

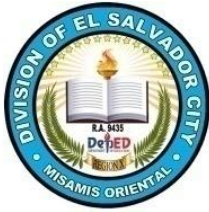
# DIGITAL MEDIA AS TOOL FOR SOCIAL EMOTIONAL LEARNING OPPORTUNITIES (PROJECT DIGI- SEL)

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# **ACTION RESEARCH**

## **FINAL PAPER**

**on**

**DIGITAL MEDIA as TOOL for SOCIAL EMOTIONAL LEARNING**

**OPPORTUNITIES (Project Digi-SEL)**

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## **Abstract**

This action research is about an intervention program addressing the least mastered skills in Edukasyon sa Pagpapakatao (EsP) through the production of digital media covering “concern for others”. The videos followed the concepts of social emotional learning (SEL) opportunities. These SEL opportunities include self-awareness, self-management, social awareness, relationship skills and responsible decision-making. Ten (10) digital social emotional learning (digiSEL) videos were used for the intervention. These videos were especially designed following the pre-identified least mastered learning competencies in EsP as a result of the national survey of EsP least mastered skills for SY 2018-2019 conducted by the Bureau of Learning and Delivery of the Department of Education. The study dealt on the following research questions: 1) What are the least mastered learning competencies in Edukasyon sa Pagpapakatao across all grade levels that include the value concern for others?; 2) What are the different digital media instructional materials that address the identified least mastered learning competencies?; 3) What are the different digital media instructional materials on concern for others in terms of the following socio-emotional learning components: 3.1) self-awareness; 3.2) self-management; 3.3) social awareness; 3.4) relationship skills; 3.5) responsible decision-making?; 4) What is the level of socio-emotional learning opportunities per component that were integrated in the videos according to the teacher-respondents?; 5) What is the status of information, media and technology or the use of digital media among the schools of El Salvador City?; and, 6) What is the impact of the digiSEL videos on concern for others to the following: 6.1) teachers; 6.) students? There were twenty eight (28) teachers and one hundred forty one (141) learners who were considered as respondents in the study. The study used purposive sampling. Research instruments were designed by the researcher and answers were generated online through google forms. The results and findings of the study include the following: Only least mastered learning competencies on “concern for others” were considered in the study. Four (4) of these competencies were taken from Grade 1, three (3) from Grade 2, two (2) from Grade 3, two (2) from Grade 4 and one (1) from Grade 5. There were ten (10) digiSEL videos that were produced by the teacher-video experts from El Salvador City division. These videos were used as intervention to address the lack of concern for others among the learners of El Salvador City. Social emotional learning (SEL) categories were also identified for each video. Among the SEL categories, self-awareness (86.62%) was the favorite theme of the video producers. This is then followed by responsible-decision-making (80.77%). The lowest category is self-management (65.38%). To determine the status of information, media and technology, teacher-respondents were asked about the percentage of ICT integration in their teaching-learning process considering the printed modular learning modality. The use of digital media in El Salvador City is about 80-99 percent as confirmed by the 46 percent teachers included in the study. Among the digital instructional materials, teachers preferred radio-based

instruction (81%). Their less preferences were on self-made video (23%) and self-made audios (27%). This means that most of them preferred readily made and validated radio-based instruction materials.

The intervention through digiSEL videos provided impact among teachers and learners of El Salvador City. Most teachers evaluated the videos as excellent (57.7%). They have seen the importance of the videos in integrating “concern for others”. All teachers (100%) also believed that there is a problem on “concern for others” among the learners. Majority of them (85.70%) considered that digiSEL videos are effective intervention for the integration of the value “concern for others”.

For the one hundred forty one (141) learners who participated in the study, 62 percent perceived that there is a problem on concern for others nowadays while 38 percent did not see that the problem exist. Majority of these learners (97.9%) considered that digiSEL videos contribute to the improvement of their concern for others.

Learners who have seen the impact of digiSEL videos to their cultivation of concern for others believed that viewing the videos served as information drive (47.5%), opportunities to showcase other values relating to concern for others (21.3%), wake up call for everybody on the importance of concern for others (21.3%) and as a means to improve the society (9.92%).

In terms of learners’ reasons why they need to value concern for others, 41 percent considered concern for others as a responsibility, 40 percent believed that it is for the good of the community while 19 percent considered it for their self-interest.

With the impact of digiSEL videos among teachers and learners, it can be concluded that viewing of these videos is a good intervention to address the gap of least mastered skills in Edukasyon sa Pagpapakatao, particularly on concern for others.

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## **I. Context and Rationale**

Edukasyon sa Pagpapakatao (EsP) is one of the subjects offered in the K to 12 curriculum. The subject offering starts from Grade 1 up to Grade 10 level. In the conceptual framework of EsP, the main goal of teaching the subject is to help learners decide and act responsibly for the common good. Topics offered range from knowing one's self, to concern for others, social responsibility in the community and relationship with a supreme being or God. These topics are concretely translated into learning competencies. To quantify whether learners achieve learning in EsP, these learning competencies are dealt with through assessment tool.

In the recent national result of the least mastered skills in EsP, it can be gleaned that learning competencies pertaining to concern for others were not achieved by learners in School Year 2018-2019. This means that concepts and application about concern for others has not been given priority.

Data revealed that learning competencies about concern for others were present across all grade levels. However, learning competencies about concern for others were least mastered.

Second in rank in terms of least mastered skills deals with concepts and application on information, media and technology. This means that learners are not exposed to lessons on information, media and technology.

This study will focus more on addressing the gap on the least mastered skills in EsP learning competencies which is on "concern for others". With this gap,



the researcher came up with an intervention to address the problem. The intervention thought is an instructional material through short video production showing concern for others which were made accessible to the teachers as well as to the learners through online as well as offline viewing. When this study was first conceptualized, the intervention was designed for a face-to-face interaction. However, due to the health protocols set by the inter-agency task force (IATF) and the Department of Health (DOH) as well as the mandate of the Department of Education through its Basic Education Learning Continuity Plan (BE-LCP), face to face was no longer allowed. Thus viewing of the videos on concern for others was made through social media specifically through facebook and youtube.

