

# EMPLOYING FLIPPED CLASSROOM IN PROJECT LESSONS TO IMPROVE 7<sup>th</sup> GRADERS' ACTIVE LEARNING AT TAY TUU SECONDARY SCHOOL IN HANOI

Do Thuy Dung, Tran Quoc Viet  
Hanoi Metropolitan University

**Abstract:** *The knowledge society helps connect individuals and communities. As new information and communication technologies not only impact all aspects of human life but are also increasingly integrated into teaching methods. The concept of "flipped classroom" involves students first interacting with new learning content outside the classroom through videos or materials, and then using class time for more challenging tasks such as problem-solving, discussion, or debate. To collect data for the research question, 47 students from Tay Tuu Secondary School in Hanoi conducted an action research study using three methods: surveys, interviews, and educational/learning journals. The analysis shows that students have a generally positive attitude and are very enthusiastic about the flipped classroom method. In addition, the study provided some suggestions to help teachers implement this teaching method.*

**Keywords:** *Active learning, flipped classroom, flipped teaching method, project lesson, secondary school.*

Nhận bài ngày 15.10.2024; gửi phản biện, chỉnh sửa, duyệt đăng ngày 27.12.2024  
Liên hệ tác giả: Đỗ Thùy Dung; email: dtdung@daihocthudo.edu.vn

## 1. INTRODUCTION

Flipped teaching, also known as flipped learning, reverse teaching, or the inverted classroom, is commonly described as “schoolwork at home and homework at school” [1]. This educational approach allows teachers to employ a variety of methodologies, prioritizing a student-centered learning environment over a teacher-centered one. Bergmann and Sams [2] describe a flipped classroom as “a dynamic, interactive learning environment where the educator guides students as they apply concepts and creatively engage with the subject matter”. This highlights the significant role of flipped teaching in fostering active learning among students. Despite its benefits, there are concerns about the increased workload for teachers and student motivation when implementing a flipped classroom. In Vietnam, the flipped teaching model has been trialed in various universities and secondary schools using information technology. Nguyen Quoc Vu and Le Thi Minh Thanh [3, p.16-28] argue that utilizing the flipped classroom model, particularly through well-constructed questionnaires, can enhance students’ creativity. Tran Thi Thu Quyen [4, p.7-14] studied students' perceptions of using the flipped classroom model on Facebook for educational purposes. However, the existing research primarily focuses on applying this model to technical and natural science subjects in high schools, with no current studies addressing its impact on improving students' active learning. This gap has prompted further research to identify effective learning strategies tailored to Vietnamese students, aiming to elevate their educational standards to be comparable with those in other countries. Included in the

constructivist instructional paradigm, the flipped classroom is a model that has potential. It was hoped that the flipped classroom could increase students' engagement with the content and improve their overall experience for the pedagogical approach for future batches.

In summary, drawing from both theoretical and practical considerations, the implementation of flip teaching holds the potential to significantly enhance students' active learning.

## **2. CONTENT**

### **2.1. Research questions**

- How does the students' active learning improve through the flipped teaching method?
- What should the teacher consider when applying the flipped teaching method to improve the students' active learning?
- What are the students' attitudes towards the application of the flipped teaching method to improve their active learning?

### **2.2. Research approach**

The study was conducted as action research in class. The importance of action research is clearly shown by many authors. McMillan [5] argued that action research focused on solving a specific classroom or school problem, improving practice, or helping decide on a single local site. Action research offers a process by which current practice can be changed toward better practice. The overarching goal of action research is to improve immediately within one or a few classrooms or schools.

One of the most striking examples, McNiff and Whitehead [6, p.1] point out the importance of action research as "a common-sense approach to personal and professional development that enables practitioners everywhere to investigate and evaluate their work, and to create their theories of practice". Sharing this idea, Hinchey [7, p.4] also supports that action research "is a process of systematic inquiry, usually cyclical, conducted by those inside a community rather than by outside experts; its goal is to identify action that will generate some improvement the research believes important".

