



Further Discussion On Educational Issues And Case Teaching Method For Economic Students Via Case Studies

Dinh Cong Hoang¹

Phan Trong Phuc^{2*}

To Hien Tha^{3*}

Journal for Educators, Teachers and Trainers, Vol. 13 (4)

<https://jett.labosfor.com/>

Date of reception: 10 Apr 2022

Date of revision: 20 July 2022

Date of acceptance: 25 July 2022

Dinh Cong Hoang, Phan Trong Phuc, To Hien Tha (2022). Further Discussion On Educational Issues And Case Teaching Method For Economic Students Via Case Studies *Journal for Educators, Teachers and Trainers*, Vol. 13(4). 120 – 130.

¹PhD, Head of Department for Cooperation Development, Institute for Africa and Middle East Studies (IAMES), Vietnam Academy of Social Sciences (VASS)

²PhD, Dai Nam University, Vietnam

³PhD, Le Quy Don Technical University, Hanoi Vietnam



Further Discussion On Educational Issues And Case Teaching Method For Economic Students Via Case Studies

Dinh Cong Hoang¹, Phan Trong Phuc^{2*}, To Hien Tha^{3*}

¹PhD, Head of Department for Cooperation Development, Institute for Africa and Middle East Studies (IAMES), Vietnam Academy of Social Sciences (VASS)

²PhD, Dai Nam University, Vietnam

³PhD, Le Quy Don Technical University, Hanoi Vietnam

*corresponding author

Email: Mrsugar9999@gmail.com¹, Thath.th@mta.edu.vn², Tohientha@gmail.com³

ABSTRACT

Vietnam has begun to apply case study method teaching for economic and business students in colleges and universities because it has provided them with real situation and problem solving skills.

By using experiences, synthesis and quantitative methods combined with dialectical materialism methods, this study prove examples of case studies in Bahrain and in Vietnam, in the context of education in globalization, it is better to propose innovative educational methods for strengthening educational policies and for educating students also, for instance, in economic field. In developing countries such as Vietnam, in Asia and in the world, case teaching method has been used widely for economic major students in colleges and universities.

Therefore, This study will mention case method benefits such as real world problems, solving problem skill enhancement and representative and attractiveness for learning.

Keywords: case teaching method, teaching quality, classroom, economic students, growth, Vietnam, policies

JEL: A20, A22, A23

1. INTRODUCTION

First, in case teaching method, Learners are introduced to a specific, real situation and are put in the position of a decision maker to solve the problem in that situation.

Case studies use theory to study and analyze real-life situations. It can be said that a case study is something that belongs to real situations, circumstances, and facts in reality, which can be applied theoretical knowledge to analyze, learn, and dissect problems.

Second, nowadays programs (education) will equip learners with creativity, problem solving skills and critical thinking to meet market need (Brymer and Newman, 2016).

Using case method to teaching economic students is becoming a trend in education field in recent years in emerging markets.

Benefits of case method including:

First, The essence of case study is to discover and investigate real phenomena and people's lives in a context (given). By analyzing in detail the contexts of events and their linkages.

Second, Educators and teachers can choose the case study method when you want to further develop your knowledge base by case studies. details in practice. Or if you want to identify the important meanings or characteristics of subjects and problems. The case study method is the perfect choice for research, it will help students identify and develop the details in the problem.

Especially when students are given a case study and asked to apply theory to the problem to solve the case study. For students, applying theory to solve case studies is very necessary. The case study technique will allow students to investigate, maintain, and apply previously learned theories. Thereby improving learner thinking and problem-solving ability.

Research questions:

What are benefits of case study method?

What are examples of case studies teaching method?

2. Literature review

First, there are advantages of using case study :

- It will help learners retain knowledge, theory, problem view and reality concepts.
- It supports problem solving
- It enhances teamwork or group skill
- It helps critical thinking

On the other hand, Case study is a method of studying real situations or events. This method uses theory to study and analyze real-life situations. Currently, many different fields are using Case Study. Suitable for learning on the basis of a complete background knowledge system.

The best way (if possible) to help learners understand and remember theoretical knowledge.

