



## ONLINE TEACHING AT THE FACULTY OF PHYSICAL EDUCATION AND SPORTS, THAI NGUYEN UNIVERSITY OF EDUCATION, VIETNAM: SITUATION AND SOLUTIONS

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### **Abstract:**

The COVID-19 pandemic has spread globally, affecting all aspects of social life, including university training. In response to this situation, Thai Nguyen University of Education in Vietnam has moved from direct teaching to online teaching. However, when applying this form of teaching, the University's Faculty of Physical Education and Sports is facing a number of difficulties because the lessons in the training program are mainly practical, which requires some particular teaching facilities, such as a yard and other training equipment. Stemming from the current online teaching and learning practices on the basis of surveying the situation, the author would like to offer a number of solutions to improve the effectiveness of online teaching in the Faculty of Physical Education and Sports to meet the training goals and plans.

**Keywords:** solutions; online teaching; students; Faculty of Physical Education and Sports; Thai Nguyen University of Education, Vietnam

### **1. Introduction**

In the era of Industrial Revolution 4.0, the development of information technology (IT) is not only a favourable condition but also has a great influence on online training, teaching and learning activities to become a training trend in the new era. Especially in the face of the complicated development of the Covid pandemic, online teaching is the most optimal option and it increasingly promotes many outstanding advantages [1].

Compared to traditional teaching, online teaching has many advantages: Students do not have to go to school. They can study at home to ensure COVID prevention requirements. Besides, lecturers can promote the effectiveness of using images, sounds and videos to convey learning content to learners to make the lessons more engaging and vivid. In addition, lecturers can manage students during their participation in

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learning; Students can access academic resources anywhere: at home, work or public internet locations and at any time they wish.

However, online teaching also has certain limitations. Firstly, it requires a system of technical facilities that always ensure a smooth connection, a stable visual and sound conditions. Secondly, online teaching and learning environments reduce the interaction between teachers and learners. To be specific, it reduces the ability of teachers to communicate with enthusiasm to students. Furthermore, students do not have many opportunities to learn and exchange information with friends, which does not stimulate the initiative and creativity of students. Thirdly, online learning requires both teachers and learners to be proficient in the use of computers and teaching applications. Online teaching also raises a number of problems related to cybersecurity as well as intellectual property issues. In particular, the most important disadvantage of online learning is the lack of face-to-face interaction between the teacher with the learner [8].

In fact, through the time of online teaching at the Faculty of Physical Education and Sports, Thai Nguyen University of Education in Vietnam recently, these limitations have been revealed. In the teaching process, there are times because of the unsecured network conditions, lecturers and students do not enter the class on time. Sometimes teaching and learning is interrupted due to the Internet connection or technical problems. Some instructors who have not yet mastered teaching applications should feel pressured. Lecturers and students lack interaction as lessons lack attractiveness. Lecturers are not active in the innovation of teaching methods and assessment, so teaching has not brought positive effects. In particular, this form of teaching also has certain difficulties for the lessons that are practical compared to traditional teaching such as the training of skills is limited because it requires a yard and equipment to practice. On the other hand, there is another limitation which is the lack of initiative in the learning of learners, while the online learning environment requires learners to be independent and highly self-motivated. So, in the face of the situation, the covid pandemic is complicated so the process of online teaching is really effective (especially practical courses), to meet the training requirements of the Faculty in particular and the University in general, it is necessary to have solutions to improve the effectiveness of online teaching.

## **2. Research methods**

The research team applies the method of analyzing and synthesizing materials from books, articles, and scientific research works published in prestigious journals to clarify the theoretical basis and use flexibly in the process of analyzing articles.

In order to gather information for the article, the research team used indirect interview methods by conducting online surveys with 7 lecturers and 86 students of the Faculty of Physical Education, Thai Nguyen University of Education. The survey focuses on the difficulties of online teaching and solutions to improve the effectiveness of online teaching in the coming time. The research team employs pedagogical observation

methods during the online attendance of lecturers and statistical mathematical methods to process the data collected from the survey.