Based on researches and studies, the nearest concept to address the gap on concern for others can be gleaned from the concept about social emotional learning. This concept can be coupled with digital media as a tool for it to be interesting and acceptable among learners in the present generation.

Social and emotional learning (SEL) is a process of integrating thinking, feeling and behaving in order to become aware of the self and of others, make responsible decisions and manage one's own behavior and those of others. Activities to be used for intervention will be in a form of a digital media which will be especially designed to achieve this process.

Edukasyon sa Pagpapakatao (EsP) is one of the subjects in the K to 12 curriculum. The development of the lessons in EsP is guided by the learning competencies required by the Department of Education. The approach in teaching

the subject is experiential and assessment must be near to the lived experiences of the learners. The integration of social emotional learning activities through digital media in the teaching learning process of EsP ensures real hands-on experience that leads to the practice of values of our learners.

The result of this study aims to gauge whether social emotional learning activities through digital media are effective measures as intervention in the teaching learning process in EsP especially in the inculcation of the value concern for others.

## **II. Review of Related Literature**

A lot of studies have been conducted about social emotional learning as well as digital media. However, few studies were conducted on the integration of both in order to serve as an intervention in addressing improvement of the teaching learning process.

Social and emotional learning (SEL) is a “process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions” (Rimm-Kaufman, 2015).

Social and emotional learning (SEL) can best be understood through its five (5) core competencies or skills, namely: self-awareness, self-management, social awareness, relationship skills and responsible decision-making. These five (5) competencies reflect intrapersonal and interpersonal skills while social awareness

and relationship skills are interpersonal skills. On the other hand, responsible decision-making is both intrapersonal and interpersonal skill for it involves both and individual and social process.

Self-awareness deals more on accurate recognition of one's emotions and thoughts and their influence on behavior. It includes assessing one's strengths and limitations with accuracy and possessing a well grounded sense of confidence and optimism.

Self-management is effectively regulating one's emotions, thoughts and behavior given the different and varied situation. It includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving goals.

Social awareness is the ability to empathize or to take the perspective of others who have diverse backgrounds and cultures and share with what they feel. It includes understanding social and ethical norms of behavior and recognizing family, school and community resources and supports.

Relationship skills involve establishing and maintaining healthy and rewarding relationships with diverse individuals and groups. It includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.

Responsible decision-making is making constructive and respectful choices about personal behavior and social interactions. These choices are based on

ethical standards, safety concerns, social norms, realistic evaluation of consequences of actions and the well-being of self and others.

Social-emotional development is important in relation to cognitive development. It begins very early in life. One way of ensuring this development in the present days is through considering digital media. Nowadays, children are actively engage with online games, tablet, and phone applications, and yet little is known about the educational affordance of these resources for the development of children's social-emotional skills. (Nikolayev, 2016)

There are also a lot of studies conducted that have seen the integration of social and emotional learning activities. One of these studies integrated SEL activities to address bullying and other related issues and concerns in school. In the book entitled "Theory Into Practice", an article written by Smith and Low (2013) revealed the role of social and emotional learning in bullying prevention efforts. According to the authors, SEL is an effective component in comprehensive bullying prevention interventions. In the study they conducted, SEL programs have shown improvement of student skills, reduction of problem behaviors, and increase in academic achievement. Specifically, the skills taught in SEL helped orient youth toward more prosocial peer interaction and interpersonal problem and provide students with strategies for coping effectively with peer challenges. Through assertiveness and emotion management skills, students are empowered to respond more effectively if they are bullied. These skills also help bystanders to act and discourage bullying by reporting to adults, supporting victims, or

intervening directly in bullying incidents. However, the authors emphasized that SEL programs should not be taken as a stand-alone solution to the problem. SEL skills are more effective to help reduce bullying when they are integrated into comprehensive multi-component program such as classroom-based SEL instruction, multiple evidence-based SEL curriculum and adult responsiveness to peer victimization.

In the study conducted by Durlak, et al. (2011) on 213 school-based SEL programs involving 270,034 students ranging from kindergarten to high school, it was revealed that SEL programs yielded significant positive effects on targeted social-emotional competencies and attitudes about self, others and school. These programs also enhance students' behavioral adjustment such as increased pro-social behaviors, improved academic performance on achievement tests and grades and reduced conduct and internalizing problems.

In the Philippines, social emotional learning components have been mentioned in the implementing rules and regulations of Republic Act 10627 also known as anti-bullying act. As stipulated in the said rule, prevention program under classroom-level initiative also gives its focus on “building a positive sense of self and interpersonal relationships through the development of self-awareness and self-management, interpersonal skills and empathy, and responsible decision-making and problem-solving. This means that social and emotional learning is seen by the rule as an effective preventive measure in addressing bullying. (Implementing Rules and Regulations of RA 10627, 2013)

As presented in the above concepts, the social emotional learning process is an effective intervention leading to concern for others, to address bullying issues and other related behavioral problems inside the classroom.

However, the challenge nowadays is to present emotional learning opportunities to learners in such a way that it appears to their tastes and can easily be embraced by the millennial. Teaching strategies to deliver important concepts must also upgrade and update in order to fit the demands of the time. Nowadays, the use of digital media, including interactive and social media has been the trend of the kind of learners teachers are exposed to. Chassiakos, et al (2016) stated that the use of digital media among today's children and adolescents has grown and research evidence suggests that some of the benefits identified from the use of digital and social media include early learning, exposure to new ideas and knowledge, increased opportunities for social contact and support, and new opportunities to access health promotion messages and information. Plowman (2012) also believed that children need to become competent users of digital media to avoid disadvantage and marginalization.

### **III. Innovation, Intervention or Strategy**

Based on the result of the least mastered skills in Edukasyon sa Pagpapakatao (EsP) revealing that there is a need to focus on the learning competencies on concern for others as well as on application of information, media and technology, the intervention being thought of is the production of instructional

materials showcasing concern for others through digital media. The videos on concern for others are anchored on the components of socio-emotional learning which cover self-awareness, self-management, social awareness, relationship skills and responsible decision-making. These socio-emotional learning components set the boundary on how the digital media through videos on concern for others must be developed. Based on researches and related studies mentioned above, socio-emotional learning materials are good interventions to address issues on lack of concern for others.

