VIETNAM JOURNAL OF EDUCATION, 2022
Volume 6, Issue 3, 265-276
https://doi.org/10.52296/vje.2022.234

ORIGINAL ARTICLE

Studying Political Theory Subjects Using Flipped Classroom Model - Assessment from Gen-Z Students

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Article history
Received: November 20, 2022
Accepted: December 18, 2022
Published: December 31, 2022

Keywords
Political theory, generation Z, flipped classroom

ABSTRACT
Political Theory subjects play critical roles in Vietnam's society in the current context of the 4th Industrial Revolution, globalization and information explosion. Particularly, the recent decade has welcomed the emergence of a new generation of university students - generation Z, with distinctive characteristics compared to previous generations, that is: activeness, creativity, adaptability, and familiarity with technology. Therefore, it is inevitable to innovate the methods of teaching with Political Theory subjects to keep pace with these developments in education. The flipped classroom model has so far been implemented in teaching the Political Theory Subjects in several universities. This study is designed based on the flipped classroom model, employing questionnaires with a 5-point Likert scale for 648 students at Hanoi National University of Education. The data collected was analyzed with SPSS 20.0 software. Open-ended questions are also included in the questionnaire to gather a variety of personal viewpoints. Besides, the research method of interview was applied with 30 students. The study aims to clarify gen-Z students' judgment of using the flipped classroom model in teaching Political Theory subjects. Furthermore, the author sheds light on the suitability and effectiveness of the very teaching model as a basis for its future application.

1. INTRODUCTION

According to the documentary 3056/BGDĐT-GDĐH issued by Vietnam's Ministry of Education and Training (19/7/2019T), the curriculum of Political Theory (PT) consists of: Marxist-Leninist Philosophy (3 credits), Marxist-Leninist Political Economics (2 credits), Scientific Socialism (2 credits), History of the Communist Party of Vietnam (2 credits), Ho Chi Minh's Ideology (2 credits). These are compulsory subjects of general knowledge at all Vietnamese higher education institutions. These subjects equip students with the worldview, methodology, undertakings, and directions of the Communist Party of Vietnam as well as Ho Chi Minh's Ideology. As the system of knowledge is synthesized, generalized, and highly abstract, the students attending courses of Political Theory normally encounter numerous difficulties. In addition, it is a common practice for most universities to involve a large number of students in a class of Political Theory courses in large classes, hundreds of students at most, which causes an enormous challenge for lecturers. The task of improving the effectiveness of teaching and learning given the strictly limited time, large class size, 1st-year and 2nd-year students as major subjects and the abstract and experience-requiring targeted knowledge seems to be extremely demanding. Therefore, PT lecturers are required to search for new models of teaching and learning with the assistance of mass media and modern equipment to eventually promote students' interests, activeness, and willingness in acquiring these complicated contents. Flipped classroom is the model of teaching and learning widely discussed and used in many countries over the past ten years. During the

global outbreak of the COVID-19 pandemic, this model of teaching and learning has been increasingly addressed and applied. The flipped classroom ensures the principle of learner-centered approaches (Bergmann & Sams, 2012), where students are provided with lecture videos before class, allowing them to acquire theories at their own pace. As a result, their study results are much improved compared to those with the traditional model (Bishop & Verleger, 2013; Sapha, 2019). This model of classroom is claimed to develop learners' competencies (Gilboy & Pazzaglia, 2015), reinforce students' activeness, autonomy, self-study attitude (Li, 2017). The model of flipped classroom is believed to be superior when applied for general subjects with limited time, academic knowledge, large number of students in each class (Li, 2017); learners' note-taking tends to be more advantageous than in traditional classes since fundamental contents were written down at home (Qu & Miao, 2021). The model of flipped classroom has been utilized in teaching and learning at many universities in the world, clinging with the appearance of a new generation of students - gen Z. Gen-Z students are seen to possess many distinctive characteristics compared with previous generations. Firstly, they are highly personal (Chicca & Shellenbarger, 2018), independent both in thoughts and actions (Schwieger & Ladwig, 2018; Seemiller & Grace, 2016). They are creative and ambitious (Schwieger, & Ladwig, 2018), with the spirit of social construction and the spirit of entrepreneurship (Schwieger & Ladwig, 2018; Seemiller & Grace, 2016). They were born and grew up together with the Internet and smartphones; thus, they are called "digital age citizens" (Turner, 2015). They are interested in the diversity in teaching and learning, lectures, learning materials and expect that sources of information are continuously updated and forms of studying are visual and observable, as well (Cilliers, 2017; Mosca, Curtis, & Savoth, 2019; Seemiller, 2017). As a result, studying Political Theory subjects using the model of flipped classroom is considered appropriate with the current age and characteristics of gen-Z students. Based on the survey questionnaire with 648 students, the data was analyzed with the assistance of SPSS 20.0 software, the study aims to conduct an analysis of gen-Z students regarding their PT subject studying with the flipped classroom model.