Although the way of expressing the definitions of action research is different, it is easy to realize the similarity of the two authors. A goal of every classroom teacher should be to improve her or his professional practice, as well as student outcomes. Action research is an effective means by which this can be accomplished. This fits well with the purpose of this study, which is to investigate the extent to flipped teaching method helps to improve the researcher's students' active learning. That is the rationale for choosing action research as an approach to this study.

### **2.3. Participants**

The participants were twelve-year-old students (n=47) at Tay Tuu Secondary School in Hanoi. Of the 47 students in class 7A1, there were 32 girls and 15 boys. The rationale for the researcher's choosing grade 7th students as the population of the research is based on her belief that they were familiar with the traditional teaching way, leading to stagnating students' active learning. Each week, the participants had 3 periods of English in the morning and a two-period supplementary lesson in the afternoon. Flipped-flop teaching was carried out in their main periods in the morning. All of the participants were willing to join the course.

## 2.4. Research procedures

The research was developed and carried out during 6 weeks at the end of the first term. As mentioned about the participants of the study above, the action research was conducted using the action research cycle suggested by Nunan [8]. There are seven phases in Nunan's research cycle: Problem Identification; preliminary investigation; hypothesis formation; intervention; data collection; data analysis; and expected outcomes:

(1) Problem identification: In the process of teaching 7th-grade students, the author found that many students seemed to gain little after the lesson. Some students could not understand and remember what the lesson was about although there are 3 periods of English in the morning and 2 periods in the afternoon each week. Others did not know how to do exercises, and they usually used references and the Internet to give the answers for the tasks/ exercises in the textbook. Some felt sleepy when attending the class. Some tried to use mobile phones to play games stealthily in class. The teacher always wasted time reminding the students when students whispered into her best friend's ears in the middle of class. Just only a small quantity of students had a positive attitude to learning English. That makes the author disappointed, anxious, and desiderative to change this learning environment. It means that students depended on the teacher completely or the ability of students to learn was nearly inactive. These actual states recorded when the author taught students following the traditional teaching method in the year of 2019;

(2) Preliminary investigation: To identify the change in the 47 students' active learning in the research process, the researcher conducted teaching diaries. All the information or data were taken notes in detail immediately at the first day of building the lesson plans and teaching at school as well. Besides, in order to understand more about the current situation, the researcher had brief chats with the students in class 7A2 in the break time to discover their problems. The students themselves recognized that their motivation to learn English was still at low level, and they did not gain much after each lesson as well as could not memorize the key content of each lesson. The content of each unit was too complex or too long to gain in one period. They thought that if they were not distracted by other students and had enough time to understand the lesson before class, they would improve their English standards naturally. Other causes were mentioned namely their lack of motivation, their laziness, their boring activities;

(3) Hypothesis formation: The results of the brief chats analysis in Step 2 revealed that students' active learning could be hypothesized as their lack of motivation and appropriate teaching method. This motivated researcher to read the literature on Active Learning Pedagogies in view to finding the most suitable way to enhance the students' active learning. While reading the literature (teaching methodology books, journal articles, etc...) the researcher came across the idea of changing the teaching method and hypothesized that the use of a flipped teaching method might help to foster the students' active learning;

(4) Intervention: In this phase, based on all the students' learning results of the previous terms (first and second term of grade 10) and the teacher's notes of students' attitudes while learning process, the researcher designed unit 5 and unit 6 following the flipped teaching method of the textbook, "Tieng Anh 7, tap mot, sach thi diem" published by MOET as materials for the course;

(5) Data collection: The present study utilized a survey questionnaire, group interview, and researcher's diary as an effective tool to investigate some variations of students' active learning when applying the flipped teaching method. The combination of various data collection instruments would provide a comprehensive overview of students' active

learning before and after applying this strategy. The following part discusses each data collection instrument used in this study in detail;

(6) Data analysis: The data was collected from the instruments: a survey (questionnaire), group interview and teaching diaries. The researcher took advantage of the software Microsoft Excel to calculate and analyze the changing level of students' active learning focusing on percentages. By contrast, data from teaching diaries and some questions from the survey research were analyzed to identify the main themes and patterns;

(7) Expected outcomes: The research content aimed at students' activeness; therefore, the research carefully selected the methods to have the most completed and comprehensive view of the change in habits and the way to teach students as well. The researcher believed that the students' active learning would have a big change positively.

