

The Education Of Political Theory In The Context Of The 4.0 Industrial Revolution In Vietnam

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Abstract:

In Vietnam, educating political theory has an important position and role in contributing to the formation of a scientific worldview, human outlook, and dialectical methodology for students, which helps students form an objective and scientific view of the world, society, and people. Over 35 years of implementing the innovation process, Vietnam's education and training have achieved important results, which greatly contribute to the cause of national construction and defense. The results are expressed in the rapid development of the school system and educational scale, the development in social justice in the approach to education, the advance in the quality of education and training, the positive change in educational administration, and the rapid increase in the number of teachers and educational administrators. Besides, the material and technical foundations of the education and training system have been increased and gradually modernized. The socialization of education and the promotion of international cooperation achieve many important results. And as for educating political theory, there have also been outstanding achievements and results, making an important contribution to the country's achievements in socio-economic development and international integration.

From the philosophical approach, social philosophy, philosophy of education, through the research and analysis of documents of previous studies and other related documents, The article focuses on researching basic content related to educating political theory in the context of the current industrial revolution 4.0 in Vietnam, thereby showing the shortcomings, challenges, and solutions to improve the education of political theory in the context of the current industrial revolution 4.0 in Vietnam today. The results show that educating political theory in the industrial revolution 4.0 has had a big change in training objectives and methods. Facing the strong and multi-dimensional impact of the industrial revolution 4.0, the mission of educating political theory at educational institutions also needs opportunely updating and innovating the education of political theory methods for both teachers and learners. The shortcomings and challenges of educating political theory in the 4.0 industrial revolution are expressed in the lack of attention to the connection with society in training. The training, cultivating, regular, and opportunely updating knowledge and skills for political theory cadres and lecturers and students in the environment of industrial revolution 4.0 is still limited. The study also pointed out basic solutions to the improvement of the mission of educating political theory in the context of the industrial revolution 4.0, which is expressed in changing the lecturer's outlook, innovating the management mechanism, focusing on training programs, and implementing digital transformation.

Keywords: Education, political theory, educating political theory, quality, Vietnam.

Introduction

In Vietnam, educating political theory at universities and colleges is one of the important

tasks in the ideological work of educational institutions. Educating political theory plays a fundamental role in contributing to the formation of the scientific worldview, human

life, and dialectical methodology for students; it not only helps the students have an objective, and scientific view about the world, society, and humans, which is originally complex and diverse, always develop and change, but also, on that basis, help them recognize correctly to orient their activities, behaviors in life, in studying, and in their career after graduating from universities. In addition, to adapt to the current trend of globalization and deep economic integration, political theory education also contributes to intellectual formation and development, improves qualifications and capacity of scientific reasoning, helping students assert themselves and integrate into modern society. Besides, political theory education helps students foster and improve political bravery, moral qualities, and lifestyle. These are important factors in shaping students' personalities in the process of studying and working afterward.

The context in that the fourth industrial revolution (Industry 4.0) is blurring the gap between the real world and the virtual world through advanced technologies, innovation, and restless creativity. This revolution affected all socio-economic fields and people themselves. Educational institutions (educational institutions) have an important position, directly affecting resources, especially high-quality human resources. Educational institutions directly affect human resources, especially in the current context; human capital is the core issue for science and technology development, productivity enhancement, and income improvement, thereby affecting economic restructuring. Industry 4.0 creates opportunities as well as sets the indispensable requirements to build 4.0 education. Accordingly, education becomes an ecosystem where everyone can learn together anytime, anywhere with connected devices. The educational organizations become an individually creative product-creation ecosystem, with the individual's knowledge and capacity for innovation and creativity. In the context of those many challenges and opportunities, improving the quality and effectiveness of

political theory education is currently still an urgent issue in the era of Industry 4.0.

Basis, research methods, techniques used, research questions, and research purpose

Theoretical basis

Theoretical basis based on the basis, lines, guidelines, and policies of the Party and the State of Vietnam on education and training.

Practical basis

Practical basis based on the process of leadership, direction, and implementation of the Party and State of Vietnam and educational institutions in the teaching and research of political theory subjects.

Research Methods

The article uses dialectical and historical materialism methods in research and other specific methods: analysis, synthesis, logic, and history.

Techniques used

The article uses document analysis techniques of previous studies as well as a system of texts and documents related to educating political theory in the context of the current industrial revolution 4.0 in Vietnam.

