

## The Research Problem, Context, and Target Population

In 2025, Vietnam marks major national milestones, alongside growing media emphasis on cultural and historical themes.

This study asks how these media portrayals of the nation's history and culture can impact and support teaching history and culture to Vietnamese youth aged 15-18.

Drawing on MOET's goals (2018), this study explores how modern media - through visuals, sound, and immersive experiences – can help strengthen cultural identity and promote decolonizing approaches in education.

## Theoretical Paradigm

### Vygotsky's Sociocultural Theory

Vygotsky's (1978) emphasizes that learning is socially constructed and shaped by cultural tools such as language, art, music, and digital media. Within the Zone of Proximal Development (ZPD), these tools help learners interpret and internalize cultural meanings through guided interaction.

Multimedia resources can act as cultural mediators, linking traditional values with modern learning experiences and strengthening students' personal connections to cultural identity.

In Vietnam, where history and culture are rich, modern media provides authentic contexts for young learners to engage with and better understand their national heritage (López-Nores et al., 2019)

### Mayer's Multimedia Learning

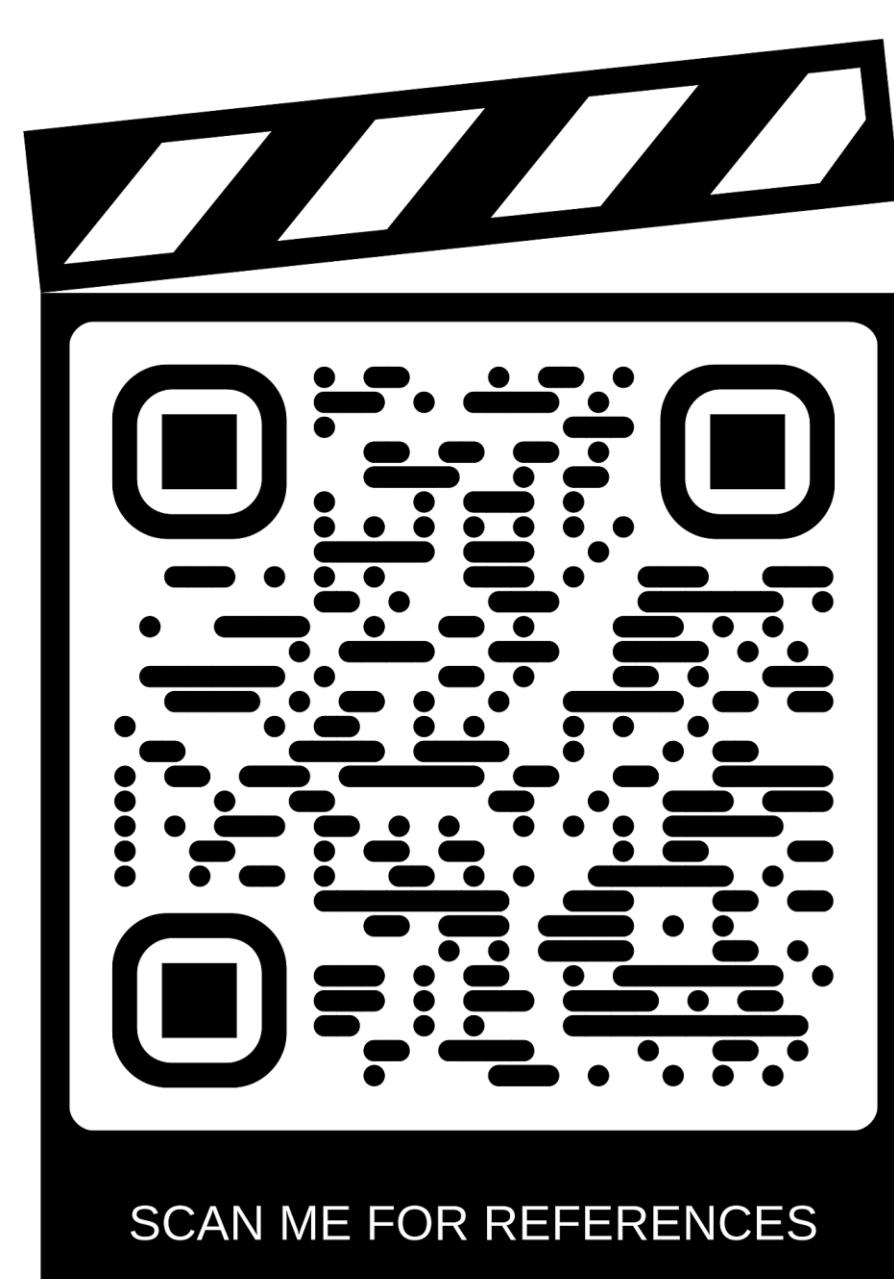
Mayer's (2005) argues that learners understand information more effectively when words and visuals are combined, providing a strong foundation for examining how modern media supports cultural and historical learning in Vietnam.