### 3. Results of research and discussion

#### 3.1. Online teaching situation at The Faculty of Physical Education, Thai Nguyen University of Education, Vietnam

In response to the COVID-19 outbreak, Thai Nguyen University of Education has implemented online teaching. Implementing the policy of the University, in the 2020-2021 academic year and the first semester of the 2021–2022- academic year, the Faculty of Education has developed a plan to organize online teaching of the training programs for students who are participating in the Faculty to contribute to the implementation of the university training plan on schedule and ensure protection from disease safety measures.

However, the specifics of the training program are mainly practical, so the process of organizing online teaching has encountered a lot of difficulties. Therefore, the university has implemented online teaching in the 2020-2021 academic year. In fact, only some theoretical lessons are organized while the practical classes are paused. By the 1-semester of the academic year 2021 - 2022, in the spirit of overcoming difficulties and encouraging the spirit of lecturers, the Faculty of Physical Education has developed a plan to teach online practical lessons in the training program to meet the learning needs of students and ensure the university's plan.

**Table 1:** Time and content of online teaching at the Faculty of Physical Education

School year	Time	Part learning	Training program
Semester 2: Academic Year 2020 - 2021	Phase 1: From February 22, 2021 to May 30, 2021	Scientific research method and sports measurement-2-20 (N01)	Course 55
Semester 1: Academic year 2021 – 2022	Phase 2: From 16/08/2021 to 28/11/2021	Intensive football 4	Course 53
		Intensive martial arts 4	
		Method of teaching physical education in high school 2	
	Phase 3: From August 23, 2021 to November 28, 2021	Intensive football 2	Course 54
		National sports	
		Hygiene and sports medicine	
		Physical education 2	
	Phase 4: From 20/09/2021 to 26/12/2021	Football	Course 55
		Shuttle-cock	
		Hygiene and sports medicine	
Phase 5: From October 11, 2021 to January 16, 2021	Reasoning and methods of physical education	Course 56	
	Scientific research method and sports measurement		

**Source:** Summary of information from the schedule provided by the Training Department, Thai Nguyen University of Education.

The aggregate time and content of online teaching at the Faculty of Information and Communications are presented in Table 1.

The process of teaching online at Thai Nguyen University of Education is carried out using a number of software applications, such as Zoom Cloud Meeting, Google Meet and Microsoft Teams so that lecturers and students can implement online learning activities according to the training schedule. In addition, with the Google Calendar (<https://calendar.google.com> app), lecturers can schedule teaching during online training. To facilitate the organization of online training, the university quickly used Microsoft Teams software application to support online teaching instructors while also using Microsoft 365 to provide personal accounts for students through an email address with the domain @tnue.edu.vn.

The use of the university's account allows the Faculty and students of the Faculty to log into online training support systems in an asynchronous and controlled manner, facilitating the management of online teaching.

One of the requirements needed to learn online is to have a technological device with an internet connection. The survey of technology equipment used in online learning by students is presented in Table 2.

**Table 2:** Synthesis of technology equipment using student learning (n=86)

Technology equipment	Quantity (n)	Percentage (%)
Mobile phone	78	90.69
Laptop	02	2.33
Computer	06	6.98

**Source:** Survey results.

As the subject of the learning process, the transition from traditional learning to online learning sets students with the necessary changes to ensure in-person operations are delivered as required. Accordingly, students have also made certain adaptations in the use of online learning facilities/devices. In fact, although mobile phones are used quite commonly in the online learning process today due to their convenience compared to laptops or desktops, the level of efficiency is still a matter of concern and more specific consideration. Through Table 2, it can be seen that students of the Faculty tend to prioritize the choice of mobile phones for online learning, which accounts for 90.69%, laptops only 2.33% and computer accounts for 6.98%.

According to Elizabeth & Casey (2013), "*smartphones make learning more convenient, allowing students to study anytime and anywhere.*" According to Lusekelo & Juma (2015), "*a smartphone is a device that features both computers and mobile phones. It has an operating system and can install applications, act as computers, have the ability to access the internet and entertainment anywhere.*"

In the process of online teaching, the location of the study is considered one of the important factors determining the quality of students' learning. The results of the survey on online learning locations of students of the Faculty of Physical Education are presented in Table 3.

