



**APPLYING THE CASE METHOD IN TEACHING THE
DEPARTMENT OF DEFENSE AND SECURITY EDUCATION
AT THAI NGUYEN HIGH SCHOOL, VIETNAM**

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Abstract:

The case method is a teaching method based on real-life events that have happened or are happening. This method is based on constructivist theory and geared toward the target: education as preparation for solving life situations. Learning through solving situations helps students actively and strategically receive knowledge, flexibly apply knowledge and skills, and develop problem-solving abilities. By observing, interviewing, and experimenting, the article has developed a process of organizing case teaching and applied it in teaching National Defense and Security Education at Thai Nguyen High School, Vietnam. Initial results show that the percentage of students interested in the lesson is high (85%). That shows that the effectiveness of the method is feasible and creates a basis for continuing to use this teaching method in practice.

Keywords: case method; teaching; pupil; defense and security education; Thai Nguyen High School; Vietnam

1. Introduction

Department of Defense and Security Education (DNU) is a core subject that provides knowledge of humanities, social sciences, natural sciences, and military techniques in high schools and plays a very important role in educating students about the history and the precious tradition to fighting the enemy and defend the country of our ancestors and the Vietnamese nation and some military tactics. Thereby creating a motivational source

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of inspiration for patriotism, a moral lifestyle, and a spirit of being always ready to participate in the construction and defense of the Fatherland. Currently, the Department of Defense and Security Education and Security is interested in investing in the Party and State in terms of content, and fully equipped material for schools across the country, especially interested in training the quality of National Defense Education teacher's team. [1],[4].

In the trend of educational renovation in the country, Resolution No. 29-NQ/TW on the fundamental and comprehensive renovation of education and training, built by the Ministry of Education and Training, plays the role of a lever for high school education. General education is gradually making positive changes in order to achieve the common goal of modern education. Along with that, Department of Defense and Security Education are also one of the subjects with many innovations due to their high practicality in promoting the activeness, initiative, and creativity of students. In addition to helping students learn the basic contents of practical content, there are also many very important theoretical contents for them to understand the meaning of the environment and the law, including environmental protection (land, water, air, etc.), climate change issues, food security, natural disasters, epidemics, free migration, etc. [5],[6],[11].

Thai Nguyen High School in Thai Nguyen City is a school with a tradition of teaching and learning. As a practice school of the Thai Nguyen University of Education, the school is always interested in the quality of comprehensive education. Thai Nguyen High School has relatively complete material equipment for teaching the subject of DNU and an arsenal of equipment for effective teaching and learning. However, in the process of teaching and exchanging with students, I found out that the problem is that students are not interested and eager to study the subject of Department of Defense and Security Education in the theoretical part, because most of them think that DNU is a sub-subject without the final exam, and the theory part is hard to understand, so it takes little time to invest in this subject. Therefore, I always want and think about how to create excitement and passion for students when studying the subject, so that they can grasp important knowledge and skills and inspire the patriotism of the previous generation for the next generation to continue the traditional values, the contribution of the Vietnamese nation's history from the past to the present, and especially today's generation of students, when they finish learning the content. The high schools know what they have to do to contribute to the country in the future to develop more and more prosperously, and also how to apply it to learning the subject of national defense and security as well as in life when it is most needed. [7],[12].

2. Material and Methods

During the research, they used the following methods:

- Methods of analyzing and synthesizing documents: by using this method helps us to collect and systematize the knowledge related to the research field of the subject of teaching in general and the method of teaching case studies in the subject of

DNU in particular, both at home and abroad, to find out and understand trends, form a theoretical basis for research problems, propose scientific hypotheses, determine research purposes and tasks, and draw scientific arguments about the case method.

- Interview method: by using this method, we conducted a survey and interviewed 100 students of Thai Nguyen High School to find out the current status of teaching and learning activities in DNU and security at the school.
- Method of pedagogical observation: we observe the activities of teachers and students during the lesson on the subject of Department of Defense and Security Education to learn and collect information related to the situation.
- Method of the pedagogical experiment: by using the experimental pedagogical method to verify the effectiveness of applying the organization of the case teaching method in the process of teaching the subject of pedagogy and security to 11th-grade students that we propose.
- Statistical mathematical method: during the research of the topic, we used this method to analyze and process the collected data.