Then, we summarize in table follows:

Table 1: Summary of previous studies

Authors	Year	Contents, results
AlShammari	2005	Confirm benefits including not limit to (case method): <ul style="list-style-type: none"> - Making suggestion and problem solving ability - Discussing in group for case and reality problems - Brainstorming support - Try using models (quantitative) for solving with evidence, data, etc.
Varghese	2019	Case studies may be from research methods (applied) under form of qualitative or mixed or quantitative...but in fact, it not in these categories (case method) Its value is orive information for theorization
Hossain	2019	In emerging markets FDI played critical roles and helping economimy growth , so knowing factors influencing FDI is vital
Priya	2020	Among most popular methods (teaching) is case study Its applicability shown via theories establishments (proposition) There are factors enhancing case research attarctiveness
Hang, N.T., Tinh, D.T., Huy, D.T.N., & Nhung, P.T.H.	2021	New education method needed for (in covid context) Educating and training labor force to meet market

(source: author synthesis)

Beside, Yin (2009, p. 18) defines case study being a method for social unit research design and for real life context, with in-depth research or study of phenomenon.

3. Methodology

Method and Data

Authors will use experiences and observations to present examples of case studies and case method teaching in classrooms.

With methods of quantitative and qualitative methods, including synthesis, explanation, and inductive analysis.

The case example mentioned/used with regression with Eview support for data processing and results analyzing.

4. Main results

4.1 Principles of educating economic students

First, We recommend several principles as:

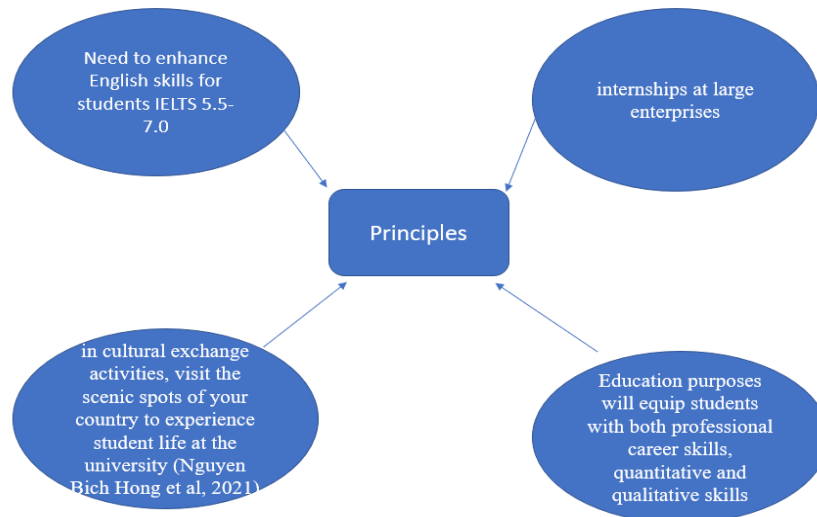


Figure 1: Some related educational principles

(source: author analysis)

Second, teachers need to guide students and learners with self-learning. Self-study not only helps learners master knowledge, skills, techniques, form the right professional attitude, but also helps learners practice personality, form study and study habits, and study forever. Therefore, the self-study and self-study of learners is extremely necessary in the current credit training program.

Next we will present 2 cases below (the impacts of macroeconomic factors in Vietnam. And it emphasizes roles of Foreign Direct Investment capital.

4.2 The 1st case study in Bahrain: Decision Analysis of an Industrial Facility Location
Minwir & Dinh Tran Ngoc Huy (2022) presented that:

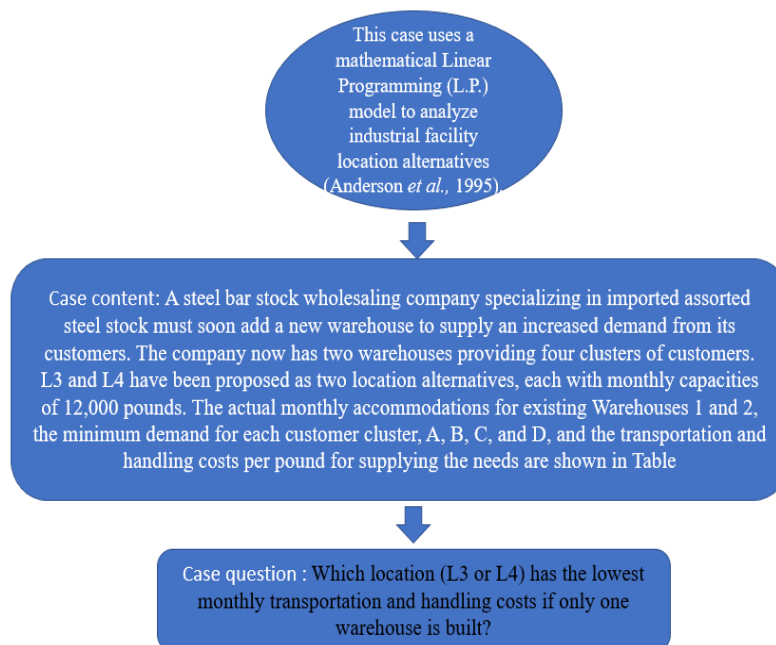


Figure 2 : Case description

Table 2: Capacities, Demands, and Transportation Costs

Warehouse	Customer Cluster				Monthly Capacity (Pounds)
	A	B	C	D	
Warehouse 1	\$ 0.10	\$ 0.10	\$ 0.15	\$ 0.20	12.00
Warehouse 2	0.10	0.10	0.10	0.20	12.00
Proposed Location 3	0.15	0.15	0.10	0.10	12.00
Proposed Location 4	0.20	0.10	0.15	0.15	12.00
Monthly Customer Demand (Pounds)	10.00	8.00	12.00	6.00	

- The objective function is Minimize $Z = .10X1 + .10X2 + .15X3 + .20X4 + .10X5 + .10X6 + .10X7 + .20X8 + .20X9 + .10X10 + .15X11 + .15X12$
- The constraints stay the same as in No.3 above.
- Case question: Find solution?



Comparing the results given in A and those in B, one can notice that Warehouse location L3 is preferred over warehouse location L.A. The total monthly costs for L3 (\$3,600) are less than for L.A. (\$ 6,000)

(source: Minwir, Huy, D.T.N, 2022)

4.3 The 2nd case study: Factors influencing and Role of FDI attraction in Vietnam economy

First we understand background:

Bakar et al (2022) stated that globalization promoted FDI via MNCs operations.

Next, FDI associated with international markets trend and trade.

Moreover, What is FDI's role?

You are a business owner, you want to learn about FDI but you do not understand what is FDI? What are the characteristics of FDI in the current economy?

Then, FDI helps tech transfer and management, jobs increase and cost reduction.

Next, we refer to below chart to see fluctuations of FDI, CPI and GDP growth in Vietnam over past years:

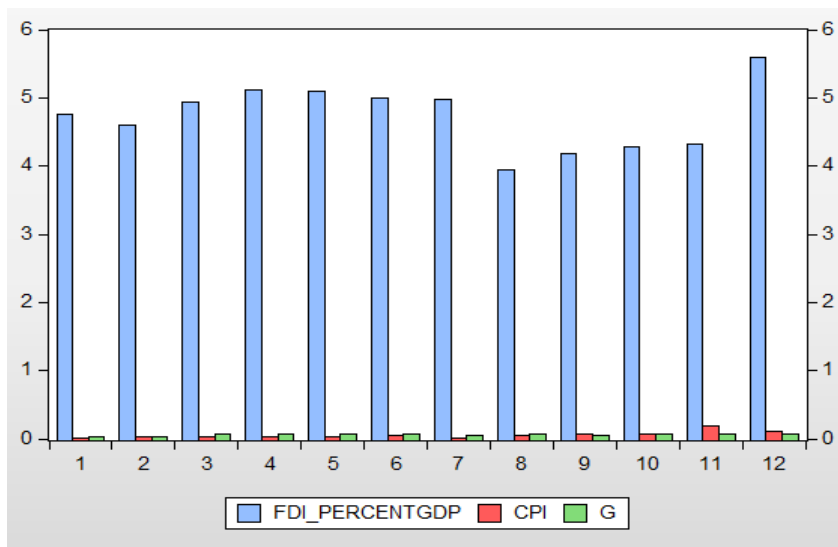


Chart 1 - FDI movement

(source: author analysis with Eview)

The above chart shows us that movement of FDI flows as % GDP stable in 5 recent years.

According to Lam Thuy Duong (2021):

Achievements in economic development and FDI attraction

Over the past years, Vietnam has continuously achieved positive development, always standing in the group of countries with fast development speed, increasing position in the international arena; People's living standards are improved, the order of international competitiveness is improved.

According to the WTO (World Trade Organization), the definition of FDI specifically is as follows: "FDI or foreign investment occurs when an investor from one country (also known as the host country) has acquiring an asset in a foreign country (the country attracting FDI) with the right to manage that asset. In terms of management, it is what distinguishes FDI from other sources of investment capital.

Next we see statistics:

Next, Looking at descriptive statistics below, we see that:

- In below fig, std dev of ex rate, trade balance and VnIndex have max values and that of CPI, G have min values.