The research questions are: How do gen-Z students evaluate the effectiveness of using the flipped classroom model in teaching and learning Political Theory subjects?; How do they assess the activities of teaching and learning in such classrooms using the model of flipped classroom?

2. LITERATURE REVIEW

2.1. Characteristics of Generation Z

Definition

Generation Z, sometimes called Gen Tech, Gen Wifi, Digital Natives, Neo-Digital Natives, Net Gen, Plurals, Zoomers, Internet Generation, Generation Z, iGen, iGeneration, Founders, Post millennials, Homeland Generation or post Millennials... is the generation born from mid/late - 1990s and early/mid-2010s. A popular and widely-accepted viewpoint is that generation Z consists of people with years of birth between 1997 and 2012 (Dimock, 2019). Alternatively, some ideas state that generation Z are those who were born between 1997 and 2015. This is the first generation to have constant access to the Internet and to be exposed to technology from an early age; they are "digital age citizens" (Turner, 2015). The typical Generation Z person or digital native as often referred to (Dauksevicuite, 2016; Rothman, 2016) was the first generation born into a globally (Internet) connected world and therefore "live and breathe" technology.

Characteristics of Generation Z

Each generation is born in a certain age and possesses typical characteristics of the age. From the perspective of education, the article is going to generalize characteristics of the generation that directly affect activities of teaching and learning.

Asserting oneself and self-values towards others is the learning motivation of generation Z students. Seemiller & Grace (2016) with their survey questionnaire assert that 75% of generation Z students feel motivated to do something if what they do is meaningful and creates opportunities for others. They appreciate cooperative spirit and willingness to cooperate in relationships. This is the outstanding strength of this generation compared to generation X (1965-1980) - the people who "care about" relationships, generation Y (1981-1994) - the people who are "present" in relationships (Mohr & Mohr, 2017).

Technology is an indispensable part in daily life of these gen-Z students. They are called "digital natives". Mohr & Mohr in a study in 2017 on "attitude towards technology" throughout generations revealed that if generation X are

excited about technology, generation Y masters it, generation Z lives with it (Mohr & Mohr, 2017). According to Oblinger & Oblinger (2005), for generation Z, "The Internet is like oxygen; they cannot imagine life without it" . According to statistics of Ofcom (2016), generation Z is exposed to means of media 13 hours per week; one third of that time is spent communicating online, much more than the previous generations. Hampton & Keys (2017) in a study highlighted the figure 15.4 hours/ week when investigating the time amount that generation Z uses smartphones. Vizcaya-Moreno & Pérez-Cañaveras (2020) while studying gen Z students in Nursing pointed out that their time spent on social networking for learning was 1.37 hours/day on average and that is double the time for personal purposes. Another research revealed that this generation started using smartphones at the age of 10.3 on average and utilizes smartphones 3 hours per day on average. (Hampton & Keys, 2017). The figure is bigger after 2020 because of the pandemic Covid 19 outbreak. However, the fact of spending much time on technological equipment does not mean that students of this age undervalue face-to-face interaction. On the contrary, the research by Seemiller & Grace (2016) shows that generation Z are more interested in face-to-face communication as they believe that this form increases connection and mutual understanding. The fact that generation Z uses technological equipment well does not mean that they naturally utilize them effectively for learning. The evidence reveals that 90% of the generation Z students who participated in the survey questionnaire by Seemiller and Grace (2016) stated that they used Youtube as the major source of searching information on the Internet. This is also true for the higher education environment where Generation Z students rely on PC-recordings instead of taking notes, more tend to raise questions online, see a lecture as "come and entertain me" and do not like waiting for a response but demand instant information and communication (Dauksevicuite, 2016; Rothman, 2016).