3. Results and discussion

3.1. The actual situation of teaching the subject of Department of Defense and Security Education at Thai Nguyen High School, Vietnam

a. Excited to study Department of Defense and Security Education

To assess the current state of teaching Department of Defense and Security Education, we interviewed 100 students in grade 11 about their interest in learning the subject. The results are presented in Table 1.

Table 1: Student's interest in the subject of Department of Defense and Security Education (n=100)

Very excited		Interest		Normal		Not interested	
n	%	n	%	n	%	n	%
5	5%	20	20%	30	30%	45	45%

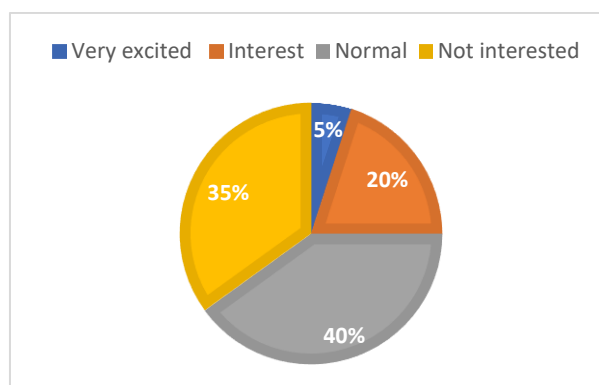


Figure 1: Results of the survey of students' interest in the subject of Department of Defense and Security Education

The results of Table 1 show that the number of students who are interested in the subject of DNU is not much, and the percentage of students who are interested and very interested in the subjects is only 25%. Besides, the percentage of students who are not interested in this subject is quite high (accounting for 45%). A large percentage of students feel normal when participating in the subject, accounting for 30%.

b. Learning results in the Department of Defense and Security Education

In order to evaluate the learning outcomes for the Department of Defense and Security Education students in grade 11 at Thai Nguyen High School, we conducted statistics on the learning results of two classes, 11A1 (49 students) and 11A2 (51 students), in the school year 2022–2023. The results are presented in Table 2.

Table 2: The statistics on the learning results

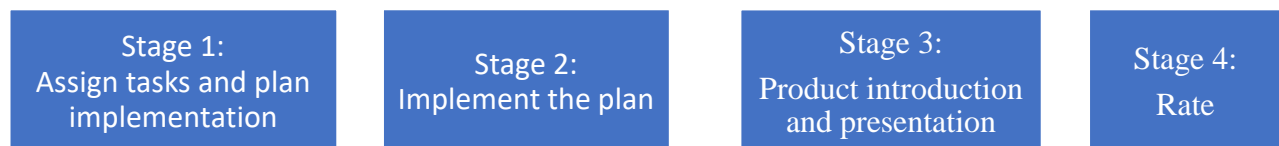
Classification Class	Excellent (Score 9-10)		Good (Score 7-8)		Average (Score 5-6)		Weak (Score 2-4)		Poor (Score 0-1)	
	n	%	n	%	n	%	n	%	n	%
11A1	5	10.2	14	28.5	18	36.7	9	18.3	2	4.0
11A2	6	11.7	15	29.4	17	33.3	10	19.6	1	1.9

Table 2 shows that the learning results of 11th graders in the subject Department of Defense and Security Education are not high. Most students only achieved average results (accounting for over 30%); the number of students scoring 9 or 10 is very small, while the percentage of weak and poor students is quite high, over 20%.

From the results of the survey, it is clear that the quality of teaching the subject of DNU at Thai Nguyen High School is still weak, students are not really interested in the teacher's lessons. Therefore, it is necessary to innovate teaching methods to improve the quality of teaching for school students.

3.2. Developing a case study process

On the basis of the general process of applying the case method in the teaching process, we built a situational teaching process in the subject of DNU that includes 4 stages: [6], [8], [9].



a. Stage 1

- *Teacher's job:* develop a set of case teaching procedures such as requirements, classification of situations, and conditions for applying situations. Lesson plan design: determining the practical field of application of learning content, who

needs it, and the name of the case. Design tasks for students: how they build and solve situations and also acquire core qualities and competencies.