Multimedia Learning as Information Acquisition	Multimedia Learning as Knowledge Construction
Well-designed multimedia reduces cognitive overload and helps students absorb key historical and cultural content.	Learners actively interpret and connect ideas, allowing them to link traditional values with contemporary media experiences.

Table 1: Two facets of multimedia learning in the context of Vietnam.

Modern media can serve as a cognitive tool that helps students absorb facts, narratives, and visual cues about Vietnamese history and culture.

They co-create understanding by linking traditional cultural values with contemporary media experiences.



## Literature Review

### Ho Chi Minh and Vietnam's Government Guidelines on Culture and History

Hồ Chí Minh and early Party documents framing culture as one of the essential pillars, and a driving force for national liberation and sustainable development. (Hồ Chí Minh, 2002; Communist Party of Vietnam, 1943).

The Communist Party and government continue to view culture as the spiritual backbone of society, emphasizing its vital role in shaping identity and guiding national progress (Vietnam Government, 2013; Nguyễn, 2024; Nguyễn et al., 2025).

Recent initiatives call for expanding film, music, and digital projects centered on revolutionary themes, national history, and cultural heritage, reflecting a renewed commitment to strengthening cultural understanding (Vietnam Goverment, 2013)

### The Use of Modern Media in Promoting Culture and History in Vietnam



Red Rain broke the sales record in Vietnam at nearly 714 billion VND (Source: boxofficevietnam)

Historical-revolutionary films such as *Đào*, *Phở và Piano*, *Tunnel: Sun in the Dark*, and *Red Rain* have achieved record attention and sparked nationwide discussions, inspiring youth interest in national history.