	FDI_PERC...	CPI	EXCHANG...	G	TRADE BA...	VNINDEX
Mean	4.732500	0.055933	22697.92	0.058042	-130.2500	745.6408
Median	4.840000	0.038150	22820.00	0.062450	-180.0000	621.9500
Maximum	5.590000	0.181300	23230.00	0.070800	668.0000	1498.280
Minimum	3.950000	0.006300	21405.00	0.025800	-1162.000	351.5500
Std. Dev.	0.475014	0.048653	577.8819	0.015162	541.6520	338.5637
Skewness	-0.029788	1.627338	-1.202378	-1.384015	-0.158362	0.841020
Kurtosis	2.192970	4.793174	3.337848	3.493971	2.255326	2.899600
Jarque-Bera	0.327423	6.904196	2.948495	3.953000	0.327427	1.419668
Probability	0.848987	0.031679	0.228951	0.138553	0.848985	0.491726
Sum	56.79000	0.671200	272375.0	0.696500	-1563.000	8947.690
Sum Sq. Dev.	2.482025	0.026038	3673423.	0.002529	3227256.	1260879.

Figure 3: Descriptive stat

(source: author analysis with Eview)

Then we see regression model:

Dependent Variable: FDI_PERCENTGDP
Method: Least Squares
Date: 09/11/22 Time: 16:39
Sample: 1 12
Included observations: 12

Variable	Coefficient	Std. Error	t-Statistic	Prob.
EXCHANGE_RATE	-0.000170	0.000274	-0.620196	0.5524
G	7.770945	11.38859	0.682345	0.5143
TRADE_BALANCE	0.000307	0.000316	0.969370	0.3608
C	8.176683	6.351191	1.287425	0.2339
R-squared	0.151319	Mean dependent var		4.732500
Adjusted R-squared	-0.166937	S.D. dependent var		0.475014
S.E. of regression	0.513133	Akaike info criterion		1.764640
Sum squared resid	2.106448	Schwarz criterion		1.926276
Log likelihood	-6.587841	Hannan-Quinn criter.		1.704797
F-statistic	0.475464	Durbin-Watson stat		1.248144
Prob(F-statistic)	0.708002			

Figure 4:Regression for 3 variables

(source: author analysis with Eview)

Analysis:

In 3 factor model above we recognize that

- Between G, Trade balance and FDI there is positive relation
- Between Exchange rate and FDI there is negative corr

We see below table

Figure 5:Regression for 4-5 variables

	4 variables - coefficient	5 variables – coefficient
G	10.07	18.4
CPI	-8.04	-5.5
Exchange rate	-0.0007	-0.0008
Trade balance	0.0003	5.90E
VNIndex		0.001
C	20.6	23.2
R-squared	0.39	0.6
SER	0.46	0.4

(source: author analysis with Eview)

Case Discussion

Next step we can ask student swith case questions for discussion:

Case questions:

First, What are benefits / roles of FDI?

Second, What are factors affecting FDI?

The total benefits brought by FDI and the loss of value caused by FDI have also not been calculated. In that context, the author conducts research on the economic efficiency of FDI, the role of FDI in Vietnam's economy and recommends solutions to be taken to promote the role of FDI in the coming years.

Besides the positive effects, the process of attracting and operating the FDI sector also appears to have negative effects on the economy of the country attracting FDI. In which, can be mentioned such as: Causing environmental pollution because of avoiding construction of waste treatment works; Tax evasion through declaration of “false losses and real gains” causes damage to the economy of the country attracting FDI; Through transfer pricing to realize "fake loss and real gain", loss of revenue of the country attracting FDI; It is possible to evade responsibility for employees through failure to implement social insurance regimes and ignore the rightful rights of employees according to the law of FDI attraction countries...

Rubio (2021) FDI and country groth has relation.

Next we see during the research period 2010-2021:

Results from above regression table show us that: CPI and exchange rate reduce will cause FDI increase, and GDP growth increase will cause FDI increase.

Cantwell (1989) states that corporation cn expand new markts for accessing new knowledge and it vary across locations.

5. CONCLUSION

Using case method to improve teaching quality:

Case studies allow Bachelor and Master students to closely examine data in a given context. In most cases, the case study method will select a geographic area or a limited number of subjects to study. The essence of case study is to discover and investigate real phenomena and people's lives. By analyzing in detail the contexts of events and their linkages.

The goals and requirements for using the case study approach are summarized in Fig below.