#### **IV. Research Questions**

This study aimed to integrate social and emotional learning (SEL) activities in the curriculum, particularly in Education sa Pagpapakatao specifically on learning competencies addressing the value of concern for others. Furthermore, this study looked into the effects of these SEL activities using digital media as a tool in its delivery.

The following questions that were considered in this study:

1. What are the least mastered learning competencies in Edukasyon sa Pagpapakatao across all grade levels that include the value concern for others?
2. What are the different digital media instructional materials that address the identified least mastered learning competencies?

3. What are the different digital media instructional materials on concern for others in terms of the following socio-emotional learning components:
  - 3.1 self-awareness;
  - 3.2 self-management
  - 3.3 social awareness
  - 3.4 relationship skills
  - 3.5 responsible decision-making?
4. What is the level of socio-emotional learning opportunities per component that were integrated in the videos according to the teacher-respondents?
5. What is the status of information, media and technology or the use of digital media among the schools of El Salvador City?
6. What is the impact of the digiSEL videos on concern for others to the following:
  - 6.1. teachers;
  - 6.2 students?

## **V. Scope and Limitation**

The study was limited to the schools of the Division of El Salvador City. Twenty eight (28) teacher-advisers and one hundred forty one (141) learners were identified as respondents in the study. The integration of digi-SEL activities was done by the class advisers and teachers of Edukasyon sa Pagpapakatao especially on the learning competencies about concern for others.



Due to the health protocols of the inter-agency task force (IATF) and the Department of Health (DOH), the orientation of Project DigiSEL was done virtually. Ten (10) teacher-experts were identified by the researcher based on the recommendations of their schools heads to develop videos on concern for others. The least mastered learning competencies about concern for others were pre-identified prior to the development of the said videos.

The videos were uploaded in the facebook account accessed by the teachers and the learners.

## **VI. Methodology**

### **A. Sampling**

This study used purposive sampling. A sample of teachers both in the elementary and secondary levels of El Salvador City were considered in the study. The assistance of the video producers were tapped in identifying teachers who were requested to view the videos they had produced. Twenty eight (28) teacher-respondents and one hundred forty one (141) learner-respondents were included in the study.

### **B. Data Collection**

Data on least mastered skills about concern for others were taken from the national result of least mastered skills in EsP for SY 2018-2019. This is to generate learning competencies that were identified as least mastered skills. The development of digiSEL instructional video materials were based on these competencies.

### **C. Ethical Issues**

Consent of teachers and learners who were participants of the data collection were considered and assured that their responses were treated with utmost confidentiality.

### **D. Data Analysis**

Due to the pandemic and with the mandate of the Basic Education Learning Continuity Plan (BE-LCP) which does not allow face-to-face interaction among respondents, analysis of data were generated from the respondents through google form designed by the researcher. This is to gauge whether there is the impact of digiSEL instructional video materials on the teaching-learning process.

## **VII. Results/Findings**

The following are the results and findings gathered in the conduct of the action research. Results and findings were presented according to the research questions.

### **Research Question 1:**

**What are the least mastered learning competencies in Edukasyon sa Pagpapakatao across all grade levels that include the value concern for others?**

Table 1 showed the least mastered learning competencies in Edukasyon sa Pagpapakatao (EsP) across all grade levels that include the value concern for others. These learning competencies were also identified as least mastered skills

*Table 1. List of Least Mastered Learning Competencies in Edukasyon sa Pagpapakatao across all Grade Levels covering Concern for Others*

<b>Grade Level</b>	<b>Learning Competencies</b>	<b>Topic</b>	<b>Quarter</b>
1	Nakagagamit ng mga bagay na patapon ngunit maaari pang pakinabangan	Aralin 9 Magresiklo, Dapat Alam Ko!	Q3
1	Nakatutukoy ng mga kilos at gawain na nagpapakita ng pagmamahal at pagmamalasakit sa mga kasapi ng pamilya	Aralin 9 Pagmamahal at pagmamalasakit sa Kasapi ng Pamilya, Ipadarama Ko!	Q1
1	Nakapagpapakita ng paggalang sa paniniwala ng kapuwa	Aralin 4 Paniniwala Mo, Igagalang Ko	Q4
1	Nakapagpapahayag na tungo sa pagkakaisa ang pagsasama-sama ng pamilya	Aralin 8 Sama-sama at May Pagkakaisa ang Pamilya Ko	Q1
2	Nakatutukoy ng mga kilos at gawaing nagpapakita ng pagmamalasakit sa mga kasapi ng paaralan at pamayanan	Aralin 8 Malasakit Mo, Natutukoy at Nararamdaman Ko!	Q2
2	Nakapagpapakita ng pagmamalasakit sa kasapi ng paaralan at pamayanan sa ibat ibang paraan	Aralin 9 Pagmamahal Ko, Pinapakita at Ginagawa Ko!	Q2

2	Nakikibahagi sa anumang programa ng paaralan at pamayanan na makatutulong sa pagpapanatili ng kalinisan at kaayusan sa pamayanan at bansa	Aralin 8  Kalinisan at Kaayusan sa Pamayanan, Pananagutan Ko!	Q3
3	Nakapagpapanatili ng ligtas na pamayanan sa pamamagitan ng pagiging handa sa sakuna o kalamidad	Aralin 9  Laging Handa	Q3
3	Nakasusunod sa mga pamantayan/tuntunin ng mag-anak	Aralin 9  Ang Simula!	Q1
4	Nakapagpapakita ng paggalang sa iba sa pamamagitan ng pagpapanatili ng tahimik, malinis at kaaya-ayang kapaligiran bilang paraan ng pakikipagkapuwatao	Aralin 9  Kaaya-ayang Kapaligiran: Sa Sarili at Kapuwa	Q2
4	Nakapagbabahagi ng sariling karanasan o makabuluhang pangyayaring nagpapakita ng pang-unawa sa kalagayan/pangangailangan ng kapuwa	Aralin 4  Damdamin Mo, Nauunawaan Ko	Q2
5	Nakapagpapakita nang tunay na pagmamahal sa kapuwa	Aralin 24  Isinasaalang-alang Ko ang Kapuwa Ko	Q4

in the national survey conducted by the Bureau of Learning Delivery in EsP for School Year 2018-2019.