The self-study competency of generation Z is formed from an early age. Although the amount of quantitative research on this fact is limited, basically generation Z is stated to have better self-study competency than generation Y and generation X since they are exposed to diverse materials from an early age, especially in teaching and learning foreign languages. They own the ability to use searching tools simply and quickly. That contributes to shaping the confidence of this generation when being exposed to and exploring the world. In comparison with previous generations, they have become the people who know about the world the earliest or from the smallest age. They are the first generation of global integration. All of them are capable of sharing, discussing any topic anywhere in the world. They are aware of social issues and have self-study competency thanks to lectures posted online. Generation Z appreciates independence and self-esteem. For them, self designing and developing their learning plans are important (Seemiller & Grace, 2016). Students of this generation are also in favor of learning on their own as it allows them to concentrate on learning and understanding materials thoroughly before sharing their opinions with others (Seemiller & Grace, 2016). This feature is favorable for using the flipped classroom model.

Gen Z is interested in learning in an environment which is dynamic, creative, diverse and full of activities. The traditional method of teaching and learning focusing on presentation is no longer appropriate and rarely stimulates students' involvement. Students study most actively and effectively when they experience reality and practice while only few find it effective to learn by listening. This generation enjoys diversity in teaching and learning forms, lectures and learning materials, expects that sources of information are updated continuously, and forms of learning are visual and observable (Seemiller & Grace, 2016). A number of studies show that generation Z learners enjoy learning through analyzing situations, discussing and implementing the plan rather than listening to the lecturer. Even in the virtual learning environment, they expect that the situation of learning is two ways through interactive games (Vizcaya-Moreno & Pérez-Cañaveras, 2020). At some level, they want to be entertained with new ideas and concepts that are fresh and presented in a unique way. This was also noted in the research. Milner (2011) stated that Generation Z wants tasks that will help them to learn in a fun way. One article stated that fun could be introduced into the classes using games, social media, and forums (Jambulingam et al., 2014).

In the relationship with the lecturer, this generation expects the lecturer to be their partner rather than a respectable wise man. In learning, empowering students makes generation Z students become fond of the activities that they actively get involved in. Nevertheless, this fact does not mean the role of the lecturer is inferior. Studies point out that generation Z learners still highly appreciate the role of the instructor (Seemiller & Grace, 2016). This is because in the age of too much online information, students can fall into too much unnecessary information, which makes their learning lack of directions. At that time, the role of those who do the training is to give clear instructions with specific objectives (Mohr & Mohr, 2017).

Being easily distracted with a short attention span of average 8 seconds but always expecting quick feedback with brief information is the seeable typical characteristic of generation Z. The students of this generation are interested in learning on the Internet, prefer listening to reading, especially highly interactive activities (Pletka, 2007; Hampton & Keys, 2017). These people are more impressed with pictures and tend to use them as messages. They are less patient and are only willing to learn if it takes little time and effort (O'Connor, 2016). "They are dreamers who desire to do more now. They are impatient, not intending to wait for a desired future. They are not focused on the imminent but the immediate. They long to learn but only when it is rapid and relevant" (Mendoza, 2019: p.162). This generation is normally distracted by technology, which affects the effectiveness of education. "When students were using their laptops and cell phones in all the observed classes, they were disengaged. Most students used the time to complete other homework or to surf the web. Only a few actually used their computers for notes" (Mendoza, 2019: p.163). These obstacles are the major factor causing the transient attention phenomenon and little discipline. Lecturers need to notice this characteristic during teaching in class.

2.2. Flipped classroom

For the traditional model of classroom, fundamental knowledge is taught in class; students broaden and deepen their knowledge when doing homework at home, especially advanced exercises. The model of flipped classroom reflects its name; in this classroom, students study the materials provided by the lecturer by themselves to synthesize fundamental knowledge, then broaden and deepen issues in class clinging with direct interaction (Lage et al., 2000). Flipped classroom is the pedagogical model in which lecturers and homework in the course are interchangeable (Bergmann & Sams, 2012), is the learner-centred learning method with two parts: interactive activities in lessons and self-study ones through watching lecture videos provided by the lecturer, listening to soundtracks and reading materials related to the lesson (Mull, 2012; Milman, 2012; Bishop &Verleger, 2013). This model stimulates students to self-study and creates opportunities for them to apply theoretical knowledge into practice with the lecturer's instructions (Toto & Nguyen, 2009; Zhong et al., 2013; Qu & Miao, 2021). For this model of classroom, the teacher creates lecture videos with the assistance of modern means of technology. These video clips consist of fundamental knowledge that they need to teach in class (as in the traditional model of classroom) and students must master this knowledge through studying the resources for learning provided. The time in class is spent discussing questions, doing interactive activities and improving knowledge.

