on the types of PE video lectures in universities in Vietnam are shown in Table 1.

Table 1: Types of PE video lectures in universities in Vietnam (n=25)

No.	Type	Opinion			
		Agree	%	Disagree	%
A	Video lectures of intra-curricular sports, including:	25	100	0	0
1	Videos of sports techniques included in the curriculum	23	92	2	8
2	Instructional video for the development of motor qualities	24	96	1	4
3	Videos on Sports Medicine (exercise hygiene, injury, recovery)	23	92	2	8
B	Videos for extra-curricular sports practice	25	100	0	0
1	Videos introducing sports not included in the curriculum	24	96	1	4
2	Videos on the principles of motor activity	23	92	2	8
3	Instructional videos for movement games	24	96	1	4

Research results in Table 2.1 show that between 92% and 100% of the interviewees agree that the PE video lectures in universities include 2 types: intra-curricular video lectures (technical videos of sports included in the curriculum, training methods...) and videos for extra-curricular practice (Introduction videos of sports not included in the curriculum; Videos on the principles of motor activities; Instructional video clips for movement games).

Video lectures of intra-curricular sports

The main lessons of the course can be divided into 5 types: The first lesson for the introduction of new knowledge and motor skills; the lesson for practicing each motor skill; the lesson for perfecting sports skills; the lesson for developing motor skills; the lesson for testing and assessing learners' knowledge and motor skills.

Due to the characteristics of the PE curriculum, the teaching method based on practical lessons is the main form of teaching. In which, the technical introduction of sports and the practice of each motor skill prevail. PE video lectures mainly introduce knowledge, skills of selected sports, and training methods along with common mistakes made in the process of performing movements. Therefore, the PE videos used for the first lessons, introducing sports techniques included in the curriculum and the stages of practicing technical movements prevail.

The layout of intra-curricular video lectures usually consists of 4 parts, which are:

- **Video opening or the video intro:** Introduce the institution, the PE or sports curriculum, and the people making the videos.
- **Introduction of sports included in the curriculum:** Includes development history, the complete technique of the sport or piece of technique, and technical principles.
- **Training guideline:** Show supplementary exercises for each technique together with correction of common mistakes made during training and the practice requirements during technique implementation. For example, it is possible to make video clips on methods to determine the direction of the arms, legs, angle, jump direction, etc., so that learners can identify the correct technique.

The content of the video usually covers the specified course, but the duration cannot be extended. Therefore, it is necessary to generalize according to each issue to appropriately apply for each lesson plan. The duration of a PE video lecture is usually no more than 45 minutes. Learners can follow the

relevant sections in the video according to certain lesson content.

- **Video ending:** Reminders, how to overcome common mistakes in the training, motivate learners during practice, and a thank you message at the end of the video.

Videos for extra-curricular sports practice

- **The content of extracurricular teaching in PE is important, as it**

Supplements and expands the basic knowledge that learners have acquired through intra-curricular activities, thereby helping them firmly grasp knowledge, motor skills, and physical development. Creates conditions to update students' knowledge and favorite sports. Through extracurricular activities, learners become more interested, self-disciplined, and more active in physical training activities.

- **In physical education at universities and colleges, more attention is required to this video type, because**

The content of knowledge and skills of the PE curriculum is regulated to be concentrated, so it cannot fully reflect several issues related to physical development (sports biomedicine, favorite sports of learners, sports nutrition, etc.).

Not all content in the PE curriculum can be made into a video film. Therefore, videos for extracurricular teaching can add many more to the form of learning according to the prescribed curriculum and modules.

- **The development of videos for extracurricular activities is more advantageous than the development of intra-curricular video lectures because:**

Issues related to selected sports are easy to present completely, independent of the knowledge and skills of the curriculum, and easily expressed through video clips.