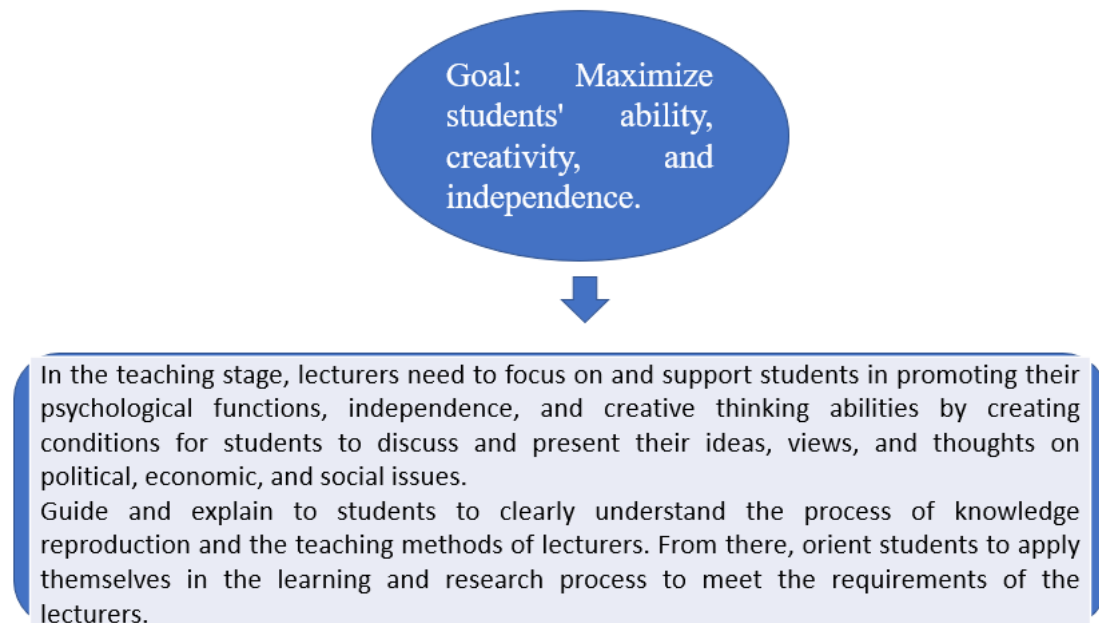


Figure 6: Goals and Conditions of Case teaching

(Source: Developed by Minwir & Dinh Tran Ngoc Huy, 2022)

Other benefits of case study:

Then students can propose policies via case teaching.

For instance, Via above case, we see GDP growth increase will cause FDI increase. Moreover, Trade balance and VNIndex decrease will cause FDI decline.

So we would suggest government agencies, Ministry of Finance that:

- consider to reduce exchange rate
- consider to increase trade balance and VnIndex

Last but not least, Phuong Tran Hoa et al (2021) pointed Foreign direct investment (FDI) plays an important role in economic growth for developing countries where there is always a shortage of investment capital. Its role is manifested through promoting economic restructuring, expanding markets, promoting exports, developing human resources and providing new technologies for development. Therefore, FDI has always been addressed as the top concern of governments in developing countries.

Limitation of research

We can expand our research model for other markets.

Conflicts of interest

There is no conflict of interest

REFERENCES

1. Al-Shammari, M. (2005). Assessing the Learning Experience in a Business Process Re-engineering Course (BPR) at the University of Bahrain," Business Process Management Journal, 2005, 11(1), 47-62.
2. Bakar, A.H.A et al. (2022). Factors Influencing Foreign Direct Investment (FDI) Location Selection: A Review of the Literature, International Journal of Academic Research in Business and Social Science, 12(7). DOI:10.6007/IJARBS/v12-i7/14103
3. Bajo-Rubio, O. (2021), "The role of foreign direct investment in growth: Spain, 1964-2013", Applied Economic Analysis, 3.
4. D Thi Ngu, DT Huong, DTN Huy, PT Thanh, ES Dongul. (2021). Language teaching application to English students at master's grade levels on history and macroeconomic-banking management courses in universities and colleges, Journal of Language and Linguistic Studies 17 (3), [1457]-1468
5. Danciu, A.R., & Strat, V.A. (2014). Factors Influencing the Choice of the Foreign Direct