Among the grade levels included in the identification of least mastered learning competencies in EsP, it is in Grade 1 level that four (4) of these

competencies are least mastered. One can gleaned that these competencies range from recycling of materials that can still be used, love and concern for family members, respect on the belief of others, and love and unity in the family. These competencies cover concern for others. The importance of doing recycling leads to turning waste materials that can still be used into something usable. This also impacts concern for others in such a way that cleanliness and orderliness of the environment is taken into consideration, thus other people will also benefit from it.

Furthermore, love and concern for family members, respect for the beliefs of others as well as love and unity in the family are direct manifestations of concern for others.

For Grade 2 level, the least mastered learning competencies were focused more on identifying as well as showing concern for members of the school and the community. Competency on taking part on the care for the environment was also identified as least mastered.

For Grade 3 level, two (2) least mastered learning competencies covered being prepared for any emergency or disaster. It also included following rules and regulations in the family. The first competency on preparedness for any disaster is a manifestation of concern for others. If one warns someone and gives someone concrete ways to avoid disaster such as fire, earthquake or flood, one shows concern for others. On the other hand, following the standard rules set in the family, it would make each family member be responsible in the role each has to play.

For Grade 4 level, there are also two (2) least mastered learning competencies. Both competencies also touched on concern for others. First is on showing respect to others by maintaining a peaceful, clean and orderly environment. Second is on sharing one's experiences and situations that show understanding the needs of others.

Among all grade levels identified with least mastered competencies, only one (1) is focused on concern for others for Grade 5 level, and that is showing true love for others.

Other grade levels have also its least mastered competencies. However, for the focus of the research study, it only included least mastered skills that manifest concern for others.

#### **Research Question 2:**

**What are the different digital media instructional materials that address the identified least mastered learning competencies?**

Table 2 showed the different digital media instructional materials that address the identified least mastered learning competencies. These materials are all focused on concern for others.

*Table 2. Digital Media Instructional Video Materials that Matched the Least Mastered Learning Competencies*

<b>Grade Level</b>	<b>Learning Competencies</b>	<b>Digital Media Instructional Video Materials</b>	<b>Video Link</b>
1	Nakagagamit ng mga bagay na patapon ngunit maaari pang pakinabangan	Segregasyon ng Basura  (Video Producer: Ryan Junayon)	<a href="https://drive.google.com/file/d/16ry0vMxb8jVEoE2VfsSJkAfW5kMYuJR/view?usp=sharing">https://drive.google.com/file/d/16ry0vMxb8jVEoE2VfsSJkAfW5kMYuJR/view?usp=sharing</a>
1	Nakatutukoy ng mga kilos at 22awain na nagpapakita ng pagmamahal at pagmamalasakit sa mga kasapi ng pamilya	Pamilya Solana  (Video Producer: Kimberly Baspin)   Love @ 13  (Video Producer: Phoebe Pacut)	<a href="https://drive.google.com/file/d/1iTxI5_SMVwLMrS7WWqCPd08wxGA6ltzk/view?usp=sharing">https://drive.google.com/file/d/1iTxI5_SMVwLMrS7WWqCPd08wxGA6ltzk/view?usp=sharing</a>   <a href="https://drive.google.com/file/d/1WrpVfcHDe0eAKGWi6Y3i3B8g-wfhf2-0/view?usp=sharing">https://drive.google.com/file/d/1WrpVfcHDe0eAKGWi6Y3i3B8g-wfhf2-0/view?usp=sharing</a>
1	Nakapagpapakita ng paggalang sa paniniwala ng kapuwa	Pagkakaisa sa Pagkakaiba  (Video Producer: Liberty Taneo)	<a href="https://drive.google.com/file/d/1CwVAqLZgOG5u6PS5GgJnjinCP9W40wJ4/view?usp=sharing">https://drive.google.com/file/d/1CwVAqLZgOG5u6PS5GgJnjinCP9W40wJ4/view?usp=sharing</a>
1	Nakapagpapahayag na tungo sa pagkakaisa ang pagsasama-sama ng pamilya	Pamilya Solana  (Video Producer: Kimberly Baspin)	<a href="https://drive.google.com/file/d/1iTxI5_SMVwLMrS7WWqCPd08wxGA6ltzk/view?usp=sharing">https://drive.google.com/file/d/1iTxI5_SMVwLMrS7WWqCPd08wxGA6ltzk/view?usp=sharing</a>
2	Nakatutukoy ng mga kilos at gawaing nagpapakita ng pagmamalasakit sa mga kasapi ng paaralan at pamayanan	Kusa at Disiplina  (Video Producer: John Alfred Bajuyo)	<a href="https://drive.google.com/file/d/1a7nRffMPHNmn7XF3gg9qL1Av8uuHR8Lv/view?usp=sharing">https://drive.google.com/file/d/1a7nRffMPHNmn7XF3gg9qL1Av8uuHR8Lv/view?usp=sharing</a>

2	Nakapagpapakita ng pagmamalasakit sa kasapi ng paaralan at pamayanan sa ibat ibang paraan	Kusa at Disiplina (Video Producer: John Alfred Bajuyo)	<a href="https://drive.google.com/file/d/1a7nRffMPHNmn7XF3gg9qL1Av8uuHR8Lv/view?usp=sharing">https://drive.google.com/file/d/1a7nRffMPHNmn7XF3gg9qL1Av8uuHR8Lv/view?usp=sharing</a>
2	Nakikibahagi sa anumang programa ng paaralan at pamayanan na makatutulong sa pagpapanatili ng kalinisan at kaayusan sa pamayanan at bansa	Kusa at Disiplina (Video Producer: John Alfred Bajuyo)	<a href="https://drive.google.com/file/d/1a7nRffMPHNmn7XF3gg9qL1Av8uuHR8Lv/view?usp=sharing">https://drive.google.com/file/d/1a7nRffMPHNmn7XF3gg9qL1Av8uuHR8Lv/view?usp=sharing</a>
3	Nakapagpapanatili ng ligtas na pamayanan sa pamamagitan ng pagiging handa sa sakuna o kalamidad	Sunog/Lindol/Bagyo (Video Producer: James Saldares)	<a href="https://drive.google.com/file/d/1UsLZu1ypC8i34eJrD54UceNH3ODVLd9i/view?usp=sharing">https://drive.google.com/file/d/1UsLZu1ypC8i34eJrD54UceNH3ODVLd9i/view?usp=sharing</a>  <a href="https://drive.google.com/file/d/1-9UYANmX6Yqvsxh3GvsfPoBRYMYftYs8/view?usp=sharing">https://drive.google.com/file/d/1-9UYANmX6Yqvsxh3GvsfPoBRYMYftYs8/view?usp=sharing</a>  <a href="https://drive.google.com/file/d/1uGISbbIzQ88WaN-BHBPg-cF7x_pEG_w0/view?usp=sharing">https://drive.google.com/file/d/1uGISbbIzQ88WaN-BHBPg-cF7x_pEG_w0/view?usp=sharing</a>