The amount of knowledge is not limited to the curriculum. However, due to the relatively large capacity of video clips to convey information, the length of the videos should not be more than 45 minutes. Such videos will be more suitable for learners' cognitive characteristics. Video can be made in different forms depending on the ability of the filmmakers. The use of the unique footage of these video clips for extracurricular sessions should be taken into account during video making.

The process of making videos for PE lectures

The results of the research on the process of making videos for PE lectures are shown in Table 2:

Table 2: The process of making videos for PE lectures (n=25)

No.	Type	Opinion			
		Agree	%	Disagree	%
I	The main responsibility in the production of videos for PE lectures are:				
	+ Filmmakers	2	8	23	92
	+ Specialists (lecturers and specialists in physical education)	23	92	2	8
II	The process of making videos for PE lectures				
A	Stage 1	25	100	0	0
1	Determine the purpose of the video	23	92	2	8
2	Determine the subject and content of the video and its duration	24	96	1	4
3	Determine the form of presentation of the video	23	92	2	8
4	Determine the necessity to make the video	25	100	0	0
5	Determine the possibility of making a thematic video	24	96	1	4
B	Stage 2	25	100	0	0
1	Write a script:	24	96	1	4
	- Determine the structure of the video	23	92	2	8
	- Determine the structure of the video lecture script:	25	100	0	0
	+ Screenplay	24	96	1	4
	+ Storyboard	24	96	1	4
C	Stage 3	25	100	0	0
1	Edit video	24	96	1	4
2	Edit video according to the script	23	92	2	8
3	Write video description	23	92	2	8
4	Assess the created video	24	96	1	4
	- Assess the draft	23	92	2	8
	- Organize empirical testing	24	96	1	4
	- Video assessment and acceptance	23	92	2	8

- 92% of the interviewees believed that: The creation of videos is the work of video filmmakers, but making video lectures is the main task of specialists. Because video is a teaching means, the selection of content and methods of video presentation should be based on the objectives of the specified curriculum. Video filmmakers should not be able to do it. However, regarding the technical requirements for the production of videos, specialists have to rely on filmmakers.
- From 92% to 100% of interviewees agreed that: The process of making a video film usually goes through three stages ^{[2, [4, 5]}, depending on the type of video film, the content of each step is different. This process can be done as follows:

a. Stage one

This stage consists of important steps, such as the determination of the purpose, topic, main content, the form of presentation of the video; Determination of the necessity to make the video, the ability to implement the topic, calculation of production costs for a budget estimate.

▪ Determine the purpose of the video clip

The purpose of creating videos is to best reflect the knowledge and skills to perform sports techniques included in the prescribed curriculum and to show the orientation to using active teaching methods with different learners.

Clearly define the purpose of the video as to serve which form of teaching. Students of which year and in which department...

▪ Determine the subject and content of the video and its duration

The PE curriculum at the University of Danang is credit-based. Each module is associated with certain sports. Therefore, the most appropriate video topic is related to the sport specified in each module with a moderate length. For video lectures, the videos of medium and short duration will

be more convenient for the lesson. Because it identifies the content, the specificity of each content of each credit or module, the necessity of making videos, under the psycho-cognitive characteristics of students. The content of the video will be light and balanced, focused on the structure of the lesson, and possible for the addition of other effective methods, means, and teaching materials. The length of the video should also not exceed 30 minutes for each video. Classroom teaching can use footage from these videos.

▪ Determine the form of presentation of the video

Each form of video presentation has its strengths, the choice of which form depends on the content, form, and teaching method. The interactive form will be effective for the innovation of both content and teaching methods. The interactive form will be effective for the innovation of both content and teaching methods. This form should be applied in the making of films for the presentation and training of new skills. Videos for extracurricular sports activities can be of many forms, depending on the content and the ability to make videos on topics that need extracurricular activities.

▪ Determine the necessity to make the video

In the making of a video clip, it is necessary to determine that the video used in the credit or the course should be most effective compared to other teaching methods used in the school for that content. The video making should answer the question: What is the purpose of making a video for the teaching of that content, that unit of credit?