- *Students' job:* together with the teacher and agree on the evaluation criteria. Work in groups to create situations. Develop a plan: determine the work to be done, the estimated time, materials, cost, and method of conducting and assigning work to the team. Prepare reliable sources of information for project implementation.

b. Stage 2

- *Teacher's job:* monitor, guide, and evaluate students in the process of constructing the situation.
- *Student's work:* Assign tasks to group members to implement the content of case-building according to the plan. Build a product or report.

c. Stage 3

- *Teacher's job:* Prepare facilities for the project report session. The first step is through the final products of the groups of students.
- *Students' work:* complete the group's product; introduce the project's product.

d. Stage 4:

- *Teacher's job:* monitor and evaluate the group's case-building products.
- *Students' work:* self-assess the group's situation-building product. Evaluate the situation-building products of other groups according to the given criteria. [1],[10].

3.3. Applying the case method in teaching the lesson "Some problems with violations of the law on environmental protection" in the 11th grade Department of Defense and Security Education

Table 3

Lesson name	Some issues of violating the law on environmental protection
Content	Responsibility to prevent and fight against violations of the law in the environment of schools.
Design description	<p>A. The teacher divides the class into three groups. Each group performs the following task:</p> <ul style="list-style-type: none"> - Students study materials the teacher sent from period 7 so that they have a week to prepare. The teacher suggests how to build a situation according to the lesson content. <p>a. School Responsibilities</p> <ul style="list-style-type: none"> - The weekly class in charge implements the extracurricular plan to salute the flag on the topic of environmental protection. <p>The Union of Thai Nguyen High School coordinated with the Department of Defense and Security Education to propagate the topic "Thai Nguyen High School students classify and recycle garbage."</p> <p>The school organizes a tree-planting festival.</p> <p>The Union of Thai Nguyen High School organized a fashion show competition.</p>

	<p>- Building a volunteer team for the environment, establishing clubs for the environment, and collecting and treating waste according to regulations (waste, wastewater, etc.)</p> <p>b. Student Responsibilities</p> <p>- The set of questions about who is a millionaire to learn about the law on environmental protection.</p> <p>- Building environmental protection situations in schools</p> <p>- Building a culture of behavior and a sense of responsibility for the environment, such as living in a friendly environment with the surrounding environment; actively planting trees, etc.</p> <p>- When assessing the work level of team members, the team leader and you will evaluate your work level according to the following criteria:</p> <table border="1" style="width: 100%; border-collapse: collapse; margin: 10px 0;"> <thead> <tr> <th rowspan="2" style="width: 30%;">Full name</th> <th colspan="3" style="text-align: center;">Levels of activity</th> <th rowspan="2" style="width: 15%;">Not engaged</th> </tr> <tr> <th style="width: 15%;">Very positive (9-10 score)</th> <th style="width: 15%;">Positive (7-8 score)</th> <th style="width: 15%;">Less positive (5-6 score)</th> </tr> </thead> <tbody> <tr> <td>1. Tran Van A</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>...</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>The teacher summarizes and evaluates the method of conduct and the work results of each group, based on the above table, and gives each individual a score.</p> <p>B. Products needed to achieve</p> <p>1. Contents: Problem-solving lesson content.</p> <p>2. Form:</p> <ul style="list-style-type: none"> - Short skit (duration: 2 minutes) - Pictures, video illustrations, condensed knowledge, practical questions, easy to understand. - Size and color harmony - Simple materials are easy to move and environmentally friendly. <p>3. Presentation</p> <ul style="list-style-type: none"> - Products displayed in class - Time: 2 minutes/case skit, 2 minutes/to handle the situation. 	Full name	Levels of activity			Not engaged	Very positive (9-10 score)	Positive (7-8 score)	Less positive (5-6 score)	1. Tran Van A					...				
Full name	Levels of activity			Not engaged															
	Very positive (9-10 score)	Positive (7-8 score)	Less positive (5-6 score)																
1. Tran Van A																			
...																			
Operation objectives																			
<p>A. Knowledge</p> <ul style="list-style-type: none"> - Students gain some knowledge about environmental protection laws. - What is the concept of environment? <p>B. Capacity</p> <ul style="list-style-type: none"> - General competencies: the ability to communicate, cooperate, solve problems, self-study... - Special capacity: know how to evaluate and adjust behavior. <p>C. Qualities</p> <ul style="list-style-type: none"> - Patriotism, compassion, hard work, honesty, and responsibility. 																			