The flipped classroom model in comparison with traditional classrooms is illustrated as below:

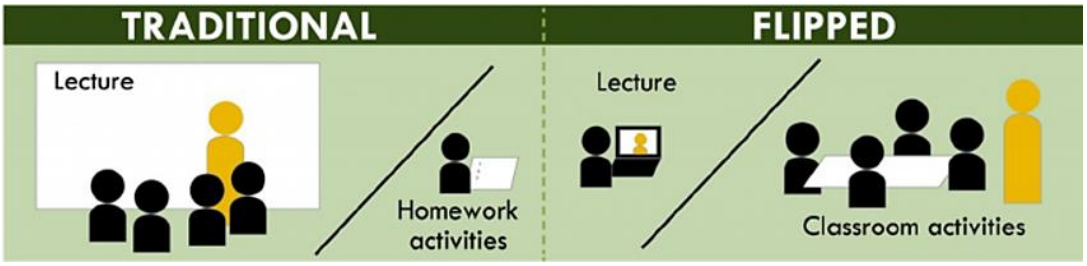

Figure 1. Traditional classroom and flipped classroom

The basis of flipped classroom model is based on Bloom's six cognitive scales: remember, understand, apply, analyze, synthesize, evaluate. In the traditional classroom, the time in class is limited; the lecturer can only instruct students with lesson contents at the first two cognitive levels, that is memorizing and understanding. In few cases, the level of applying may be reached but far from frequently, especially with the subjects requiring a great deal of academic theoretical knowledge with large class size. In order to reach higher cognitive levels, students need to make an effort to learn and study on their own at home. This is a large obstacle for most students. The new model "reverses" the traditional one; the first two levels are done by students at home thanks to lecture videos and other materials. In class, the lecturer and students collaborate to obtain the latter rungs of awareness as illustrated below (Figure 2).

According to Hamdan et al. (2013), in order that the flipped classroom goes smoothly, it requires 4 FLIP conditions: (1) Flexible environments: The environment of teaching and learning is not simply the rearrangement of classroom space to suit classroom activities, but also flexible adjustments of timeline appropriate with learners' learning speed. (2) Learning culture: The transformation of learning culture here can be interpreted as the transformation from the teacher-centered teaching method to student-centered one. This transformation aims at

helping learners experience the lesson topics more deeply through a more proactive approach. (3) Intentional content: The lecturer needs to assess which material to give learners before class, and design activities in class to reinforce those knowledge contents. (4) Professional educators: The lecturer must follow up to manage learners, assess learners' acquisition of knowledge, give feedback to assist learners to master knowledge and skills. They are the four elements mentioned above (FLIP) that make up four important "pillars" of flipped classrooms.

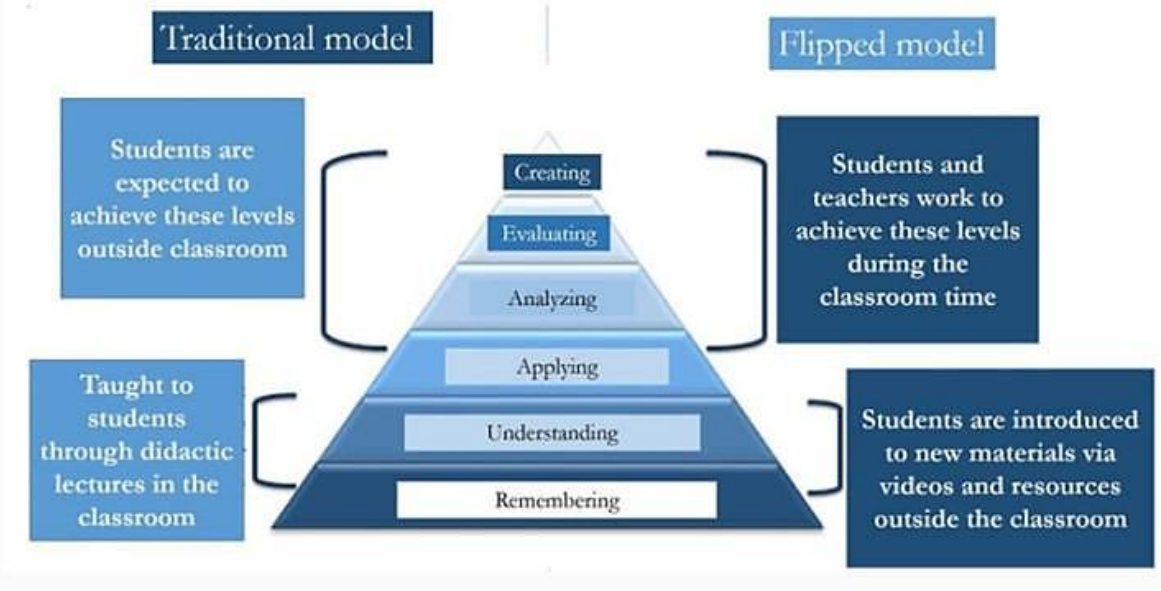

Figure 2. Blooms Taxonomy with students' activities (Hanaa, 2016)