▪ Determine the possibility of making a thematic video clip

To make a video, there are basic requirements, such as material resources, financial resources, specialists, technical team...

In the making of PE video lectures, the use of materials from the Internet, teaching software, and some other teaching media play an important role as these are good sources of

materials for physical education. Therefore, if possible, it is necessary to coordinate with media agencies or the National Center for Documentary Information and Technology ... to see whether there are sufficient images in the archives. And how to supplement if the data is insufficient? Is this supplementation too difficult, expensive, and doable? The funding and copyright of this material are needed for the creation and wide distribution of the video clip. These are big obstacles.

If an outdoor live video or actual footage is needed for the video clip, specialists should invite athletes or trainers who can practice reflecting sports techniques in the most accurate manner.

These possibilities should be fully considered before scripting. Based on the knowledge system contained in the course curriculum, specialists should be able to build several good scripts. However, it is often difficult to meet the requirements of the script in practice.

b. Stage two

This stage consists of two main steps: write scripts and organize video-making groups ^[2, 4, 5].

* Write a script

The video clip for physical education lecture, besides the common features like other video lectures, also has its characteristics. Hence, the steps of script writing should be as follows:

- Determine the structure of the video

A video clip usually has three basic parts: The intro, the main content, and the outro. For the PE video clip, these sections correspond to the introductory part, the content, the knowledge summary of the prescribed curriculum.

+ The intro shows the topic and purpose of the video clip to attract students' attention. This part should be presented with outstanding images, clear texts with the minimum number of words, and a brief narration stating the theme of the video. The content of this section may present a problem situation for the content of knowledge and skills of the credit or the prescribed curriculum.

+ The main content presents the content of the credit or course, containing mostly images of sport technique, questions, and answers, reflecting relevant knowledge, but it should be presented under the theme mentioned in the opening. In this section, it is possible to add the necessary knowledge. The layout of this section is also not completely presented in the same order as in the course curriculum but should be arranged closely according to the structure of the video clip. For example, in the making of the "Long jump technique - Hitch kick" video, the factors determining long jump achievement, the long jump record in the world, and Vietnam in logical order are added to help students understand more deeply and be more excited about this long jump technique.

+ At the end of the video and each section, it is possible to give multiple-choice questions or essays, practice requirements (can be accompanied by featured images shown in the video or combined with other teaching media). Students should answer the questions, practice right after watching the video. For PE video lectures, more attention should be paid to giving the questions according to the diagram showing the cause-and-effect relationship.

The prescribed curriculum content often consists of several headings, the layout of a sports video lecture can be shown in each heading.

Determine the structure of the video lecture script

In general, filmmakers should start from story to plot, actors in writing video scripts. In a video lecture, the script should be based on the goal of the lesson, and then select the knowledge, basic skills, and methods of conducting video lectures with a harmonious combination of images, sounds, words, and texts. The content of the video should be presented in a well-structured script. Therefore, writing a video script should have a combination of specialists and filmmakers (directors).

Video clip scripts can be divided into two categories: Screenplay and storyboards.

+ **Screenplay:** It is a script for a movie story written in detail about the topic to be talked about. For video lectures, this is the main task of the specialists. To write the script correctly, it is necessary to rely on the main topic of the lesson, relevant sources, and consultation with the filmmaker. This script can be divided into three main columns: the first column is an outline of the learning content, the second column is the idea of presenting the ideas to show the basic knowledge and skills of the lesson, the third column describes the images expected to be presented on the video clips.

The steps to write the script are as follows:

Step 1: Write a content outline. For PE video lectures at universities, the outline usually consists of 2 to 3 main items. Each topic can be divided into several small ideas presenting the main contents related to the entire technique and each stage of sport technique, the method of practicing each technical stage through specialized auxiliary movements, perfecting the technique, and how to avoid common mistakes in the training process. Screenwriters can rely on curriculum knowledge to demonstrate this outline.