Situations suggestions	
Situational content	<p>Give the situation: "Stay HOME during the pandemic" friend A is normally busy going to school all day, but lately, during the COVID epidemic, she has been studying online at home, so A's mother gave her one more job, which is to take out the trash. On the first day of taking out the trash, A was surprised to find that his house was full of garbage and all kinds of garbage had been put in a super giant trash can. If it were A, what would you do?</p> <p>a. Ask and answer (who is a millionaire):</p> <ol style="list-style-type: none"> 1. How much is the fine for dumping used masks in the wrong places? (3-5 million) 2. The act of throwing, disposing, and discarding cigarette butts and heads in the wrong place in an apartment, commercial, service, or public place. (500-1 million) 3. How much is the fine for practicing personal hygiene (urinating, defecating) in the wrong place in an apartment, commercial, service, or public place? (1-3 million dong) <p>b. Skits</p> <ol style="list-style-type: none"> 1. Friend A has just finished breakfast at the school canteen, then goes to class, goes to the middle of the school yard, sees two beautiful girls who have just finished drinking a red dragon can, then throws it in the schoolyard; if I am A, How do I handle this situation? 2. 2 friends A and B were on duty today at the end of period 5. After being on duty, the two of you rushed back and forgot to turn off the power, went to the garage, and A suddenly remembered and reminded B, who immediately said, "It's okay, it's late. If you were A, how would you handle this situation?" 3. Friend A has just entered the garage when he meets friend E, who is also storing his car. While storing his car, friend E has dropped the mask he is wearing. A saw that E did not pick up the mask and put it in the trash, but went straight to the classroom. If you were A, how would you handle this situation?
Project organization process	
The skills students need when starting case studies	<ul style="list-style-type: none"> - Find information and filter information. - Self-reliance, dynamism, and creativity in searching for information. - Work in a team.
Plan to build a student product evaluation form	<p>Teachers deploy evaluation criteria when implementing measures. Products are evaluated according to the following criteria:</p> <ol style="list-style-type: none"> 1. Students have been prepared in advance in terms of knowledge and self-study about the basic content of the situation and how to make decisions when there is a situation. 2. The situation must be close to reality. 3. The data must be informative (no excess, no shortage, no "traps"). The situation must be written, printed, and distributed to each team or group (or projected entirely on the screen).
Organize student product presentation	<ol style="list-style-type: none"> 1. Products presented in class 2. Products are posted on the school's website, in class, or on social sites such as Facebook, etc. for your reference and learning.

Resources
- Materials provided by the teacher - Internet, newspapers, etc.
Learn from experience
- Teachers need to help students find the reasonable and correct information. - It is necessary to regularly check the children's work progress, motivate them, and urge them to complete it on time. - Advice on how to design appropriate content.

Based on the obtained results, compared with the previous results, the students' interest increased significantly. The number of students interested in learning the subject of DNU increased from 25% to 85%. The percentage of students who do not like the subject of DNU decreased from 35% to only 3%.

On the basis of the obtained results, showing that the subject learning results of the experimental class are higher, the majority of students in the experimental class have firmly grasped and applied their knowledge of DNU. The above analysis confirms the feasibility and effectiveness of the love method in teaching the subject of DNU and Security in order to contribute to improving the interest and quality of the subject.

4. Conclusion

Improving the teaching quality of defense and security education is an important topic in the education of defense and security ideology today. In order to improve the quality of teaching the subject of Department of Defense and Security Education, each teacher needs to be more deeply aware of the position and role of the subject, actively improve the quality of lectures, improve teaching methods, and master the current situation, politics, military, and security in the country and internationally to meet the new requirements of the cause of education and training. Each teacher must have a plan to strive for themselves to improve their professional education, skills, foreign languages, informatics, and the ability to use modern means for teaching and scientific research. Each student must be self-disciplined to practice and have the right learning motivation. Do not be passive, rely on, or take lightly the subject of national education and security. Since then, the quality of subject teaching in high schools will be improved and enhanced.

Conflict of Interest Statement

I declare that there are no conflicts of interest.

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