Therefore, the flipped classroom model is the model of teaching and learning that reverses the traditional procedure of teaching and learning, in which students watch lecture videos and read other materials before class. The learning activities in class are to broaden, deepen, apply knowledge, and so on. With this model, students increase their positivity and initiative, which allows the lecturer to spend more time with each individual who does not understand the lesson well. This contributes to learners' being more confident and effective in learning.

3. MATERIALS AND METHODS

Data Collection Instruments

The author developed a questionnaire with 5-point Likert scale to allow the participating students at Hanoi National University of Education to show the degree of agreement and disagreement towards specific viewpoint statements on reversed teaching and learning including: Totally disagree (1); Disagree (2); Partly agree (3); Agree (4); Totally agree (5). Several open-ended questions were also given to the students so that they were capable of expressing their own opinions more freely.

Within this study, theories of flipped classroom are used as the theoretical framework to establish topics and specific questions for the questionnaire. The questionnaire was also developed on the basis of careful consultation with fellow researchers in the same field before being finalized. The questions were ensured to be specific, understandable, measurable and focusing on three fundamental aspects: Assessing effectiveness and appropriateness of using flipped classroom model in teaching and learning subjects of Political Theories; Assessing lecturers' teaching and learning process using the flipped classroom model in classes of Political Theories; Assessing students' activities in classes of Political Theories using the flipped classroom model. Besides, in the study, 30 students were interviewed in order to collect open, diverse and deeper answers.

Participants

The survey questionnaire was carried out with the participation of 648 freshmen to fourth-year undergraduates at Hanoi National University of Education majoring in natural sciences, social sciences and educational sciences. In which, 36 students were born in 2000 (5,5%), 227 students were born in 2001 (35%), 189 students were born in 2002 (29,1%), 196 students were born in 2003 (30,4%).

Data Collection and Analysis Procedure

The survey was conducted in two phases: Pilot phase aims to guarantee the accuracy, validity and reliability of the questionnaire by collecting the most comprehensive and accurate information from respondents on the research issues. Following the pilot phase, some questions which were written inappropriately, causing students difficulty in answering were deleted or edited. Subsequently, the research group carried out the official survey through Google Form with the assistance of a few colleagues.

The quantitative data was analysed using SPSS 20.0 software. The descriptive statistics included frequency counts and percentage distribution. Firstly, a detailed descriptive analysis of the collected data was carried out by the author. The analysis indicated means and ranges of scores for the variables. After that, the descriptive analysis was presented and intensively discussed several times with other researchers from the same field as the author so that the data were validated and reliable findings were produced. Finally, discussion on assessment of generation Z students about using the flipped classroom model in teaching and learning the subjects of Political Theories was carried out.

The Reliability and Validity of the Scale

To conduct an analysis of the correlation of each item for the entire questionnaire, the KMO coefficient was calculated to ensure the reliability. KMO index and Sig value of < 0.005 show that the scale is eligible for factor analysis.

To assess the reliability of the toolkit in this study, the research used the method of assessing the correlation between items in the same measuring domain (internal consistency methods), using Cronbach's Alpha correlation model (Cronbach's Coefficient Alpha). This model evaluates the reliability of a measurement based on the calculation of the variance of each item in each scale, the entire measurement, and the correlation of the point of each item with the points of the remaining items on each scale and of the whole measurement. The reliability of each subscale is considered low if the alpha coefficient is < 0.40. The reliability of the whole scale is considered low if the alpha coefficient is < 0.60. The results of factor analysis and Cronbach Alpha reliability coefficient were from 0,945 to 0,967 respectively, which confirms a reliable measurement scale.