Step 2: Write a video clip outline. From the arrangement of the learning content, the scriptwriter builds the outline of the clip. This is the idea of the screenplay. Thus, the outline of the video clip should show the method of presenting the basic knowledge and skills of the learning content to achieve the highest efficiency.

Step 3: Select images intended to represent the idea. Those images both reflect the basic knowledge and skills of the sport and should be artistic to create an impression that attracts viewers - a requirement of video clip editing. The method of displaying images on video clips shows both the images on the video clip and the teaching method of the subject, as well as the typical method of cinema ^[3, 7] such as: emphasizing the action, imagination, highlighting the action through slow motion, etc.). The video clip script should also include additional knowledge that ensures the completeness of the video clip. Naturally, this addition of knowledge does not go beyond the learning content and takes into account the students' ability to explore and apply knowledge in the learning process. For example, in the video clip "Long jump technique - Hitch kick, the addition of the technical principle of the long jump helps students establish the relationship between approach, takeoff, flight, and landing in the long jump with long-jump achievement. This issue has not been approached by many students and has not been studied. However, if this section is added, students will answer the question of why each person's long jump achievement is different and have a better practice.

The following script can be written

Learning content	Idea	Image
------------------	------	-------

+ **Write a storyboard:** The storyboard includes two main contents: images and sounds. Video clips are compelling visual media. Therefore, during the writing of a screenplay, the writer should develop what the viewer will see before deciding what the viewer will hear.

For the video clip script, this is the main job of the director. But in a video lecture, the visual part (visual script) can be made by the directors. However, there should be an agreement with the specialists. The reason is, the visual script, based on the screenplay, should show how to create the best image for each teaching content.

In addition, the video clip script should also anticipate unexpected situations and solutions, such as rain, or tools. The remedial plan should be discussed with specialists.

After each clip, act corresponding to each unit of knowledge and learning skill, it is necessary to have an appropriate time to give questions and answers (if necessary) in the duration of 10 to 30 seconds. This also means transitioning between video clips and guiding the method used for teachers.

The audio part (audio script) consists of three main parts that work closely together: Real sound, narration, music are arranged by the image. Thus, the audio script completely depends on the visual script.

In the video lecture, the narration of the script is prepared by specialists. The reason is the narration of the video clip should have the effect of orienting and explaining to the viewer the knowledge and skills in the video clip.

The narration should be written in short sentences with an uncomplicated structure, but also should not be too short. Sentences with too many clauses should also not be used. In sentences, it is necessary to use verbs and adjectives rich in images that attract listeners [1]. For video lectures in general and sports video lectures in particular, it is recommended to reduce the narration to replace it with a question and avoid re-narrating what the image has described.

The music included in the video lecture is generally not as demanding as the feature film. Based on the composers' works recorded on available tapes and discs, the scriptwriter

selects the music, suitable for the video that helps students pay attention to the video clip content.

The complete video clip script may be written with the following contents:

Learning content	Idea	Image	Audio		
			Narration	Sound	Music

Thus, the complete video clip script includes the visual script in harmony with the audio script (real sound, narration, background music). This is the most important factor determining the success of the video.

In completing the video clip script for sports video lectures, there needs to be coordination between specialists and filmmakers. But the main role is the specialists.

Organize a group to make video clips for PE lectures, including:

Group of specialists

- Specialists in teaching methods have the main task of determining the basic content of sports techniques included in the prescribed curriculum, collecting and selecting sources of materials, writing screenplay, narration, and organizing experiments.
- Subject scientists are responsible for the task of determining the science of the system of knowledge and skills expressed through scripts and sources of materials to be used.

The specialists are also involved in the selection of material sources, and the editing of video clips.