Research questions

Question 1: What is the content of educating political theory in the context of the industrial revolution 4.0 in Vietnam today? What are the shortcomings and challenges of educating political theory in the context of the current industrial revolution 4.0 in Vietnam?

Question 2: What are the solutions to improving the mission of educating political theory in the context of the current industrial revolution 4.0 in Vietnam?

Research purposes

The purpose of the article is to analyze and clarify the basic content related to educating political theory in the current industrial revolution 4.0 in Vietnam.

Results and discussion

Political theory education in the context of the 4.0 Industrial Revolution

We all know that Industry 4.0 is based on digital technology to build a hyper-connected world and integrate smart technologies to optimize production processes and methods. The most advanced and groundbreaking technologies today are Artificial Intelligence(AI), Big Data, 3D printing technology, Self-driving cars, Advanced Robotics; Internet of Things (IoT), Nanotechnology, New Materials Technology and Sensors, Biotechnology... The achievements of Industry 4.0 have been widely applied in production and life, such as: building smart cities, smart houses, transportation systems, hospitals, smart factories, creating a connection between devices, machines, even between machines and people. Accordingly, educating political theory in Industry 4.0 also has a big change in training goals and methods, which shifts from imparting knowledge to the masses to unleashing potential and simultaneously giving creative rights for each individual. The role of the teacher will change into a new one: a designer, catalyst, mentor, and creator of the learning environment. With digitized learning content, learners will have a separate learning path, which allows learners to select suitable content for training goals. The digital learning system also provides feedback on learning performance, along with suggestions for further learning content. The scope of interaction in educating political theory in the Fourth Industrial Revolution is vast while the geographical, spatial, and temporal distances are erased. The educational environment not only takes place within the school but also extends to the global scale. Learners can actively study materials as well as interact with lecturers at any time using computers or smartphones. The development of

online learning modes helps learners save time, effort, and costs. Augmented reality/virtual reality (AR/VR) technology is widely used, helping learners experience and practice skills.

The COVID-19 pandemic has stagnated production and circulation, especially disrupting learning in both the world and Vietnam. Therefore, choosing online learning is the most appropriate and effective solution, which is a required request that is more urgent than ever. The same goes for teaching and learning political theory. From the practice of teaching and learning political theory, along with the requirement of constantly innovating and making the most use of the achievements and benefits of digital technology, the mission of educating political theory needs to actively seize the opportunity to get ahead in the online training process. Due to the existence of the Fourth Industrial Revolution and the inadequacy of traditional education of political theory, which is often interrupted by difficulties caused by external influences, the conduct of online educating political theory is an inevitable trend. It is essential to gradually consider this a mandatory requirement to meet the new demands of practice, which contributes to innovating the mode of operation, improving the quality and effectiveness of educating political theory in Vietnam's current national education system. However, the practice has also shown us that the impact of Industry 4.0 led to the trend of either the hype of the role of machines, robots, and technology without comprehending that the essence of engineering, technology is just a tool for the existence and development of human beings, or due to the conservative and stagnant thinking that is timid and afraid, not daring to learn and research new technologies, so gradually lose faith in one's ability, do not believe in the intellectual power of human beings. The impact of Industry 4.0 also led to the tendency of either being confused and fluctuating due to information disturbance in cyberspace through communication tools, social networks... or due to crowd psychology, thought of following the movement without caring to find out its nature and how it works,

thereby dealing with it and have your own choice accordingly. Therefore, the activities of educating political theory in educational institutions need to focus on consolidating trust, maintaining political-ideological stability, and strengthening public opinion orientation before new problems arise for both the subject and the object of education.

Besides, in the face of the strong and multi-dimensional impact of the Fourth Industrial Revolution on educating political theory at educational institutions, it is also necessary to opportunely update and innovate the methods of educating political theory for both teachers and learners in order to promote students' active and initiative spirit, which turns the training process into a self-training process. The method of educating political theory in Industry 4.0 can only be implemented on the basis of a combination of 4 factors: E-Learning (Online Learning) + E-Teaching (Online Teaching) + E-Management (Online Administration) + Social (Social Networking). To be more specific, E-Learning provides students/pupils with materials, tools, and a learning environment in the most intuitive way. All lessons have a live test and assessment. There is an exam at the end of the course. The entire learning process and results of learners are saved on the system. E-Teaching: In the system of teachers, you can create your courses and lectures simply and flexibly. Lectures can easily be integrated with video or audio and images. One of the main functions of the lecturers is to grade, manage and oversee their students. E-Management: Administrators have powerful administrative tools to produce specialized reports: user administration, course and resources management, records management, and students' academic results by class, by course, by faculty. Social: Social networks help connect learners with lecturers and other learners to create a more positive learning environment. In addition, it is necessary to promote scientific research activities by equipping students with research methods and necessary tools and create a favorable environment for them to actively

create new knowledge, which contributes to complement and development of the theory and improves the quality and effectiveness of educating political theory as well as training.