3	Nakasusunod sa mga pamantayan/tuntunan ng mag-anak	Tagubilin ni Nanay: Mga Kaugaliang Pilipino (Video Producer: Milyn Madrigal)	<a href="https://drive.google.com/file/d/1kZh8dW0ohKAdrGyhpyeHvgpQCQCukDul/view?usp=sharing">https://drive.google.com/file/d/1kZh8dW0ohKAdrGyhpyeHvgpQCQCukDul/view?usp=sharing</a>
4	Nakapagpapakita ng paggalang sa iba sa pamamagitan ng pagpapanatili ng tahimik, malinis at kaaya-ayang kapaligiran bilang paraan ng pakikipagkapuwatao	Segregasyon ng Basura (Video Producer: Ryan Junayon)  Kusa at Disiplina (Video Producer: John Alfred Bajuyo)  Kalinisan at Kaayusan (Video Producer: Alan Martinez)	<a href="https://drive.google.com/file/d/16ry0vMxb8jVEoE2VfsSJkAfW5kMYuJRr/view?usp=sharing">https://drive.google.com/file/d/16ry0vMxb8jVEoE2VfsSJkAfW5kMYuJRr/view?usp=sharing</a>  <a href="https://drive.google.com/file/d/1a7nRffMPHNmn7XF3gg9qL1Av8uuHR8Lv/view?usp=sharing">https://drive.google.com/file/d/1a7nRffMPHNmn7XF3gg9qL1Av8uuHR8Lv/view?usp=sharing</a>  <a href="https://drive.google.com/file/d/1Cd4oZrFULfb2NnZmkQl_fI7dVYKNrEF9/view?usp=sharing">https://drive.google.com/file/d/1Cd4oZrFULfb2NnZmkQl_fI7dVYKNrEF9/view?usp=sharing</a>
4	Nakapagbabahagi ng sariling karanasan o makabuluhang pangyayaring nagpapakita ng pang-unawa sa kalagayan/pangangailangan ng kapuwa	Pagmamalasakit sa may Sakit (Video Producer: Amor Junayon)	<a href="https://drive.google.com/file/d/1f6HHozLoKGr0J65UscZbfzctqPNJ6kN1/view?usp=sharing">https://drive.google.com/file/d/1f6HHozLoKGr0J65UscZbfzctqPNJ6kN1/view?usp=sharing</a>
5	Nakapagpapakita nang tunay na pagmamahal sa kapuwa	Pagmamalasakit sa may Sakit (Video Producer: Amor Junayon)  Sorpresa kay Lola (Video Producer: Rheaneza Loon)	<a href="https://drive.google.com/file/d/1f6HHozLoKGr0J65UscZbfzctqPNJ6kN1/view?usp=sharing">https://drive.google.com/file/d/1f6HHozLoKGr0J65UscZbfzctqPNJ6kN1/view?usp=sharing</a>  <a href="https://drive.google.com/file/d/1_0Cj4i_MAY4UT8JTDKqvjzyuGPOKSckM/view?usp=sharing">https://drive.google.com/file/d/1_0Cj4i_MAY4UT8JTDKqvjzyuGPOKSckM/view?usp=sharing</a>

### Research Question 3:

What are the different digital media instructional materials on concern for others in terms of the following socio-emotional learning components:

3.1 self-awareness;

3.2 self-management

3.3 social awareness

3.4 relationship skills

3.5 responsible decision-making?

Table 3 displayed the ten (10) digital videos on concern for others that showcased the different socio-emotional components:

*Table 3. Digital Videos on concern for Others and its Corresponding Socio-Emotional Learning Components*

<b><i>Title of DigiSEL Videos</i></b>	<b><i>Video Links</i></b>	<b><i>Socio-emotional learning components integrated in the videos</i></b>
Pagmamalasakit sa may Sakit by Amor Junayon	<a href="https://drive.google.com/file/d/1f6HHozLoKGr0J65UscZbfzctqPNJ6kN1/view?usp=sharing">https://drive.google.com/file/d/1f6HHozLoKGr0J65UscZbfzctqPNJ6kN1/view?usp=sharing</a>	<ul style="list-style-type: none"><li>• Social Awareness</li><li>• Relationship Skills</li></ul>
Tagubilin ni Nanay by Marilyn Madrigal	<a href="https://drive.google.com/file/d/1kZh8dW0ohKAdrGyhpYeHvgpQCQCukDul/view?usp=sharing">https://drive.google.com/file/d/1kZh8dW0ohKAdrGyhpYeHvgpQCQCukDul/view?usp=sharing</a>	<ul style="list-style-type: none"><li>• Social Awareness</li><li>• Relationship Skills</li></ul>