- Investments Locations in the Romanian Regions, *Procedia - Social and Behavioral Sciences* 109
6. Do Thu Huong, Dinh Tran Ngoc Huy, Nguyen Thi Hang ,Pham Thi Huyen Trang ,Duong Thi Ngu. (2021). Discussion on Case Teaching Method in a Risk Management Case Study with Econometric Model at Vietnam Listed Banks – Issues Of Economic Education for Students, *REview of International Geographical Education*, 11(5).
 7. Dat, P.M., Mau, N.D., Loan, B.T.T., & Huy, D.T.N. (2020). Comparative China Corproate Goevrnance Standards After Financial Crisis, Corporate Scandals and Manipulation, *Journal of Security and Sustainability Issues*, 9(3). DOI:10.9770/jssi.2020.9.3(18)
 8. DTN Huy. (2015). THE CRITICAL ANALYSIS OF LIMITED SOUTH ASIAN CORPORATE GOVERNANCE STANDARDS AFTER FINANCIAL CRISIS, *International Journal for Quality Research* 9 (4)
 9. DT Tinh, NT Thuy, DT Ngoc Huy. (2021). Doing Business Research and Teaching Methodology for Undergraduate, Postgraduate and Doctoral Students-Case in Various Markets Including Vietnam, *Elementary education Online* 20 (1)
 10. DTN Huy, TH Le, NT Hang, S Gwoździewicz, ND Trung, P Van Tuan. (2021). Further Researches and Discussion on Machine Learning Meanings-And Methods Of Classifying and Recognizing Users Gender on Internet , *Advances in Mechanics* 9 (3), 1190-1204
 11. DTN Huy, BTT Loan, TA Pham. (2020). Impact of selected factors on stock price: a case study of Vietcombank in Vietnam, *Entrepreneurship and Sustainability Issues* 7 (4),
 12. DTN Huy, VK Nhan, NTN Bich, NTP Hong, NT Chung, PQ Huy. (2021). Impacts of Internal and External Macroeconomic Factors on Firm Stock Price in an Expansion Econometric model – A Case in Vietnam Real Estate Industry, *Data Science for Financial Econometrics*, 189-205
 13. DTN Huy, PN Van, NTT Ha. (2021). Education and computer skill enhancing for Vietnam laborers under industry 4.0 and evfta agreement, *Elementary Education Online* 20 (4)
 14. Emako, E. et al. (2022). Determinants of foreign direct investments inflows into developing countries, *Transnational Corporation Review*, 2. <https://doi.org/10.1080/19186444.2022.2085497>
 15. Huy, D.T.N., & Hien, D.T.N. (2010).The backbone of European corporate governance standards after financial crisis, corporate scandals and manipulation, *Economic and Business Review*, 12(4).
 16. HOANG, N.T. et al. (2021). Determining factors for educating students for choosing to work for foreign units: Absence of self-efficacy , *Journal for teachers, educators and trainers*, 2021, 12 (2), p. 11-19. Available at: <https://jett.labosfor.com/index.php/jett/article/view/531> . Access: July 28, 2021.
 17. Hang, T.T.B., Nhung, D.T.H., Nhung, D.H., Huy, D.T.N., Hung, N.M., & Dat, P.M. (2020). Where Beta is Going - Case of Vietnam Hotel, Airlines and Tourism Company Groups After The Low Inflation Period, *Entrepreneurship and Sustainability Issues*, 7(3).[http://doi.org/10.9770/jesi.2020.7.3\(55\)](http://doi.org/10.9770/jesi.2020.7.3(55))
 18. Hossain, J. (2019). Factors Influencing FDI Inflows in SouthAsian Countries: A Panel Data Analysis, Master’s in Economics of Innovation and Growth KTH Royal Institute of Technology
 19. Hang, T.T.B., Nhung , D.T.H., Nhung, D.H., Huy, D.T.N., Hung, N.M. Dat, P.M. (2020). Where Beta is going - case of Viet Nam hotel, airlines and tourism company groups after the low inflation period. *Entrepreneurship and Sustainability Issues*, 7(3), 2282-2298. [http://doi.org/10.9770/jesi.2020.7.3\(55\)](http://doi.org/10.9770/jesi.2020.7.3(55))
 20. Hang, N.T., Tinh, D.T., Huy, D.T.N., & Nhung, P.T.H. (2021). Educating and training labor force Under Covid 19; Impacts to Meet Market Demand in Vietnam during Globalization and Integration Era, *Journal for Educators, Teachers and Trainers*,12(1): 179-184. DOI: 10.47750/jett.2021.12.01.023
 21. Hai, N.T et al. (2021). EDUCATIONAL PERSPECTIVES ON DIFFERENCES BETWEEN MANAGEMENT CASE STUDY AND ECONOMIC & FINANCE CASE STUDY TEACHING IN UNIVERSITIES, *Design engineering*, Issue 7
 22. Huong, L.T.T., Huong, D.T., Huy, D.T.N., & Thuy, N.T. (2021). Education for students to enhance research skills and meet demand from workplace-case in vietnam , *Elementary education online*, 20(4).
 23. Hoa, N.T et al. (2021). ANALYSIS OF CASE TEACHING METHOD IN UNIVERSITIES - AN ECONOMIC CASE STUDY IN PYROLYSIS PROJECT, *design engineering*, Issue 7
 24. Le, K., & Nguyen, M. (2021). Education and political engagement. *International Journal of Educational Development*, 85.