The shortcomings and challenges of political theory education in the context of the 4.0 Industrial Revolution.

Today's higher education institutions and colleges in Vietnam tend to concentrate on specialized training, narrow disciplines, very few schools have interdisciplinary and transdisciplinary training departments; methods of studying and teaching political theory subjects are still heavily theoretical, equipped with the knowledge, and have not paid due attention to practical skills, especially soft skills; scientific research has not been taken seriously, still, focus on theoretical research and lacks cohesion with the reality of social life, so the ability to put research results into practice is very low, universities have not yet become a hub of innovation. Many educational institutions still lack attention to the connection with society in training, which has not made the school an organic link with all social activities to form a human resources training ecosystem. The training towards creating unique creative products with individuals' knowledge and innovative capacity has not been highly regarded. Students still passively absorb the knowledge imparted by the teacher. Learners have not yet become the core of the training process.

The basis of Industry 4.0 is the combination through the corresponding software system of information technology, digital and network-connected devices, so the knowledge and skills in information and digital technology, computer-communicating languages, and foreign languages play an important role for university training institutions as well as for each student - because these are modern tools that effectively support educational activities, training in general, and political theory education in particular under the current globalization and international

integration conditions. However, in reality, regular and timely training, fostering, and updating of the above-mentioned relevant knowledge for the political theory team, lecturers, and students so that they have enough tools and means to be able to teach and learn intelligently in the Industry 4.0 environment are still limited in terms of both facilities and implementation methods. Suppose the application of information technology in political theory education mainly refers to separate programs and software. In that case, by Industry 4.0 and the digital transformation trend, these separated things must be compatible and interconnected, integrated and accessible on the same platform. This platform enables teaching, management, learning, testing, assessment, examination, student management, teaching activities, the interaction between learners and lecturers, and schools. This problem requires the development of telecommunications infrastructure to a certain extent and is closely related to each locality's level of socio-economic development in the actual implementation process. Moreover, to operate the system mentioned above, the thinking and management capacity of educational leaders and school leaders must change. They have to figure out how to capture what is possible in cyberspace, effectively harnessing technology for this purpose. They need to be equipped with the knowledge and digital thinking to master technology and understand its limits. Moreover, this matter depends greatly on contextual factors; it is an opportunity for this target group, this locality, or country, but it can be a challenge for other targets, locals, and countries. The method and process of teaching political theory do not have a common formula, requiring industry leaders to devise their strategies, solutions, and transformation roadmap without much reference from experience or practices from other industries and other countries. On the other hand, learners need to be prepared in terms of mentality, spirit, skills and be supported to ensure sufficient infrastructure and equipment to conduct online learning courses

related to political theory, which is arid and has concepts that are often highly abstract and generalizable.

The scope of interaction in education 4.0 is very large; the distances in geography, space, and time are erased. The educational environment does not only take place within the school but extends to the global scale. Learners can actively study or analyze documents and interact with lecturers at any time using computers or smartphones. Due to the "open," a multi-dimensional, rich source of materials, it is capable of helping students to make good use of the resources, but creating difficulties for students in choosing materials when studying. There are many unofficial and uncensored sources on the internet, so it will be difficult for students to identify correct and scientific documents that have been censored before using them.

In the past period, the teaching and learning of political theory subjects in the national education system of Vietnam have achieved certain results. The process of reforming program content, curricula, teaching methods, ... has been carried out step by step, affirming that the innovation policy is correct. However, besides the achieved results, the reality over the past time has shown that the teaching and learning of political theory subjects in the national education system still have limitations, shortcomings, and inadequacies that need remedying. Especially the teaching method in many places is still rigid and academic, has not created real interest for learners. Active teaching and learning methods, promoting self-taught and self-study of students and learners; the use of information technology in teaching and learning has not been actually and strongly promoted result in the lack of effectiveness. Political theory education has not joined the online learning process, depends on traditional teaching and learning methods, and is still limited in creating and operating online political theory education, set in Industry 4.0.

Some basic solutions to improve political theory education in the context of the 4.0 Industrial Revolution

First, change the teacher's perception.