The main group of filmmakers includes

- The director is responsible for writing storyboards, training, and fostering the cast and video editing team.
- Camera crew, records video, selects the source of the material obtained.
- Actors (if the videos are made in the form of role-playing): Actors herein are usually lecturers and students of some universities participating in making video clips.
- Editors: Make simulation images, edit video.
- The group of video lecture filmmakers and the main task of each group are shown in Table 3.

Table 3: The main tasks of specialists and filmmakers in making PE video lectures

Main tasks	Specialists in		Filmmakers			
	Sports teaching methods	Specialized Science	Director	Camera crew	Actors	Editors
Stage 1: Preparation						
Determine the purpose of the video clip;	x					
Determine the subject and content of the video clip;	x					
Determine the form of presentation of the video clip;	x		x			
Determine the necessity to make the video clip;	x	x				
Determine the possibility of making a thematic video clip;	x	x	x	x	x	x
Stage 2: Scriptwriting						
Determine the video clip layout;	x					
Write screenplay;	x	x				
Write storyboard: - Visual script; - Audio script	x		x			
Stage 3: Video editing						
Edit video clips;	x	x	x	x	x	x
Edit video clips according to the script;	x	x	x		x	x
Write video description;	x	x				
Assess the created video clips.	x	x	x	x		x

c. Stage three

This stage includes the following steps: Editing video clips (rendering, adding audio with narration, sounds, music), edit, write instructions on how to use, evaluate.

Editing video clips: The process of arranging selected images so that they appear in the desired sequence of the script. To make a video clip for PE lectures from available materials, specialists need to ask for technical help from filmmakers or have an understanding of video editing techniques. Currently, with the help of some professional video-making software (Corel VideoStudio or Proshow Producer ...), this task is now more convenient.

Editing staged video clips according to the script

Making a video clip goes through many different steps, hence it is important to correct any shortcomings in time. There should be variation between script to final product in the production of videos for sport lectures, as it is compiled from many different sources. Through the actual production of the video, the filmmakers will supplement the script and initially complete a video clip. The empirical testing process will facilitate the completion of the video clip.

Writing video description

The video clip description should have some of the following items: Video name, duration, a summary of video content, usage suggestions, some highlight images that reflect the most basic knowledge and skills of the learning content.

Assess the created video clips

Assessment of a video clip should be based on the requirements of the video clip specified in the content that it represents. The assessment of a video lecture usually follows these steps:

Step 1: Assess the draft

After the video is produced, a council of team members, who directly makes video clips reviews and comments on weaknesses, content, form, and editing techniques to immediately carry out correction.

Step 2: Organize empirical testing

- Video clips are shown to experienced instructors for evaluation.
- Video clips are shown to students, including good, ordinary students and those who passed and failed required physical fitness

After collecting the opinions of both lecturers and students, the video-making team made corrections and shortcomings to complete the video clip.

Step 3: The video clip assessment and acceptance council

Up to now, there has not been an establishment specializing in the production of video lectures to meet the requirements of the subject. Therefore, each video clip is made as a research topic at the grassroots level. The topic assessment and acceptance council is registered by the competent unit. The assessment requirements include:

- General assessment of the basic knowledge content shown in the video by topic.
- Assessment of the main advantages and disadvantages compared to the required requirements of a video lecture.
- Detailed assessment of the follows:
 - Are the images shown in each scene, each video clip reasonable? Is the arrangement correct to the knowledge system? Are the shooting techniques appropriate? ...
 - The accuracy of the sound used and the suitability of the sound to the image.
 - The source of documents and means used in combination in the video clip should ensure the requirements for the completeness of knowledge and pedagogical methods.
 - The issue of ensuring the quantity and quality of the question and answer system in the video.
 - The accuracy in empirical testing results of using video lectures at university.
- The assessment of the usability of produced video clips with subjects in different learning styles.