## 2.5. Data analysis and findings

### 2.5.1. The students' improvement in active learning through a flipped teaching method

To evaluate the improvement of students' active learning through the flipped teaching method, the researcher applied the survey (questionnaire method) during the last period of the research progress. The result of ten questions indicated a significant increase in students' learning attitudes towards activities in the classroom and outside class as well in the following table below:

Table 1: Students' active learning assessment

Type	Totally agree		Agree		Disagree		Totally disagree	
	Quantity	Ratio (%)	Quantity	Ratio (%)	Quantity	Ratio (%)	Quantity	Ratio (%)
Higher-order thinking skills	12	26	20	43	8	17	7	15
Exploration	25	53	10	21	10	21	2	4
Real world/ relevant examples	21	45	20	43	6	13	0	0
Scaffolding	10	21	23	49	7	15	7	15
Self-driven goals and objectives	43	90	4	8	1	2	0	0
Self-mediating/ control of learning	20	43	25	53	2	4	0	0
Learning's experience	14	30	27	57	5	11	1	2
Learner's representation of ideas/ concepts	19	40	25	53	3	6	0	0
Active engagement	13	28	27	57	7	15	0	0
Collaborative assessment	20	43	20	43	7	15	0	0

It can be seen that the percentage of the students getting the option “totally agree” and “agree” in the questionnaire was much higher than the number of participants getting “disagree” and “totally disagree”. Among the ten elements to assess students’ active learning, the “totally agree” column was significantly higher in exploration (about 53%), real world/ relevant examples (about 45%), self-driven goals and objectives (about 90%), collaborative assessment (about 43%) while the “agree” column is also noticeably higher, at higher-order thinking skills (about 43%), exploration (about 21%), real-world/ relevant examples (about 43%), scaffolding (about 49%), learning’s experience (about 57%), learner’s representation of ideas/ concepts (about 53%), active engagement (about 57%), and collaborative assessment (about 43%) than any of the remaining columns.

It can be seen that there were still some students ticking the “disagree” and “totally disagree” columns such as the higher-order thinking skills, exploration, real world/ relevant example, scaffolding, learning experience, active engagement, and collaborative assessment elements. However, the number of students ticking these two columns was small. Considering the difficult degree of these elements, these elements must require students to have the background knowledge surely. In addition, according to the scale of Bloom's Taxonomy, these elements belong to the two highest levels of evaluating and creating, so it is reasonable for students to tick these two columns because the application of a new flipped teaching method was implemented only during 6 weeks.

Besides, to further verify the improvement level in students’ active learning through the flipped teaching method, the researcher made a synthetic question before and after applying this method. Each student could raise their hands only once for each survey in the table below:

*Table 2: Pre-intervention quick survey*

Teacher’s question	Students’ votes							
	Strongly agree		Agree		Disagree		Strongly disagree	
	Quantity	Ratio (%)	Quantity	Ratio (%)	Quantity	Ratio (%)	Quantity	Ratio (%)
Do you become very interested in the learning classroom after hearing the teacher explain how we would be working?	12	25	21	44	14	29	0	0
Will you recommend your teacher continue this type of learning?	20	42	27	57	0	0	0	0

Comparing the two tables, in the pre-table, there were 14 students (about 29%) disagreed with continuing this flipped teaching method- not a small number while in the

post-table, no students disagreed (0%). Clearly, it is not difficult to judge that the students seemed more interested in this new way of teaching.

Therefore, it can be confirmed that most of participants really loved this flipped learning. It also can conclude that there was a significant change in students' attitude forwards to use flipped teaching method in English lesson. The more interested the students were in the lesson, the better active learning was.

To summarize, there was positive interesting in students' learning attitudes after the research progress. This suggests the effectiveness of the flipped teaching lesson plan in developing the students' active learning towards English language learning in general.