4. RESULTS AND DISCUSSION

4.1. Results

Students' assessment of the effectiveness and appropriateness of utilizing the flipped classroom model in teaching and learning Political Theory Subjects

In the questionnaire, the author offered assertive statements to assess the advantages of using the flipped classroom model in teaching and learning PT subjects. The respondents could choose one of the five degrees ranging from totally disagree to totally agree to express their own judgements. Here are the specific results:

Table 1. Students' assessment of the effectiveness and appropriateness of using the flipped classroom model in teaching and learning Political Theory Subjects

No	Items	Number of students	Mean	Std. Deviation	Rank
1	Using the flipped classroom model in teaching and learning PT subjects brings about higher learning efficiency than that in the traditional classroom model.	648	3.7346	.83058	6
2	Using the flipped classroom model in teaching and learning PT subjects saves time and effort for students.	648	3.7191	.92441	7
3	Lecturers spend a lot of time interacting with students.	648	3.4697	.93818	9
4	Students have the opportunities to improve the competency of discovering, solving the problems and applying information technology.	648	3.889	0.88784	4

5	Students actively choose appropriate timing and methods of learning.	648	3.9275	.90131	1
6	Students actively learn based on their self-study competency.	648	3.8981	.88021	2
7	Students have better conditions to develop their competency of autonomy and self-study.	648	3.8719	.85445	3
8	Students have much time for exchanging and discussion.	648	3.8164	.91960	5
9	Students are eager to learn with the flipped classroom model.	648	3.5031	.98206	8

Based on the 5-point Linkert scale ranging from totally disagree to totally agree, as mentioned above, from the table, it can be seen that the Mean are between 3.5031 and 3.9275, which revealed the general positive judgment of generation Z students' on using the flipped classroom model in teaching and learning PT subjects. Moreover, Std. Deviation <1.0 implies minor distinctions in student's responses and high degree of consensus in their judgements. The most appreciated advantage of using the flipped classroom model in Political Theories classes was "Students actively choose appropriate time and methods of learning" with a Mean of 3.9275, which is followed by the item "Students actively learn based on their self-study competency" with a Mean of 3.8981. In the third place is "Students have better conditions to develop their competency of autonomy and self-study" with a Mean of 3.8719. The statement "Students have the opportunities to improve the competency of discovering, solving the problems and applying information technology." was well-regarded by the participants with a Mean of 3.889, ranking fourth. The students also appreciated the fact of "having much time for exchanging and discussion" with a Mean of 3.8164 (fifth ranking). The least agreed item by students is "Lecturer spends a lot of time interacting with students" with a Mean of 3.4697, followed by the item "Students are eager to learn with the flipped classroom model" with a Mean of 3.5031.

When asked about the advantages of the flipped classroom model in teaching and learning PT subjects, most of the students interviewed confirmed that: 'Using this model is appropriate since the knowledge of Political Theories subjects is difficult, abstract. Listening to lectures and taking notes before class help students master fundamental knowledge. The fact that lecturers provided students with lecture videos on the university LMS system allowed them to actively choose time and learning pace appropriate with their work and personal capacities. Students are able to learn quickly or slowly depending on their self-awareness and eagerness in each moment and health condition to minimize the amount of stress in learning. However, several students were not completely interested in the model because they were not willing to learn with the new method of learning, and were more in favor of the traditional one as they had to work too much in this model.

Students' assessment of the teaching and learning process with the flipped classroom model in Political Theory classes

Table 2. Students' assessment of the teaching and learning process using the flipped classroom model in Political Theory classes

No	Items	Number of students	Mean	Std. Deviation	Rank
1	Lecture videos are rich in essential and appropriate contents, providing learners with fundamental knowledge.	648	4.0154	.81698	2
2	Topics for discussion are diverse, practical and appropriate with the course content.	648	3.9722	.84457	3
3	The multiple-choice questions closely follow the content of the modules.	648	4.0448	.82438	1

4	Other supplementary materials fulfill students' demands.	648	3.8519	.84665	5
5	Lecturers apply a variety of methods and techniques of teaching, which activates the learning process of learners, creating excitement for students.	648	3.7454	.97969	9
6	Lecturers apply a lot of methods to manage students' learning activities.	648	3.7531	. 97979	8
7	Lecturers facilitate and instruct students timely during their learning process.	648	3.7639	1.00145	7
8	Lecturers organize learning groups to support learners frequently.	648	3.8133	1.02096	6
9	Lecturers focus on assessing the whole learning process (assessing students' learning progress throughout the semester).	648	3.8549	.99330	4

In this study, the author developed a system of evaluation questions related to this content based on the procedure of flipped classroom: from lecturers' activities on the LMS system (creating lecture videos, topics for discussion, revision multiple choice questions) to organizing teaching activities in class and testing and assessment. From the table above, it can be seen obviously that students most appreciated the fact that "Multiple choice questions closely follow the content of the modules" with a Mean of 4.0448; which is followed by the item "Lecture videos are rich in essential and appropriate contents, providing learners with fundamental knowledge." with Mean 4.0154, and "Topics for discussion are diverse, practical and appropriate with the course content." with Mean 3.9722. Other items received less agreement from the students including the item 'Lecturers apply a lot of methods to manage students' learning activities.' (Mean 3.7454), "Lecturers organize learning groups to support learners frequently." (Mean 3.7531) and 'Lecturers facilitate and instruct students timely during their learning process.' (Mean 3.7639 and high Std. Deviation of 1.00145).