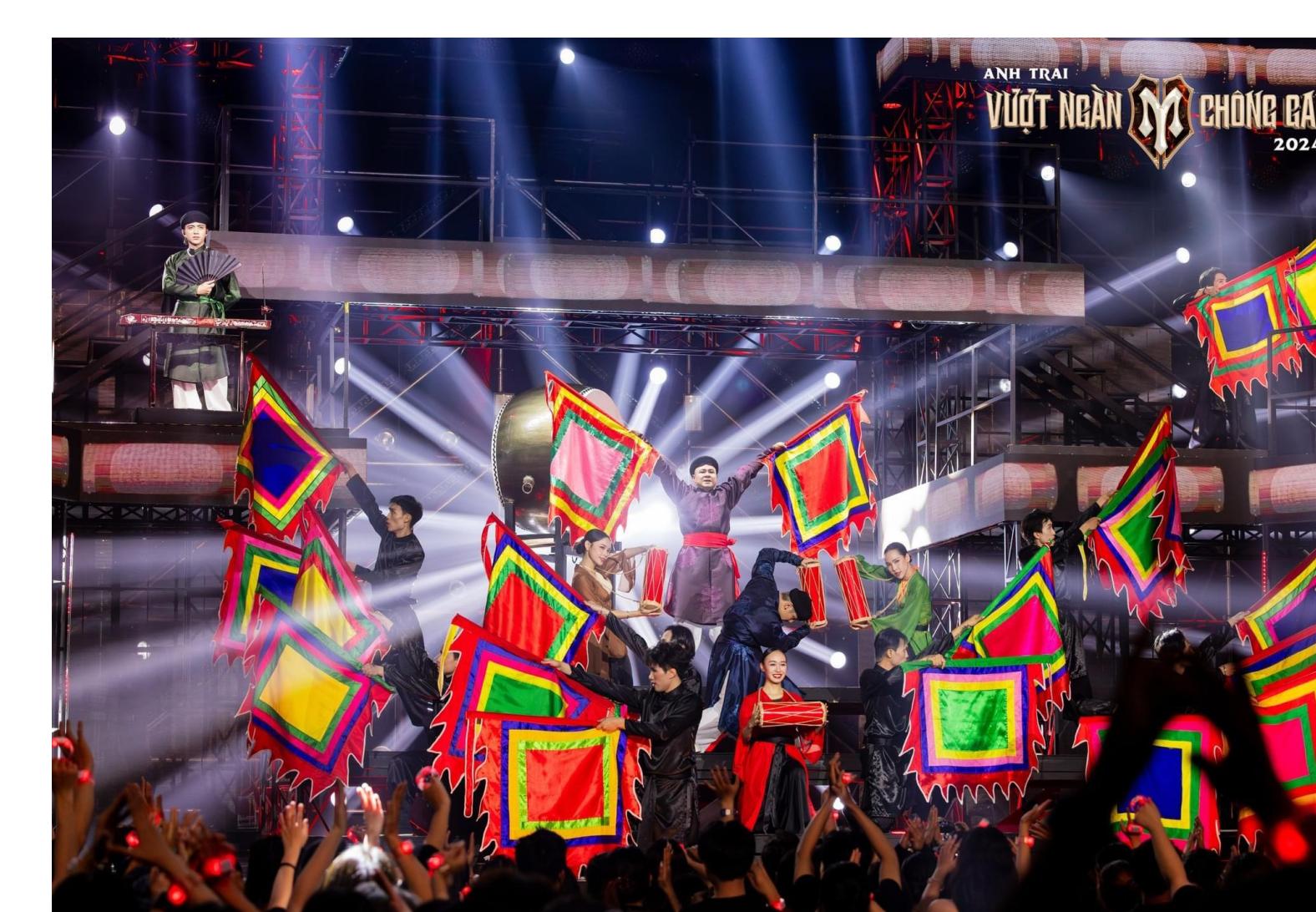
Contemporary Vietnamese music blends folk instruments, rituals, and traditional imagery with modern pop, fostering cultural identity and national pride among youth (Taylor, 1997; Pieterse, 1994; Nguyen et al., 2025).

Vietnam-themed board games and video games are increasingly used to communicate cultural narratives, with experts noting their potential to make heritage "come alive" and reach global audiences (Hà Chi, 2024; Thai Khang, 2025).

### The Impact on Youth in Vietnam

Heritage and history are becoming materials for creative reinterpretation in accessible formats - such as music videos and entertainment programs - marking a democratization of culture (Nguyễn, D. H. et al., 2025).