### ***2.5.2. The teacher's considerations to apply the flipped teaching method to improve the students' active learning?***

In order to identify problems facing not only the researcher but also the students when implementing the flipped teaching method, the researcher wrote teacher diaries after each lesson combined with informal observations. The diaries were written closely following the activities happened during the lessons and the data in two websites: [www.olm.vn](http://www.olm.vn) and Microsoft Team as well.

The analysis of the teacher diaries shows some dominant issues appearing in the course such as about lesson procedures, students' engagement, teachers' role and students' role, time and students' negative attitude for flipped teaching.

**Learning procedures:** All teaching diaries indicated that the researcher still followed the procedure with three stages: pre-class, in-class and post-class. In the pre-class stage, the students were given duties at home. Students watched an online lecture, reviewed online course material, read physical or digital texts, participated in an online, performed research. These activities could motivate students to participate in the lesson as the researcher noted in her teacher diary: In the in-class stage, the researcher repeated the students some new vocabularies and new structures in Videos through small games in 5-7 minutes. After that, the researcher let the students practice skill (guided or unguided by teacher), in-person, face-to-face discussion with peers, debate, presentations, station learning, lap experiments, peer assessment and review. All the contents of these activities were enlarged and improved much more than the textbook's contents. To manage students more effectively, the researcher asked some team leaders to support. There was no time to chat with friends, do private things, the students gradually concentrated on the contents that the researcher provided. As a result, the students were confident when speaking the English exercises. The students' speaking was better because the contents were prepared at home.

In the post-class stage, students were asked to rewrite their feelings after class or find out the information in groups or individually. The researcher allowed students to write their feelings without their signatures so that they could express themselves freely. Most students felt happy and excited about the activities in class. Giving some homework exercises to the students just happened when the content in that lesson was too hard or long; otherwise, students just went home to write their reflections about the in-class activities.

**Students' engagement:** Regarding the students' engagement, it means the researcher should be ready to deal with the students' motivation and attitudes. The teaching diaries showed that the students got involved in the lesson more and more actively. In the first lesson, the students seemed to concentrate on the researcher's instruction but in the second lesson, the students attended the class with low motivation and negative attitudes. From the

second lesson to the fifth lesson, the number of students who saw the video before class increased slowly. The researcher made every effort to support and remind the students to finish their tasks. Finally, from the sixth lesson, the majority of the students were accustomed to watching videos and finishing the tasks on the website [www.olm.vn](http://www.olm.vn).

**Some students went to class without watching the videos:** To solve this problem, the researchers not only found the reason why students did not do any tasks or watch videos before class but also paid attention to the density of watching videos by students on [www.olm.vn](http://www.olm.vn). In the first few days, because the researcher was not familiar with how to find videos to suit the textbook content plus many activities like uploading the videos on the Internet, and choosing the suitable exercises to upload on [www.olm.vn](http://www.olm.vn), the researcher often published videos one day before the lesson. That put pressure on both students and the researcher. The researcher changed the time to post the videos on [www.olm.vn](http://www.olm.vn) and tamped some secret words in different segments of the videos, and students were asked to provide these words in class. Therefore, the situation gradually changed in the sixth lesson. More and more students listened to the teacher carefully and did the task better. The students also showed their excitement and interest when doing the tasks and watching the videos as well. They actively discussed and practiced with their friends and enthusiastically expressed their ideas.

**Teacher's role and students' role:** With this new teaching method, the researcher was just a guide, a facilitator, an observer, and an encourager while students were the preparers and the performers. From the first lesson to the fifth lesson, the students were not used to learning following this method. Nevertheless, from the sixth lesson, the students became more and more active. They had many ideas for their activities and performed better and better.

**Time:** The lack of time to teach was improved a lot after applying this method. The researcher provided the video four days before class. The students needed to see and answer all the tasks. Therefore, they understood the content clearly, and if they did not understand they could ask the researcher to support them at anytime. Many activities were carried out in one period (45 minutes) compared to the traditional teaching method (pre-stage: 5 minutes, while- stage: 30 minutes, post-stage: 10 minutes). With the flipped model, students and the teacher worked together during the school day on these higher levels of learning: Applying-Analyzing-Evaluating- Creating while the teacher had just enough time to introduce new material to students (Remembering and Understanding levels) with the traditional Model.