**Table 3:** Summary of students' online learning locations (n=86)

Study location	Quantity (n)	Percentage (%)
At home	67	77.91
At school (dormitory)	5	5.81
At friends' house	12	13.95
Other location	2	2.33

**Source:** Survey results, surveys.

The results in Table 3 show that the majority of students experience the online learning method at home, accounting for 77.91%. However, it is worth noting that 13.95% of students still have to study at friends' houses due to a lack of learning facilities, connected devices or network communication problems. Few students study in dormitories, accounting for 5.81% and other location accounts for 2.33%.

Teachers follow the guidance of the university. There is a period of teaching at the university according to the locations allotted in the Timetable, during a period of strong pandemic, teachers are allowed to self-arrange their teaching location [8].

In general, through the implementation of online teaching at the Faculty of Education and Training, in the period from the 2nd semester of the academic year 2020 - 2021 up to now, most of the lecturers and students of Thai Nguyen University of Education have been adapting to online teaching. However, through the survey process, many students still think that they still face certain difficulties in the online learning process.

### 3.2. Difficulties in online teaching at the Faculty of Physical Education, Thai Nguyen University of Education, Vietnam

In the course of the actual survey, it can be seen that, despite timely preparation and adaptation, online teaching still poses some difficulties for both lecturers and students due to various subjective and objective factors.

**Table 4:** Difficulties in online teaching

Difficulties	Lecturers (n=7)		Students (n=86)	
	Number	Percentage (%)	Number	Percentage (%)
The space and teaching location are not guaranteed.	01	14.29	65	75.58
The internet is unstable or there is no internet.	0	0,0	62	72.09
There are no guaranteed teaching facilities.	02	28.57	73	84.88
The electronic lecture resources are limited.	05	71.43	6	6.977
Lack of skills to interact between students and faculty and vice versa.	05	71.43	45	52.33
Depression and no interest in online teaching	02	28.57	73	84.88
Skills in using IT equipment are limited.	04	57.14	34	39.53

The results of the survey of 7 lecturers and 86 students on the difficulties of online learning were presented in Table 4. The results show:

To participate effectively in an online class, both lecturers and students need a certain level of technological proficiency and appropriate teaching methods to participate in classes and interact in cyberspace. In traditional classrooms, the process of communication and receiving information is direct and fast, lecturers primarily speak and students can directly respond and give opinions. This face-to-face interaction makes the teaching process easier, richer and more receptive. However, the complete transition to online learning has made it difficult for both lecturers and students due to the lack of some necessary skills in the teaching process, especially for special lessons such as practical teaching.

- Teaching space and location are not guaranteed, according to 14.29% of lecturers and 75.58% of students. For the theoretical part, this is not too difficult, but especially for practical lessons, the design of space and places to study for students is difficult because they mainly study at school. There will be no professional yard for training.
- No or unsecured teaching facilities with 28.57% of lecturers and 84.88% of students agreeing. This is a big difficulty, especially when organizing the teaching of practical courses because teaching practice requires a yard and tools to practice movement skills.
- The limitation on learning materials is that the electronic lecture resources has up to 71.43% of the lecturers agreeing because the search and design of lectures that are videos to practice movement techniques are still scarce.
- Lack of interaction skills between students and lecturers and vice versa, 71.43% of lecturers and 52.33% of students agree. This is a big obstacle for teachers in the teaching process because many lecturers share that most students turn off the camera and microphone during the learning process.
- 28.57% of lecturers and 84.88% of students agree with depression and no interest in online teaching. When studying online for long periods of time, students have to spend a lot of time in front of computer screens with lack of communication between lecturers and students, which leads to the psychological fatigue of the majority of students. Especially for teachers when going to class practice hours, they also feel tired and reduce enthusiasm in the lecture. This will greatly affect the quality of teaching because psychology is seen as a core factor and plays a very important role in determining the effectiveness of the teaching process.
- Limited IT equipment skills are concerned by 57.14% of lecturers and 39.53% of students. For lecturers and students of the Faculty of Physical Education, lessons take place mainly outdoors, so they rarely use IT equipment. When switching to online teaching, lecturers and students are limited in using tools and software to organize teaching activities effectively.

Thus, it can be seen that both lecturers and students are currently subject to many subjective and objective factors, affecting their online teaching activities. Overall,

however, the main causes are due to internet connectivity issues, teaching skills, digital learning repositories, and some manifestations related to psychological factors and interactive skills during teaching. Therefore, the proposal of solutions to improve the effectiveness of online teaching at the Faculty of Physical Education and Education of Thai Nguyen University of Education is necessary for the context of the COVID-19 pandemic is still complicated at present.