<p>Sunog/Lindol/Bagyo by James Saldares</p> <p>Sunog</p> <p>Lindol</p> <p>Bagyo</p>	<p><a href="https://drive.google.com/file/d/1UsLZu1ypC8i34eJrD54UCeNH3ODVLd9i/view?usp=sharing">https://drive.google.com/file/d/1UsLZu1ypC8i34eJrD54UCeNH3ODVLd9i/view?usp=sharing</a></p> <p><a href="https://drive.google.com/file/d/1-9UYANmX6Yqvsxh3GvsfPoBRYMYftYs8/view?usp=sharing">https://drive.google.com/file/d/1-9UYANmX6Yqvsxh3GvsfPoBRYMYftYs8/view?usp=sharing</a></p> <p><a href="https://drive.google.com/file/d/1uGISbblzQ88WaN-BHBPq-cF7x_pEG_w0/view?usp=sharing">https://drive.google.com/file/d/1uGISbblzQ88WaN-BHBPq-cF7x_pEG_w0/view?usp=sharing</a></p>	<ul style="list-style-type: none"> <li>• Self-awareness</li> <li>• Self-management</li> </ul>
<p>Segregasyon ng Basura by Ryan Junayon</p>	<p><a href="https://drive.google.com/file/d/16ry0vMxb8jVEoE2VfsSJkAfW5kMYuJRr/view?usp=sharing">https://drive.google.com/file/d/16ry0vMxb8jVEoE2VfsSJkAfW5kMYuJRr/view?usp=sharing</a></p>	<ul style="list-style-type: none"> <li>• Social Awareness</li> <li>• Responsible Decision-making</li> </ul>
<p>Pamilya Solana by Quimberly Baspin</p>	<p><a href="https://drive.google.com/file/d/1iTxl5_SMVwLMrS7WwQCPd08wxGA6ltzk/view?usp=sharing">https://drive.google.com/file/d/1iTxl5_SMVwLMrS7WwQCPd08wxGA6ltzk/view?usp=sharing</a></p>	<ul style="list-style-type: none"> <li>• Self-awareness</li> <li>• Relationship Skills</li> </ul>
<p>Pagkakaisa sa Pagkakaiba by Liberty Taneo</p>	<p><a href="https://drive.google.com/file/d/1CwVAqLZgOG_5u6PS5GgJnJnCP9W40wJ4/view?usp=sharing">https://drive.google.com/file/d/1CwVAqLZgOG_5u6PS5GgJnJnCP9W40wJ4/view?usp=sharing</a></p>	<ul style="list-style-type: none"> <li>• Social Awareness</li> <li>• Relationship Skills</li> </ul>
<p>Love @ 13 by Phoebe Pacut</p>	<p><a href="https://drive.google.com/file/d/1WrpVfcHDe0eAKGWi6Y3i3B8g-wfhf2-0/view?usp=sharing">https://drive.google.com/file/d/1WrpVfcHDe0eAKGWi6Y3i3B8g-wfhf2-0/view?usp=sharing</a></p>	<ul style="list-style-type: none"> <li>• Self-awareness</li> <li>• Relationship skills</li> </ul>

Kusa at Disiplina by John Alfred Bajuyo	<a href="https://drive.google.com/file/d/1a7nRffMPHNmn7XF3gg9qL1Av8uuHR8Lv/view?usp=sharing">https://drive.google.com/file/d/1a7nRffMPHNmn7XF3gg9qL1Av8uuHR8Lv/view?usp=sharing</a>	<ul style="list-style-type: none"> <li>• Social awareness</li> <li>• Responsible decision-making</li> </ul>
Kalinisan at Kaayusan by Alan Martinez	<a href="https://drive.google.com/file/d/1Cd4oZrFULfb2NnZmkQI_fI7dVYKNrEF9/view?usp=sharing">https://drive.google.com/file/d/1Cd4oZrFULfb2NnZmkQI_fI7dVYKNrEF9/view?usp=sharing</a>	<ul style="list-style-type: none"> <li>• Self-management</li> <li>• Social awareness</li> </ul>
Sorpresa kay Lola by Rheaneza Loon	<a href="https://drive.google.com/file/d/1_0Cj4i_MAY4UT8JTDKqvizyuGPOKSckM/view?usp=sharing">https://drive.google.com/file/d/1_0Cj4i_MAY4UT8JTDKqvizyuGPOKSckM/view?usp=sharing</a>	<ul style="list-style-type: none"> <li>• Relationship skills</li> </ul>

#### Research Question 4:

**What is the level of socio-emotional learning opportunities per component that were integrated in the videos according to the teacher-respondents?**

There were twenty eight (28) teachers who responded and viewed the DigiSEL videos. They were asked on the socio-emotional learning opportunities they have seen and observed in the videos produced. The following is the result of their responses:

Figure 1 displayed that among the socio-emotional learning competencies, self-awareness and relationship skills were seen by the teacher-respondents to be concretely and consistently integrated in the DigiSEL videos. Self-awareness has around 85 percent and so with relationship skills. This means that most videos portray feelings and actions that bring about self-awareness and relationship skills among the viewers. The videos entitled *Sunog*, *Lindol*, *Bagyo* portrayed the importance of being prepared from the coming of any calamities. Thus,

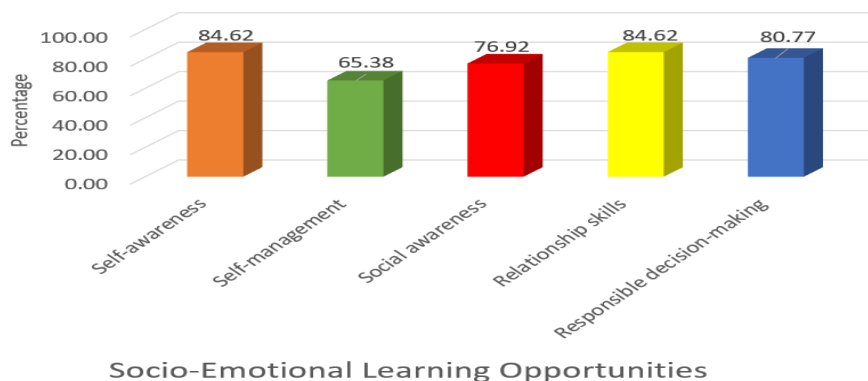


Figure 1. Percentage of Socio-emotional Learning Opportunities Portrayed in the DigiSEL Videos

someone has to be self-aware of the dangers if one is not prepared on what to do in case disaster come anytime. Self-awareness entails recognizing one's emotions, thoughts, strengths and weaknesses in a given situation.

Another video that portrayed self-awareness is the video entitled *Pamilya Solana*. This video showed the importance of the roles played by each member of the family to live in harmony and understanding with each other. If all members of the family are aware of their roles and responsibilities, then a happy family is achieved.