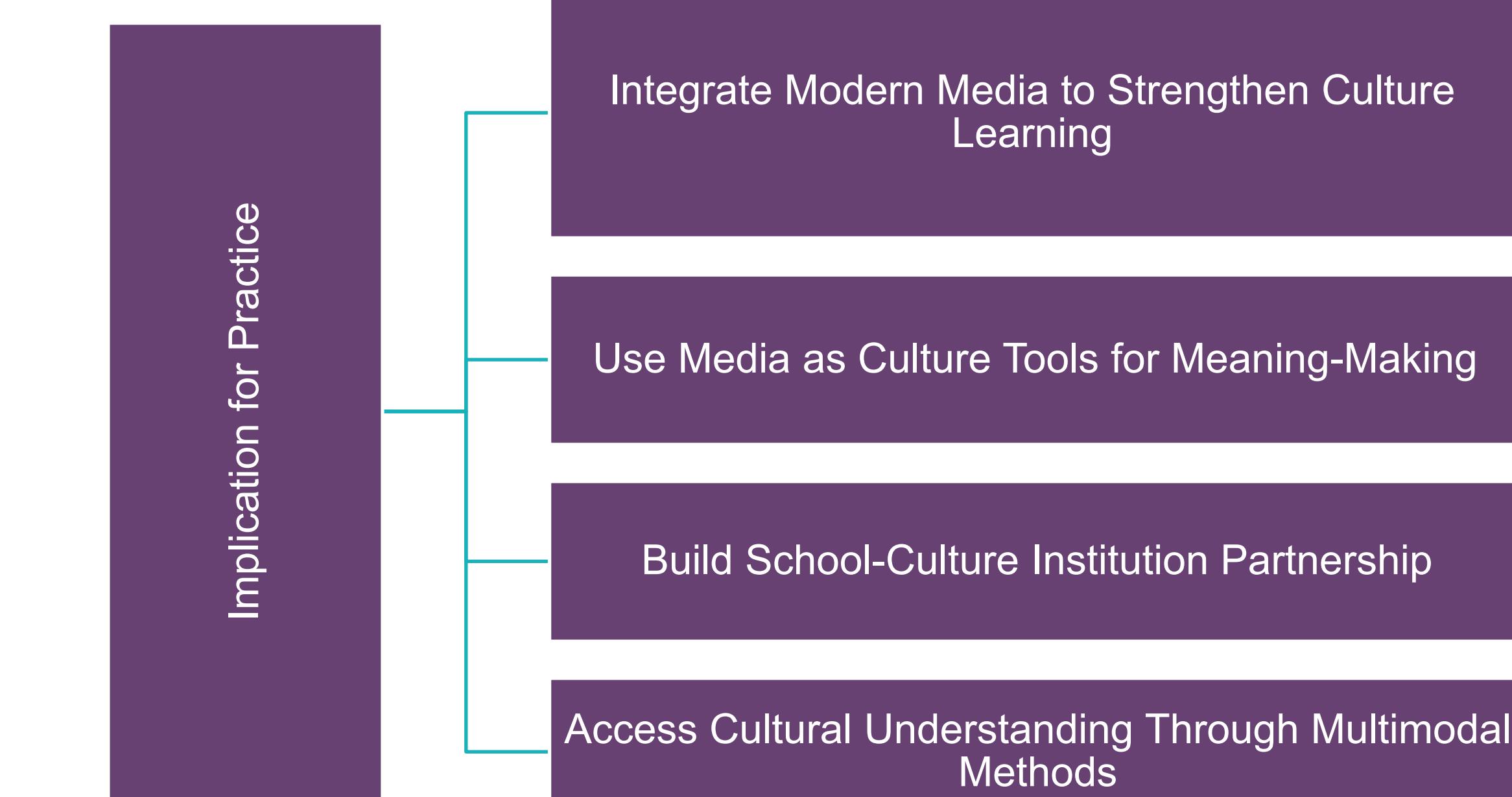
Activities like film trips, exhibitions, and monument tours help students observe and feel historical events directly (Phượng Linh, 2025; Ho Chi Minh City Education Magazine, 2025).