The proactive and confident attitude will drive teachers to effectively welcome Industry 4.0 to apply its achievements in teaching activities. The role of the traditional teachers is changing, from the knowledge transmitters, to now, the teachers are the organizers and guides for students to receive knowledge; therefore, improving professional capacity, foreign languages, skills in using information technology and modern teaching methods are important requirements for current political theory teachers. New requirements in education in the integration period expect teachers to be very enthusiastic and passionate about pedagogy to have a strong internal force, always creating, innovating at work, forming many ideas, and turning them into practical activities. Thereby, teachers need to be active in creating and innovating their teaching methods of the subject. It is necessary to apply modern teaching gradually and learning methods, utilize science, technology, and modern techniques in teaching. In the process of participating in teaching political theory subjects, teachers need to actively combine traditional methods (presentation, conversation, practice ...) with new methods (analysis, criticism, problem-solving, situations, action-oriented teaching, group exchange, ...). At the same time, apply methods associated with modern technology such as E-learning, educational methods integrating Science, Technology, Engineering, and Mathematics (STEM education), methods to simulate, digitize lectures... To do so, educational institutions need to: Improve the role of teachers so that when changing training methods, the role of lecturers also changes drastically. The role of the teachers should continue to shift from that of a teacher to one who designs, mentors, coaches, and creates the learning environment. Improving the teachers and administrators' quality by means of training on the modern technology used for teaching and

management in applying advanced techniques, online forms, promoting work of scientific researches, improving foreign language skills... Strengthening international cooperation and integration in training and scientific research. Investing in the development of modern e-libraries. With the application of technological achievements, learners can access the school's library for self-study and self-research anywhere.

Second, reform the management mechanism.

Educational institutions need to identify long-term and short-term strategies to adapt to the changes and impacts of Industry 4.0 actively. Focusing on improving the capacity of state management and university administration, planning the educational institutions' network, ensuring financial sustainability, and enhancing transparency. Creating consensus among levels, ministries, training institutions, and related parties in higher education. Focusing on reviewing and amending regulations on the university council's responsibility for the role in university governance; guiding and strengthening oversight of the educational institutions' accountability; having mechanisms and policies to create favorable conditions and environment, creating a legal framework for the relationship between educational institutions, including higher education institutions, and enterprises. In addition, it is necessary to have specific plans in each subject, apply and pilot step-by-step modern teaching activities, from which drawing experience to expand the innovation in teaching methods for the other subjects. This activity should be carried out step by step, avoiding haste and subjectivity that can lead to poor effectiveness in teaching. Besides, in addition to investing in modern equipment, teaching facilities, information technology infrastructure to create a shared, synchronous ecosystem, having a plan to foster and improve the capacity of foreign languages, information technology application for teachers are also urgent tasks in response to the current

requirements of educational innovation and global integration.

Third, focus on training programs.

Industry 4.0 has created great pressure in training activities for educational institutions, from developing training programs, updating program content to training skills for learners to meet requirements. The training program should specify the output standards, general qualities, and professional competence; It is necessary to quickly innovate from the enrollment stage to the evaluation and education quality accreditation stage, especially the assessment of graduates. Training objectives must be towards the graduates with the ability to think, create, innovate, analyze and synthesize information, and work independently and make decisions based on analysis data. The school must be a place to guide thinking and motivate students to start up, connect with the market and businesses. For political theory education, to achieve the above goal, institutions need to carry out specific solutions on training programs related to Diversified content and ways of approaches to serve all student learning needs. Regularly review and renew training programs, combining Theory with practice. The training program is evaluated and improved frequently, creating maximum conditions for learners to exercise, practice, get acquainted with, and grasp the advances of science and technology in the field of training, helping them implement the motto "lifelong learning." Enhance the amount of applicability and practical knowledge associated with the specific conditions of the major regarding training and learning programs of prestigious educational institutions in countries around the world. Encourage the scientific research activities of students in the university and show their pioneering role in carrying out scientific and technological research. Focus on internal quality assurance system, conduct accreditation of training programs. Putting the training quality factor as the basic and top goal of the school in the process of operation and development.

Fourth, perform the digital transformation.

The COVID-19 pandemic has had an unprecedented impact and posed many challenges. Still, they are also, in general, opportunities to educate learners, including educating at universities and colleges, being proactive and active in applying new technologies, and implementing digital transformation extensively and comprehensively. Digital transformation must ensure four factors: empowering lecturers, interacting with students, organizational optimization, and method innovation. Digital transformation in educational institutions occurs in all three stages, including planning, independently formulating strategies, implementing innovations, and monitoring the impact of technology deployment.