Relationship skills as a socio-emotional learning opportunity is also seen as a dominant component portrayed in the videos. Among the ten (10) videos produced, six (6) of those videos displayed feelings and actions on relationship skills. The videos entitled *Pagmamalasakit sa May Sakit*, *Tagubilin ni Nanay*, *Pamilya Solana*, *Love at 13* and *Sorpresa kay Lola* all showed relationship skills needed in the family. In the video *Pagmamalasakit sa May Sakit*, the natural

tendency among us Filipinos to take care of our sick loved ones is portrayed. In the video, family members took turn in taking care of the grandmother who was sick. Love and affection were shown in the video. In the video *Tagubilin ni Nanay*, viewers were reminded about respect for the elderly through *pagmamano* and through the use of the words *po at opo*. These concretely showed that relationship skills are enhanced through our gestures (*pagmamano*) and our respectful words (use of *po at opo*). In the video *Pamilya Solana*, each family member showed how to maintain good family relationship by taking turns in the household chores as well as participating in the activities at home such as praying, cleaning and the like. Indeed, a lot of relationship skills can be drawn from the actions happening inside the home of a family. In the video *Love @ 13*, it showed an overflowing emotion of selflessness portrayed by the characters. When asked about what gift is important to them, the gift for themselves or the gift for their parents, all of them chose the gift for their parents. This had made most of the parents cried as they were given a chance to listen to the words of their children why it is more important to give the gift to their parents instead of taking the chance to get a gift for themselves. The video simply displayed the importance of selfless love and generosity that children nowadays are challenged to give to their parents. The video *Sorpresa kay Lola* also portrayed our Filipino value of giving significance to a birthday celebration. It is a tradition among us Filipinos to celebrate joyful occasions such as birthdays and anniversaries. These occasions are also seen as opportunities to express our love and affection to our loved ones.

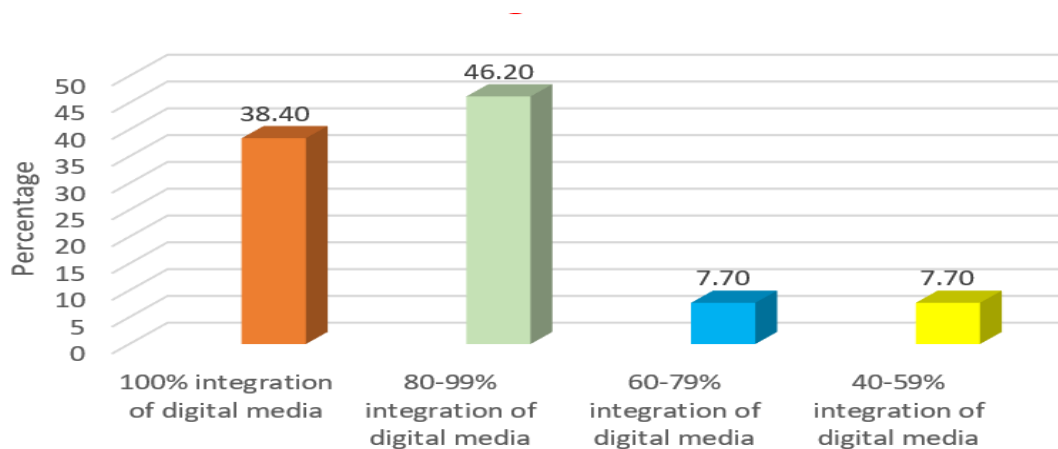
On the other hand, the socio-emotional learning component that must be worked out based on the result of the survey is on self-management. It can be gleaned in the table above that self-management has only a percentage of around 65 percent. Self-management includes managing one's stress, controlling one's impulses. Motivating one's self and setting goals. Only two (2) videos were seen by the respondents that portrayed self-management, namely: *Sunog, Lindol, Bagyo* and *Kusa at Disiplina*. These two videos challenge our viewers the danger if one has no self-management. In the videos *Sunog, Lindol, Bagyo*, it was portrayed that if one is out of control of his impulse and cannot manage the stress brought about by the calamities, it will put one's life in danger. In the video entitled *Kusa at Disiplina*, the viewers were reminded about the importance of motivation and discipline in achieving one's goal and as well as in caring for the environment.

#### **Research Question 5:**

**What is the status of information, media and technology or the use of digital media among the schools of El Salvador City?**

Based on the perceptions and views of teacher-respondents, the following is the status of information, media and technology among the schools of El Salvador City:

Figure 2 showed that integration of information, media and technology among the different schools in El Salvador City division is high. 80-99% integration is confirmed by 46.20 percent of the teacher-respondents. Around 39 percent of respondents confirmed that in their respective schools all teachers or 100 percent



*Figure 2. Status of Information, Media and Technology Integration among Schools in El Salvador City*

of the teachers have integrated information, media and technology in the teaching-learning process.

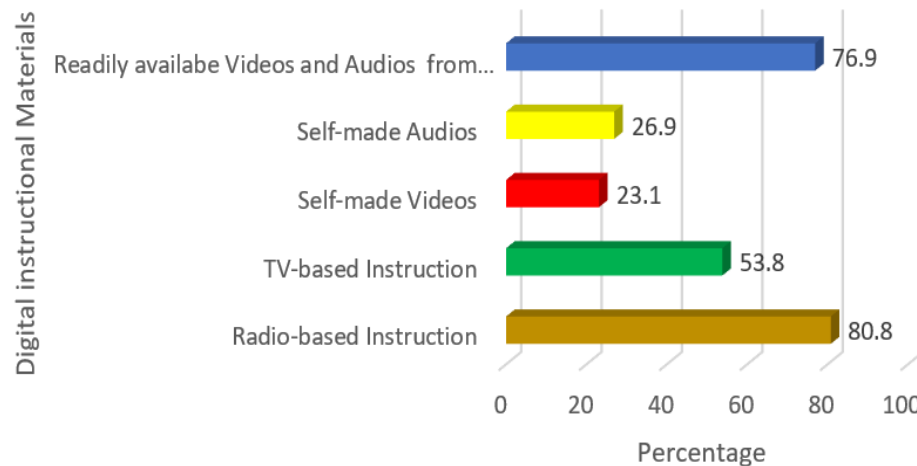
This means that a higher level of integration of information, media and technology is acted upon by the teachers of El Salvador City Division. Learners who were able to access the videos can both access it via online and offline platforms.