### **3.3. Solutions to improve the effectiveness of online teaching at the Faculty of Physical Education, Thai Nguyen University of Education**

#### **3.3.1 Solutions for the university**

To overcome difficulties in online learning, the university needs to have policies for timely counseling and support activities to ensure that students' learning is not interrupted, especially for those with difficult circumstances, remote and difficult-to-access areas, or unstable internet connections.

The university needs to continue to foster professional expertise in online teaching, invite experts to share and improve training using online platforms. The effectiveness of online education is improved by changing the teaching method and accessing technology for lecturers. From the inadequacies in the interaction between lecturers and students, educational institutions need to pay attention to and organize training sessions to innovate teaching methods to improve the quality of teaching in the future.

It is essential to build a permanent technical support team to help lecturers and students solve all technical problems that occur during their studies. Besides, inspections should be carried out to monitor online teaching activities and detect incidents for timely intervention [3], [7].

#### **3.3.2 Solutions for the lecturers**

- Lecturers actively use the "reverse classroom" model and guide a clear learning plan and goals at the first session to help students master their learning tasks. The online teaching lesson needs to define clear objectives, organize many activities, such as: games, group discussions, assignments, situations, change teaching methods in the direction of promoting the central role of learners, move from the role of presenter to Q&A, ask questions for students to discuss and learn [2].
- Lecturers need to innovate the form of interaction with students to create comfortable psychology for learners. Lecturers need to diversify the forms of teaching and integrate many activities into the curriculum to create an environment for students to present and share their views. Lecturers need to be flexible and take advantage of online communication functions such as commenting tools, general group exchanges, email contacts, zalo groups,... to contribute to the most effective online learning hours.
- In order to have highly effective online teaching hours, each lecturer must really master technological tools and equipment. Because the interactive environment on

the online platform is different from the traditional form of teaching, lecturers need to hone their IT skills and know-how to use the software to create an enjoyable, engaging and interactive learning hour as naturally as possible. In addition, mastering the knowledge of technology also helps them overcome problems that arise during online teaching.

- Due to the change in the form of study, for each part, especially the practical lessons, lecturers need to change the way they evaluate to suit the actual situation, can give students large assignments, or small exercises suitable and adapted to the conditions that they do not guarantee the instruments, Yard for practice.
- Teachers need to be dedicated to the profession, serious in their work because only when these qualities are available, the lecturer is really dedicated to bringing quality lessons and effective online teaching. Moreover, when the form of online learning is quite new, if not really dedicated and serious about it, it is difficult for teachers to adapt and overcome difficulties in the teaching process.

### **3.3.3 Solutions for the students**

- Students need to constantly raise online learning awareness by proactively and actively previewing learning content, understanding the nature of "reverse classrooms" to have a suitable learning plan.
- It is necessary to be ready to cooperate and exchange lessons with lecturers and raise awareness of learning. When students do not understand the lesson or need help, students should boldly exchange and ask for support from teachers and friends.
- Students need to comply with the requirements of the lecturer on assignments, discussions, and teamwork. In addition, it is necessary to practice critical thinking and arrange a reasonable time. In the absence of the lesson, it is necessary to show the responsibility to ask permission and review previous lectures, or can review the content on the online learning page. [3], [7]

## **4. Conclusion**

In recent years, due to the prolonged COVID-19 pandemic situation, the training process at the Faculty of Physical Education, Thai Nguyen University of Education has almost completely transformed from direct to online training. This is considered a timely measure to respond to and overcome the disruptions for the Faculty and the University in the context of the current complex pandemic. However, in the process of online learning, both lecturers and students encounter certain difficulties affecting the effectiveness of teaching. The solutions proposed by the authors are necessary to minimize the negative impacts and contribute to improving the effectiveness of online teaching in the future. In the process of implementation, it is necessary to coordinate the synchronous solutions between the University, lecturers and students to bring practical



effects, turn challenges into opportunities, and strive with the University to complete the objectives and training plans.

### **Conflict of Interest Statement**

I declare that there are no conflicts of interest.

### **About the Author**

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