Difficulties and advantages in the process of making videos for PE lectures

The research results on the difficulties and advantages in the production of videos for PE lectures shown in table 4 show that:

Table 4: Difficulties and advantages in the production of videos for PE lectures (n=25)

No.	Type	Opinion			
		Agree	%	Disagree	%
I	Difficulties				
1	Limited cooperation between education and media	25	100	0	0
2	The Education sector does not have a policy for the development of this means	24	96	1	4
3	Limitation of qualification in communication technology of sports specialists	22	88	3	12
II	Advantages				
1	The content of the lesson needs the support of video clips	25	100	0	0
2	Abundant in sources of materials for video production	24	96	1	4
3	Initially, the study of videos for PE lectures has received the attention from some subject scientists	22	88	3	12
4	Scientific and technical advancement required for video production.	20	80	4	20
5	Most students have the means to watch PE video lectures (smartphones; laptops; desktop computers, ...)	21	84	4	16

Between 80% and 100% of the interviewees agreed that: There are advantages in the production of video lectures, such as the content of the lesson needs the support of video clips; Abundant in sources of materials for video production; Scientific and technical advancement required for video production; Most students have the means to watch PE video lectures (smartphone; laptop; desktop computer); Initially, the study of videos for PE lectures has received the attention from

some subject scientists.

Some of the difficulties in the production of videos are: Insufficient cooperation between education and the media to utilize abundant resources from the media for education; The Education sector does not have a policy for the development of this means; The limitation of qualification in communication technology of sports specialists.

Conclusion

The videos for PE lectures in universities are actual images of the technical movement of a sport. It is not entirely a work created by filmmakers, but mostly is actual video shooting based on their scripts, and serves as a means for the process of physical education to students.

To make video lectures in general and PE video lectures in universities in Vietnam in particular to meet the quality requirements, close coordination between specialists and filmmakers is required. Thence, it is necessary to:

- Determine the type of video;
- Strictly comply with the video-making process, which is 03 stages with specific tasks in each stage, as follows:

* **Stage 1:** This stage consists of important steps, such as the determination of the purpose, topic, main content, the form of presentation of the video; Determination of the necessity to make the video, the ability to implement the topic, calculation of production costs for a cost estimate.

* **Stage 2:** This stage consists of two main steps: write scripts and organize video-making groups.

* **Stage 3:** This stage includes the following steps: Editing video clips (rendering, adding audio with narration, sounds, music), edit, write instructions on how to use, evaluate.

- The production of videos for PE lectures at universities in Vietnam should promote the following advantages: *Abundant* sources of materials for video production; Initially, the study of videos for PE lectures has received the attention from some subject scientists; etc. However, there are still a few obstacles to overcome, which are: Insufficient cooperation between education and the media to utilize abundant resources from the media for education; The Education sector does not have a policy for the development of this means in the subject .v.../.

("This research is funded by Funds for Science and Technology Development of the University of Danang under project number B2019-DN01-17");

References

1. Nguyen Cuong. Technical means and teaching aids for universities of pedagogy and colleges of pedagogy, Ministry of Education and Training, Hanoi 1995.
2. Le Dan. The art of filmmaking, actors and scripts, Youth Publishing House 2002.
3. Tran Kieu. Some thoughts on the innovation of teaching methods in high schools in our country", *Education Research*, (5), Hanoi 1999, 11-13.
4. Nguyen Phi Hanh. Developing some videotapes for environmental education in the geography department of the University of Education, The final report on the project at the ministerial level, Hanoi 2001.
5. To Xuan Giap. Teaching aids, Educational Publishing House, Hanoi 1999.
6. Pudopkin V. Discussion on film story writing, directors and actors, Culture and Arts Publishing House, Hanoi 1962.
7. Nguyen Trong Phuc. Means, equipment and techniques in teaching geography, VNU Publishing House, Hanoi 2001.
8. Nguyen Duc Van. Statistical methods in sport, Sports Publishing House, Hanoi 1987.
9. Institute for Educational Research and Development – Ministry of Education and Training, Scientific research methodology, Materials for graduate classes, training

courses for administrators and teachers of universities and colleges, Hanoi 1998.