However, there were two problems happening when applying this method. *First, students complained about the late delivery of videos:* Due to the pressure of finding suitable videos, composing new tasks for each lesson on [www.olm.vn](http://www.olm.vn), and a series of in-class activities, the teacher was stressed. Therefore, uploading the videos late via [www.olm.vn](http://www.olm.vn) could not be avoided. Understanding the students' problem, the teacher tried to change the time for posting videos. All of the videos were posted via [www.olm.vn](http://www.olm.vn) at least four days before class hours. Hence, students had more time to prepare the tasks carefully; *Second, students complained about the length of the videos:* At first, the teacher just concentrated on the suitable videos with the content in each lesson. The teacher did not notice that students could not arrange the time to finish all the exercises. Students complained a lot about the length of the videos. Therefore, to help students gain the main

knowledge quickly and effectively, the researcher changed the length of the videos from 20 minutes to 12 minutes.

**Students' negative attitude toward flipped teaching:** From the teacher's diaries, it was shown that at first, there were some students did not feel good with the flipped learning because they had a lot of other subjects' exercises to do while the tasks in English lesson wasted a lot of time. Without preparing the teacher's duties before class carefully, the students certainly could not follow the advanced activities in the classroom. Students' academic attitudes before- and in class was the main factor that determined whether the teaching period was successful or not. To help the students improve their bad attitude towards the English word, the teacher tried to have a quick chat with the students about what was carried out whenever possible. As a result, they became familiar with this method quickly. The attitude of students changed gradually from the negative to the positive aspect.

### ***2.5.3. Students' attitudes towards the application of the flipped teaching method to improve their active learning***

#### **2.5.3.1. Pre-intervention and post-intervention quick survey about the students' interest in flipped teaching**

For an overall assessment, the teacher offered a pre-and post-intervention quick survey to assess and verify the degree of students' interest in learning English following the new way of learning before and after applying the flipped teaching method. The table below shows the students' degree of interest in the course. In the first period of the study, the teacher introduced the application of the flipped teaching method and utilized the pre-intervention quick survey, students seemed to be indifferent and did not want to change the way of studying (14 students disagreed). However, looking at the responses for the second item (known as the post-intervention stage), the attitude of the students changed clearly. This post-intervention stage was carried out at the last period of the research course. Both aspects of pre-and post-intervention were done through a show of students' hands in the following table below:

Table 3: *The student's degree of interest in the course*

Interest in the flipped classroom	Students' interest							
	Strongly agree		Agree		Disagree		Strongly disagree	
	Quantity	Ratio (%)	Quantity	Ratio (%)	Quantity	Ratio (%)	Quantity	Ratio (%)
Preintervention Quick Survey	12	25	21	44	14	29	0	0
Postintervention Quick Survey	20	43	27	57	0	0	0	0

### 2.5.3.2. Post-intervention deep interview in measuring the students' interest in flipped learning

Not only to ensure the result in the table above exactly but also to evaluate the students' active learning clearly, an eight-group class was divided into interviews so that the teacher could have wider and deeper interviews with the current state of the class. Each group consisted of 5 or 6 students. The group interview was carried out during the last period of the research process.

#### a) The time for uploading the videos on [www.olm](http://www.olm.vn) before class

Some students would want to be in a “flipped classroom” so all of the questions were always answered before class hours. Therefore, the enough time for students to prepare was really important. The teacher always gave the video containing the main contents of each lesson to the students 3 or 4 days before class. Most of the students approved the uploading time. When the teacher suitably arranged the time for uploading videos, students did not feel stressed anymore with the English subjects. The students' discomfort and nervousness would be changed steadily into excitement, the appetite for mastering English requirements. In addition, the researcher also collected the percentages of views of watching videos through [www.olm.vn](http://www.olm.vn) to check the density of watching the videos.