25. Kordova, S.K., Frank, M. (2014). The T-shape dilemma in the industrial engineering and management. *J. Ind. Eng. Manag.* 7 (5), 1076-1096.
26. Lapoule, P., and Lynch, R. (2018). The case study method: exploring the link between teaching and research, *Journal of Higher Education Policy and Management*, 40(5). <https://doi.org/10.1080/1360080X.2018.1496515>.
27. N ThiHoa, NT Hang, NT Giang, DTN Huy. (2021). Human resource for schools of politics and international relations during globalization and EVFTA, *Elementary Education Online* 20 (4).
28. Nga, N., Tuan, P., Huy, D., and Huong, D. (2021). Relationship between Competitor-based Marketing Mix Strategies and Production Activities in Manufacturing and Renewable Energy Companies, *Advances in Mechanics*, 9(3), 1367-1378.
29. Ngu, D., Huong, D., Huy, D., Thanh, p., and Dongul, E. (2021). Language teaching application to English students at master's grade levels on history and macroeconomic-banking management courses in universities and colleges, *Journal of Language and Linguistic Studies*, 17 (3), 1457-1468.
30. Nguyen, T., Nguyen, V., and Huy, D. (2021). Transforming the University Management Model in the Concept of Digital Transformation, *Revista Geintec-Gestao Inovacao E Tecnologias*, 11(3), 380-387.
31. NTT Phuong, DTN Huy, P Van Tuan. (2020). The evaluation of impacts of a seven factor model on nvb stock price in commercial banking industry in vietnam-and roles of Discolosure of Accounting Policy In Risk Management, *International Journal of Entrepreneurship* 24, 1-13
32. NN Thach, HT Hanh, DTN Huy, QN Vu. (2021). technology quality management of the industry 4.0 and cybersecurity risk management on current banking activities in emerging markets-the case in Vietnam, *International Journal for Quality Research* 15 (3)
33. NN Thach, N Van Bao, DTN Huy, BD Thanh, LTV Nga, TT Ha, NT Binh. (2021). Measuring the Volatility of Market Risk of Vietnam Banking Industry After the Low Inflation Period 2015-2017, *Review of Pacific Basin Financial Markets and Policies* 23 (04)
34. PTM Hanh, NT Hang, DTN Huy. (2021). Enhancing Roles of Banks and the Comparison of Market Risk and Risk Policy Implications in Group of Listed Vietnam Banks During 2 Stages: Pre and Post-Low Inflation Period, *Revista geintec-gestao Inovacao e Tecnologias* 11 (2), 1723-1735
35. N Thi Hang, D Thi Tinh, DT Ngoc Huy, PT Hong Nhung. (2021). Educating and training labor force Under Covid 19; Impacts to Meet Market Demand in Vietnam during Globalization and Integration Era , *Journal for Educators, Teachers and Trainers*, 12(1)
36. Nguyen Bich Hong, Dinh Tran Ngoc Huy, Le Thu Ha, Vu Quynh Nam (2021).Education issues for students in accounting major with case teaching method at accounting faculty in universities and postgraduate levels. *Journal for Educators, Teachers and Trainers*, Vol. 12(2). 62 - 70.
37. NT Hoa, DTN Huy, T Van Trung. (2021). Implementation of students' scientific research policy at universal education institutions in Vietnam in today situation and solutions , *Review of International Geographical Education Online* 11 (10), 73-80
38. N ThiHoa, NT Hang, NT Giang, DTN Huy. (2021). Human resource for schools of politics and for international relation during globalization and EVFTA, *Elementary education Online* 20 (4)
39. O'Keeffe, A., Ozuem, W., and Lancaster, G. (2015). Leadership marketing: an exploratory study, *Journal of Strategic Marketing*, 24(5).
40. Ozelkan, E., and Rajamani, D. (2006). An Effective Framework for Teaching Supply Chain Management, *The 2006 Annual Conference and Exposition*, Chicago, Illinois. <https://peer.asee.org/1435>
41. PN Tram, DT Ngoc Huy. (2021). Educational, Political and Socio-Economic Development of Vietnam Based on Ho Chi Minh's Ideology, *Elementary Education Online* 20 (1)
42. Phuong Tran Hoa et al. (2021). Factors affecting the attraction of foreign direct investment: A study in northwest of Vietnam, *Accounting* 7(6):1257-1264. DOI:10.5267/j.ac.2021.4.014
43. Saeed, M.S. (2014). Bank-related, Industry-related and Macroeconomic Factors Affecting Bank Profitability: A Case of the United Kingdom, *Research Journal of Finance and Accounting*, 5(2)
44. TTH Ha, NB Khoa, DTN Huy, VK Nhan, DH Nhung, PT Anh, PK Duy. (2019). Modern corporate governance standards and role of auditing-cases in some Western european countries after financial crisis, corporate scandals and manipulation, *International Journal of Entrepreneurship* 23 (15)