In the following interviews regarding learning materials on LMS system including lecture videos, multiple-choice questions and discussion topics, a majority of the students appreciated the lecture videos with positive comments such as "full of essential contents", "understandable lectures", "multiple-choice questions closely follow lecture contents", "discussion topics are diverse". Nevertheless, several students thought that a few lecture videos were made with inappropriate length; which is advised to be shorter and categorized into small units of knowledge ranging from 15-20 minutes/video; the number of multiple-choice questions should also be smaller so that students do not have to answer too many questions at the same time (about 30-40 questions/ chapter). Regarding the learning process, the students expected the lecturers to test their learning activities before class more frequently (by checking their notebooks or writing summaries of main contents on the computer).

Students' assessment of learning activities in Political Theory classes using the flipped classroom model

Table 3. Students' assessment of learning activities in Political Theory classes using the flipped classroom model

No	Items	Number of students	Mean	Std. Deviation	Rank
1	Students actively prepare learning materials and equipment.	648	3.9136	.86595	2
2	Students watch lecture videos seriously.	648	3.8194	.83058	4
3	Students summarize the main contents of the lecture videos in their notebooks/on the computer.	648	3.7191	1.03897	6
4	Students answer all the multiple-choice questions on the LMS system.	648	3.8318	.88947	3

5	Students actively study more reference materials introduced by the lecturer in class in advance.	648	3.4536	1.09312	9
6	Students actively prepare for discussion topics that lecturers post on the LMS system before the face-to-face lecture.	648	3.3564	1.10204	10
7	Students actively participate in the activities that lecturers organize in class.	648	3.6852	.89975	7
8	Students form groups/work in groups to accomplish learning tasks.	648	3.9321	.90935	1
9	Students actively discuss with lecturers to get answers to their questions.	648	3.6538	.91432	8
10	Students actively seek assistance from different sources in difficulties.	648	3.7346	.88318	5
11	Students actively study the remaining contents of the lecture after class.	648	3.3519	1.10204	11

The Mean values of all the items in the subscale of students' assessment of learning activities in their flipped PT classes experience greater fluctuation compared to the other two tables; and many variables have large std. deviation. The survey result showed that most of the students believed that they were active in forming groups to accomplish the tasks assigned, "Students form groups/work in groups to accomplish learning duties" with a Mean of 3.9321. The item "Students actively prepare learning materials and equipment." ranked second with a Mean of 3.9136. The item "Students answer all the multiple-choice questions on the LMS system" was chosen with a Mean of 3.8318, followed by "Students watch lecture videos seriously." with a Mean of 3.8194. All the four items that were highly agreed on have low std. deviation. The item with the lowest level of approval is "Students actively study the remaining contents of the lecture after class." with a Mean of 3.3519, followed by "Students actively prepare for discussion topics that lecturers post on the LMS system before the face-to-face lecture." (Mean 3.3564), "Students actively study more reference materials introduced by the lecturer in class in advance." (Mean 3.4536). Although these items have smaller Mean values than others, their scores still fall between the level of agreement and partly agreement. However, these three items have quite high std.deviation values, which implies the amplitude of variation in students' responses. The std.deviation values of these three items are 1.10204, 1.10204, 1.09312, respectively.

4.2. Discussion

The survey findings show that students' judgment of the usage of flipped classrooms is consistent with previous studies. In this model, the students actively chose time and methods of learning; actively learned with their own competency; were more facilitated to promote their competency of autonomy, self-study, discovering and solving problems, using information technology, etc. Nevertheless, it was somehow difficult to use the flipped classroom model in teaching and learning the PT subjects. The students expected their lecturers to spend much time on interactive activities. However, these classes were much larger in size than specialized ones (with more than 100 students/ classroom); therefore, it was hard to spend much time on interactions to meet the needs of many students. Using the flipped classroom model in teaching and learning Political Theories Subjects was completely appropriate in current context; however, the students' interest was not strong since this is a new model which is comparatively different from the traditional model of teaching and learning. The flipped classroom model requires students to be positive and proactive; thus, those students who are less proactive and positive may find it hard to catch up with and have little interest in it. Learning with this model is considered to be quite hard. To complete learning tasks before, during and after learning activities takes considerable amounts of time and effort compared to those in the traditional classroom.