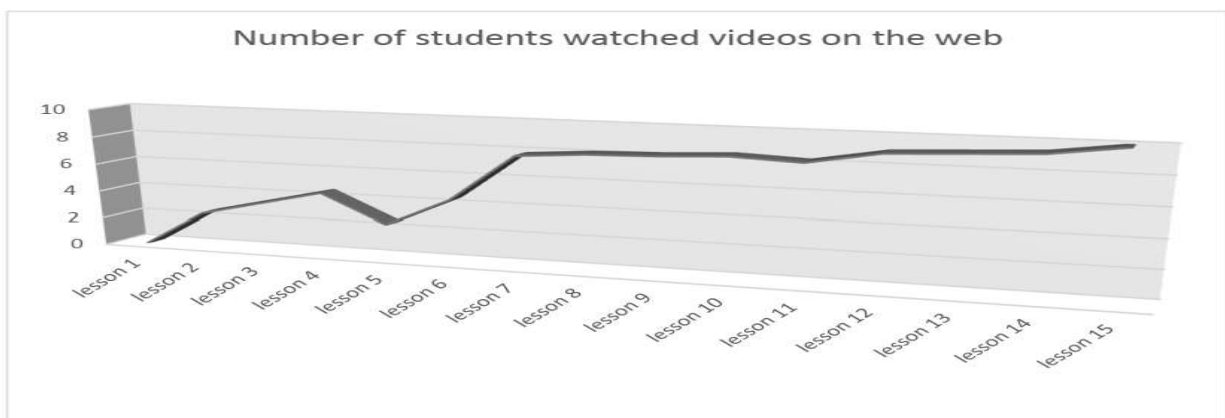


Figure 1: Number of students watched videos on the web

It was clear that the figures for students' watching videos experienced upward trends over the given lesson. From lesson 1 to lesson 5, the number of students participating in the site tended to be low. This could be explained that initially, students were not familiar with the active learning method as well as [www.olm.vn](http://www.olm.vn) as well. The researchers also received the students' reflections that the delivery time was too late, and the long videos to watch always made students afraid and tired.

From lesson 6 to lesson 15, the researcher readjusted the length of the videos to encourage the students' learning activities. As a result, the trend of watching videos and preparing the researcher's tasks increased a lot.

#### b) The length of the videos provided for the students before class

When asking this question, the researcher just aimed at reaffirming if the length of Videos was suitable for the students. During the process of implementing the flipped teaching method, the researcher perceived the students' reflections of the flipped English contents at all times. Therefore, the flipped teaching lessons had been juggled ceaselessly to keep everything in a promoting way. The more emotional the children were, the more

interested in the content they were learning. Active learning just began when students dedicated themselves to what they wanted to follow.

c) Using Videos on YouTube as the main source of learning materials

At first, students expressed an unpleasant attitude towards the researcher because the researcher was thought to be too lazy and irresponsible when using the videos directly on YouTube while students needed to spend all day and night learning and preparing the homework on the website [www.olm.vn](http://www.olm.vn). The researcher explained and chose the videos with the suitable length and contents afterward. The students who understood that the researcher's workload was extremely heavy felt sympathy for the researcher. The students knew that the researcher needed to carefully prepare all the activities in class in detail whereas still continued to have the videos and students' tasks uploaded on time, checked, and corrected students' homework completely and clearly. Obviously, the students had an interest in learning. They actively solved their problems without the support of the teacher. Following the elements of evaluating students' active learning, students gained criteria 7 (Self-reflection/ awareness), criteria 9 (self-assessment), criteria 11 (active engagement), and criteria 12 (collaborative assessment).

### 3. CONCLUSION

Active learning plays a crucial role in students' English learning. If students learn actively by themselves, it is clear that English will no longer be a barrier for students to go into the world. However, not many students are aware of the importance of learning actively. This leads the author to conduct the study that applies the flipped teaching method to improve the students' active learning of the 7th-form students at the chosen school and find effective ways to implement flipped teaching in each lesson.