The iconic performance Trống Cơm – from the show Call Me By Fire in Vietnam

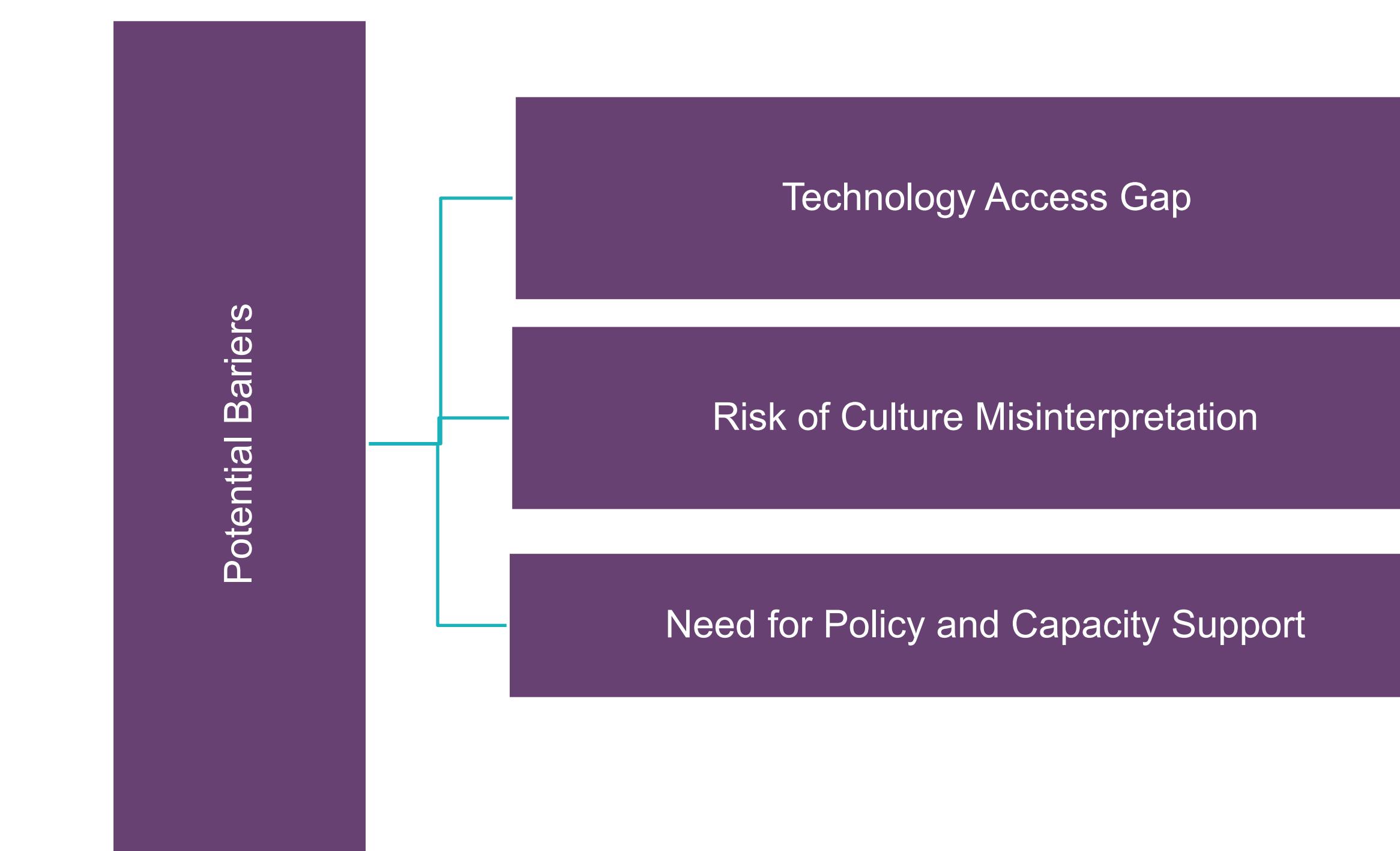
## Implication for Practice and Potential Barriers

### Implication for Practice



Practical implications for educators and policymakers to apply based on the literature.

### Potential Barriers



Potential barriers come from multiple factors which need to be considerate.

## Recommendations

A clear educational framework for integrating modern media into teaching can guide teachers in selecting appropriate resources, designing interactive activities, and promoting critical thinking about cultural representation.

Future research should evaluate the cultural and motivational impact of media-integrated learning across regions and explore youth-generated content as a tool for identity development.

## Conclusion

1. Films, cultural-fusion music, and games increasingly embed Vietnamese history and culture, fostering emotional engagement, creativity, and identity formation among youth. Guided by Vygotsky's (1978) sociocultural theory and Mayer's (2005) multimedia learning framework, these media act as cultural tools that support deeper understanding through visual, auditory, and interactive experiences.
2. Although modern media effectively promotes cultural awareness, a major gap remains: Vietnam lacks a clear educational framework to guide systematic integration in schools.
3. With proper guidance and policy support, media-integrated learning can revitalize cultural education and reinforce national identity among Vietnamese youth. Coherent strategies, teacher training, and supportive digital infrastructure are needed to ensure sustainable implementation.