The surveyed classes in Political Theories courses were all large in size; therefore, applying many methods and techniques to activate the learners' learning process and students' interest is a challenge for the lecturers. Managing the class effectively was not simple, especially with the students' learning activities on the LMS system. Supporting

and instructing students timely during the learning process is an issue to consider. In flipped classrooms, the lecturer does not explain fundamental contents in class; therefore, students' questions need to be addressed thoroughly and difficulties need timely support. The class size is large; time is limited but many students wish to receive much more support from the lecturer. As mentioned above, the responses to the items of frequently interacting, timely supporting answers witnessed a relatively wide range of variation; that means while several students were really satisfied with the support of the lecturers, many did not feel their needs being met.

Flipped classroom is a new model of teaching and learning. After each session has been posted online, students are required to prepare topics for discussion before face-to-face lessons; however, a few students are unable to do this, or do it casually, roughly. The surveyed students also lacked initiative to study more reference materials introduced by the lecturers before class. They still lacked activeness and proactiveness in exchanging ideas with the lecturers to seek answers to their questions. Students' level of activeness in participating in activities organized by lecturers also calls for attention. The students who fail to adapt to the way of working in the flipped classroom would not actively study the remaining content of the lesson after class.

As a result, using the flipped classroom model in teaching and learning Political Theories subjects promotes activeness, proactiveness of learners, but that does not mean that lecturers' role is diminished. Using this model in teaching and learning PT subjects effectively requires the lecturer to invest more time and effort in preparing lectures, materials, exercises and topics for discussion. The lecturer is the organizer, leading students to engage in discussion, critiques and presentations; analyze learning products for comment and assessment; create and express their own ideas, respect classmates' ideas; develop collaboration and presentation skills. Thus, the lecturer needs to equip themselves with lesson planning skills for teaching and learning PT subjects using the flipped classroom model; self-training to improve their competencies of organizing activities in class, reinforcing effectiveness of interaction and classroom management.

As for schools, it is necessary to organize training courses for lecturers in general and lecturers of Political Theory in particular on the most effective way to use flipped classroom model; introducing guidelines and policies to implement 'reversed teaching', and motivate PT lecturers with large classes to use the flipped classroom model; increasing investment in facilities, infrastructure, building miniature studio models using new technology, virtual classrooms, virtual libraries with support of high-tech devices to facilitate teaching and learning in the form of flipped classrooms. Moreover, training courses should be also organized in the reversed form so that lecturers can obtain practical experience and identity related problems.

The system of learning materials, especially videos, needs to be designed more vividly and attractively with a moderate amount of time, in line with characteristics of concentration capacity of generation Z students. Games are also valuable suggestions for more interesting lessons; these games should be designed with technology in mind. Students also need to understand more about effective ways of learning with the flipped classroom model.

5. CONCLUSION

The use of the flipped classroom model in teaching and learning Political Theory subjects to generation Z students in the current context is claimed to be completely appropriate. This model brings about high efficiency compared to that in the traditional classroom. Students have the opportunity to learn according to their own competency, in accordance with actual conditions. The lesson is explored more deeply. Lecturers have more time to relate between theories and practice, overcoming the challenges of large, complex, and abstract knowledge systems and time constraints. With this model, learning activities are oriented towards developing students' competencies; and students have many opportunities to express themselves, develop self-control, self-study, problem-solving competency and creativity, competency of using information technology, etc. The surveyed students highly appreciated the organization of teaching and learning activities using this model of teaching in Political Theory classes and also provided positive judgments of their own learning process. However, this is a new model of teaching and learning for both lecturers and students, thus there are some points that need to be adjusted. In order to use this model effectively, lecturers need to be trained and self-train; students need to be more positive and proactive in learning; the university should pay more attention to technology infrastructure, invest in the LMS system, and have guidelines and policies to encourage Political Theory lecturers to use this model.

Conflict of Interest: No potential conflict of interest relevant to this article was reported.

Acknowledgement: The article is the product of the research topic: "Using the flipped classroom model in teaching Political Theory subjects for student at Hanoi National University of Education", code SPHN21-17.

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