To make it easy to understand, the flipped teaching method was divided into two steps: (1) What students might do at home in a flipped classroom and (2) What students might do at school in a flipped classroom. At home, students needed to watch online lectures, review online course material, read physical or digital texts, participate in online discussions (through Microsoft Team), and perform research. At school, students needed to take part in skill practice (guided or unguided by the teacher), face-to-face discussion with peers, debate, presentations, station learning, lap experiments, peer assessment, and review.

Regarding the teacher's consideration of applying the flipped teaching method to the students, the analysis of teaching diaries has suggested some ways to effectively implement the flipped teaching method. First and foremost, the teacher should conduct the lesson in three stages: pre-class, in-class, and post-class. The activities ensuring some standard features are close to the content in the textbook and attractive. Secondly, students' engagement and students' negative attitudes are also of key importance. The more interested in lessons students are, the more actively students learn. Additionally, the teachers had better pay attention to the teacher's role and the student's role and time as well. Student-centered orientation will make students more active in their learning.

### REFERENCES

1. Bachiller, P., & Badia, G. (2020), *The Flip Teaching as Tool to Improving Students' Sustainable Learning Performance in a Financial Course*. University of Zaragoza, Spain.
2. Bergmann, J., & Sam, A. (2012), *Flip your classroom: Reach every student in every class every day*. Eugene, OR: International Society for Technology in Education.
3. Nguyen Quoc Vu and Le Thi Minh Thanh (2017), Applying a digital teaching the flipped classroom model to develop creative thinking for students, *Journal of Sciences, Ho Chi Minh University of Education*, 14(1), p.16-28.

4. Tran Thi Thu Quyen. (2017), Students' perceptions of Flipped model on Facebook for Educational Purposes, *Journal of Research & Method in Education*, 2320- 7388, 7(3), p.7-14.
5. McMillan, J. (2004), *Educational Research: Fundamentals for the consumer*. (5th ed.) Boston, MA: Pearson International.
6. McNiff, J., & Whitehead, J. (2005), *Action research for teachers*. David Fulton. London.
7. Hinchey, P. H. (2008), *Action research*. Lang Publishing, Inc., New York. ISBN 978-0-8204-9527-9.
8. Nunan, D. (1992), *Language Teaching Methodology*. Prentice Hall.

### **ỨNG DỤNG PHƯƠNG PHÁP DẠY HỌC ĐẢO NGƯỢC TRONG BÀI HỌC DỰ ÁN ĐỂ NÂNG CAO VIỆC HỌC TÍCH CỰC CỦA HỌC SINH LỚP 7 TẠI TRƯỜNG TRUNG HỌC CƠ SỞ TÂY TỰU - HÀ NỘI**

**Tóm tắt:** Xã hội tri thức giúp kết nối giữa các cá nhân và cộng đồng. Khi công nghệ thông tin và truyền thông mới không chỉ tác động đối với tất cả các khía cạnh của hoạt động của đời sống con người, mà chúng ngày càng được tích hợp vào các phương pháp dạy học. Khái niệm "lớp học đảo ngược" liên quan đến việc học sinh trước tiên phải được tương tác với nội dung dạy học mới ở bên ngoài lớp học thông qua các video hoặc tài liệu, và sau đó sử dụng thời gian trên lớp cho các nhiệm vụ khó khăn hơn như giải quyết vấn đề, thảo luận hoặc tranh luận. Để thu thập dữ liệu cho câu hỏi nghiên cứu, 47 sinh viên từ Trường Trung học Cơ sở Tây Tựu ở Hà Nội đã thực hiện một nghiên cứu hành động bằng ba phương pháp: khảo sát, phỏng vấn và nhật ký giáo dục/học tập. Phân tích cho thấy, học sinh có thái độ tích cực và rất hào hứng đối với phương pháp lớp học đảo ngược. Ngoài ra, nghiên cứu đã đưa ra một số gợi ý giúp giáo viên khi thực hiện phương pháp dạy học này.

**Từ khóa:** Học tập tích cực, lớp học đảo ngược, phương pháp giảng dạy học đảo ngược, bài học dự án, trường trung học cơ sở.