45. Thi Hoa, N., Hang, N. T., Giang, N. T., & Huy, D. T. N. (2021). Human resource for schools of politics and for international relation during globalization and EVFTA. *Elementary Education Online*, 20(4)
46. TTB Hang, DTH Nhung, DTN Huy, NM Hung, MD Pham. (2020). Where Beta is going—case of Viet Nam hotel, airlines and tourism company groups after the low inflation period, *Entrepreneurship and Sustainability Issues* 7 (3), UNESCO (2009). Student affairs and services in higher education: global foundations, issues and best practices. Paris: UNESCO.
47. Phuong, N., Huy, D., and Tuan, D. (2020). The Evaluation of Impacts of a Seven Factor Model on NVB Stock Price in Commercial Banking Industry in Vietnam - And Roles of Disclosure of Accounting Policy in Risk Management, *International Journal of Entrepreneurship*, 24 (1).
48. Priya, A. (2020). Case Study Methodology of Qualitative Research: Key Attributes and Navigating the Conundrums in Its Application, *Sociological Bulletin*, 70(1). <https://doi.org/10.1177/00380229209703>
49. Tinh, D.T., Thuy, N.T., and Huy, D.T.N. (2021). Doing Business Research and Teaching Methodology for Undergraduate, Postgraduate and Doctoral Students-Case in Various Markets Including Vietnam, *Elementary Education Online*, 20(1), 1414-1418. DOI: 10.17051/ilkonline.2021.01.148.
50. TH Le, DTN Huy, VXT Do Thu Huong. (2021). Solutions To Enhance Students' Awareness In E-Learning Training-And Technical Application For Education Quality Enhancement At Colleges And Universities, *Design Engineering*, 7648-7659
51. TDT Vu, DTN Huy, NTH Trang, NN Thach. (2021). Human Education And Educational Issues For Society And Economy-Case In Emerging Markets Including Vietnam, *Elementary Education Online*, 20 (2)
52. Tran Thinh Quoc et al. (2022). Factors Affecting Foreign Direct Investment: Evidence on Tay Ninh Province, *The Journal of Asian Finance, Economics and Business*, 7(9)
53. TDV Thi, TNM Thu, DTN Huy, NT Thuy. (2021). Effects of western culture and ho chi minh ideology on vietnam education, *Elementary Education Online*, 20 (4)
54. V Van Chung, DTN Huy, DT Ngu. (2021). Eastern Philosophical Theories and MarxismLenin Philosophies in Viet Nam Society and Education, *Review of International Geographical Education Online* 11 (8), 1586-1591
55. Varghese, J. (2019). CASE STUDY METHOD OF RESEARCH -A CRITICAL REVIEW, *The International Journal of Business & Management* 7(8):1-8
56. Vu Quynh Nam, Dinh Tran Ngoc Huy, Nguyen Thu Thuy, Nguyen Thi Hang, Nguyen Thi Hoa. (2021). Historical Sites and Architectures in Thai Nguyen City and Ha Giang Province in Vietnam - Sources for Tourism Development, *International Journal of Contemporary Architecture-The New Arch*, 8(2)
57. Van Tuan, P., Huy, D. T. N., & Duy, P. K. (2021). Impacts of Competitor Selection Strategy on Firm Risk-Case in Vietnam Investment and Finance Industry. *Revista Geintec-Gestao Inovacao E Tecnologias*, 11(3), 127-135.
58. Wang et al. (2021). Foreign direct investment and economic growth: a dynamic study of measurement approaches and results, *Economic research-Ekonomska Istrazivanja*, 35(1). <https://doi.org/10.1080/1331677X.2021.1952090>
59. Yin R. (2009). *Case study research: Design and methods* (4th ed.). SAGE Publications.