Digital transformation in educating political Theory at educational institutions under the impact of Industry 4.0. In the immediate future, we can focus on: the application of digital transformation to serve education aimed at each audience (Personalization); Digital transformation app for a homework assignment and self-assessment, as well as checking the student's preparation before class; Expanding mass open online courses (MOOCs) for students and those in need, so that digital education can be accessed more quickly, and digital skills training is also enhanced; Developing an educational model that integrates science - technology - engineering into training programs and vocational training and coaching for teachers and learners on skills in the digital technology environment.

Currently, there are free and effective online learning software such as Zoom Cloud Meeting, Google Classroom, Skype, Microsoft Teams, eLMS Mona, TrueConf, Google Hangout, Vsee. There are also many tools for digital transformation such as Skype video conferencing tool, GoToMeeting, Blue jeans; the OneNote application; Stream; Reader

Analytics app; Tflat dictionary; App supports drawing mindmaps (Mindnode, Simplemind); Wolfram Alpha online service; Power BI tools and Learning Management Systems: Blackboard, WebCT, Desire2Learn, ANGEL, Sakai, Moodle... Educational institutions can research to apply new technologies and use multi-purpose tools such as computers, projectors, electronic lectures, smart boards, electronic textbooks, especially teaching software. Accordingly, organizing classes, giving assignments, limiting time, checking lessons, providing documents, receiving feedback, adjusting student activities... are all manipulated on the computer. Above all, this work needs to be based on the national technology foundation and the unity in all educational institutions.

Conclusion

The COVID-19 pandemic has caused disturbances, greatly affecting society and people's lives, and the field of education and training. According to a UNESCO report, the implementation of lockdown and travel restrictions in more than 190 countries has affected, to some extent, most pupils, students, and teachers around the world. The longer schools are closed, the greater the risk that children lose their future opportunities. In the context of lockdown and social distancing measures implemented to respond to the spreading wave of the COVID-19 pandemic, the chosen solution for teaching and learning is a remote and online approach, and strongly applying information technology is the most appropriate and effective solution. The essence of Industry 4.0 is applying technology, data science, and artificial intelligence for production and human life. Industry 4.0 brings about many favorable conditions, helps people discover new knowledge, and improves the scale and quality of the economy, especially in production. Still, it also poses many challenges, along with opportunities, which forces employees and strategic planners to adjust accordingly. In that impact, modern education, especially higher education, is most affected.

From the practice of teaching and learning political Theory, along with the requirement of constantly innovating and making the most use of the achievements and benefits of digital technology, the mission of educating political Theory needs to actively seize the opportunity to get ahead in the online training process. Due to the existence of the Fourth Industrial Revolution and the inadequacy of traditional education of political Theory, which is often interrupted by difficulties caused by external influences, the conduct of the mission of online educating political Theory is an inevitable and objective trend in today's contemporary society.

This study was carried out to analyze and clarify the basic content related to educating political Theory in the context of the current industrial revolution 4.0 in Vietnam, thereby showing the shortcomings, challenges, and solutions to improve the mission of educating political Theory in the context of the current industrial revolution 4.0 in Vietnam today. The results show that educating political Theory in the context of the industrial revolution 4.0 has had a big change in training objectives and methods, which shifts from imparting knowledge to the masses to unleashing potential and simultaneously giving creative rights for each individual. Facing the strong and multi-dimensional impact of the industrial revolution 4.0, the mission of educating political Theory at educational institutions also needs opportunely updating and innovating the education of political theory methods for both teachers and learners to promote students' active and initiative spirit, which turns the training process into a self-training process. The shortcomings and challenges of educating political Theory in the 4.0 industrial revolution are expressed in the lack of attention to the connection with society in training. The training, cultivating, regular, and opportunely updating knowledge and skills for political theory cadres and lecturers and students so that they have enough tools and means to be able to teach and study intelligently in the Industry 4.0 environment in the environment of industrial revolution 4.0 is still limited in terms of facilities and implementation

methods. The study also pointed out basic solutions to the improvement of the mission of educating political Theory in the context of the industrial revolution 4.0, which is expressed in changing the lecturer's outlook, innovating the management mechanism, focusing on training programs, and implementing digital transformation. The study's limitation is that it has not shown and clarified the factors affecting the mission of educating political Theory in the current Industry 4.0 in Vietnam.

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