On the other hand, 7.7 percent of the teacher-respondents believed that only 60-79 percent integration of digital instruction is made by the teachers in their assigned schools. Also, 7.7 percent of these respondents confirmed that only 40-59 percent integration is employed in their respected schools.

Small turn out of integration can be due to unavailability of internet accessibility for online learning and unavailability of electronic gadget for offline learning.



In terms of the different digital instructional materials used in the teaching-learning process, teacher-respondents confirmed the following turn-out:



*Figure 3. Different Digital Instructional Materials Used in the Integration of the Teaching-Learning Process*

Figure 3 showed that among the different digital instructional materials used by the teachers in the teaching-learning process, a bigger percentage come from materials on radio-based instruction (RBI) with around 81 percent. This showed that teachers in El Salvador City made use of RBI as they facilitate learning. This is also due to the availability of a radio station in El Salvador City local government unit known as *Savior Radio*. The said radio station broadcasts everyday RBI from 8:00AM to 5:00PM. The station is in partnership with the Department of Education El Salvador City Division. RBI audio files are also made available via universal serial bus (USB) for learners who have available electronic gadget and equipment where the audio files can be accessible.

It can be gleaned in the above figure as well that next digital media used by the teachers are videos readily made available from YouTube, Facebook and other social media accounts with a percentage of around 77. It means that these digital media from the commercial platforms are also used by the teachers in the teaching-learning process especially by those teachers that blended printed modular distance learning with online distance learning. It can also be used for offline platform since these digital media materials can also be easily downloaded.

**Question 6:**

**What is the impact of the digiSEL videos on concern for others to the following:**

**6.1. teachers;**

**6.2 students?**

Figure 4 showed the overall evaluation of the teacher-respondents about the digiSEL videos they were able to view.

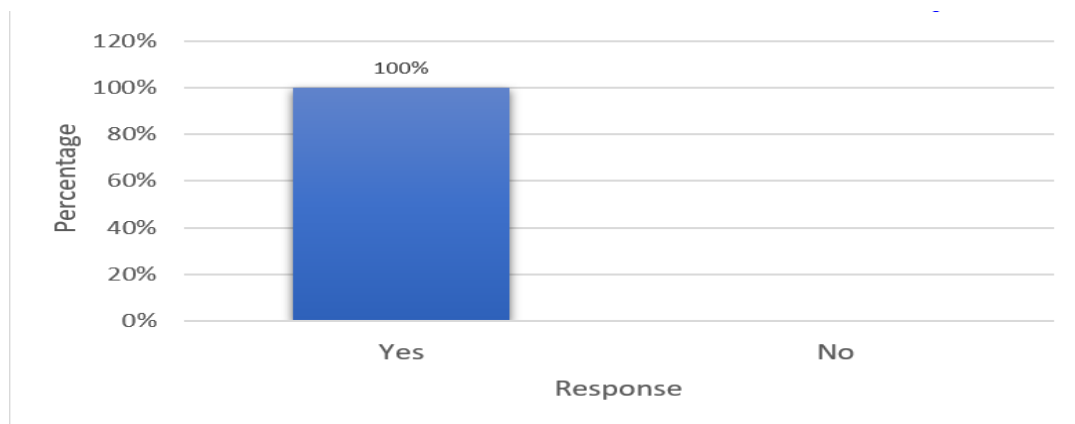


*Figure 4. Overall Evaluation of DigiSEL videos viewed by the Teacher-Respondents*

Based on the feedback of the seventy-eight (78) teacher-respondents who participated in the survey and had viewed the different videos, around 58 percent rated that the DigiSEL videos are excellent while around 39 percent perceived the videos as very good. Only 4 percent perceived these videos as good.

The overall evaluation suggests that the video producers were successful in touching the thoughts and the emotions of the viewers. The objective of producing the digiSEL was also achieved.

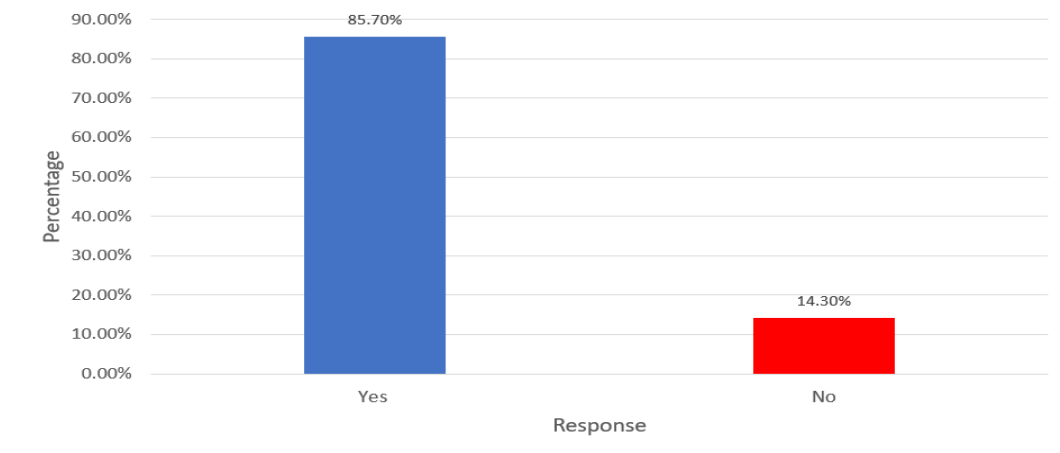
Furthermore, teacher-respondents confirmed that there exists a problem on the value on concern for others. Figure 5 showed that 100 percent of these teachers believed that “concern for others” is indeed a problem.



*Figure 5. Perception of Teacher-Respondents that Concern for Others is Seen as a Problem Nowadays*

However, not all teacher-respondents believe that the produced DigiSEL videos when viewed by the learners can improve their value on concern for others. It is reflected in Figure 6 that only around 86 percent of these teachers believed that these DigiSEL videos can contribute to the improvement of

learners' value on concern for others while the remaining 14 percent do not see the contribution of the produced digiSEL videos to the improvement of learners' concern for other.

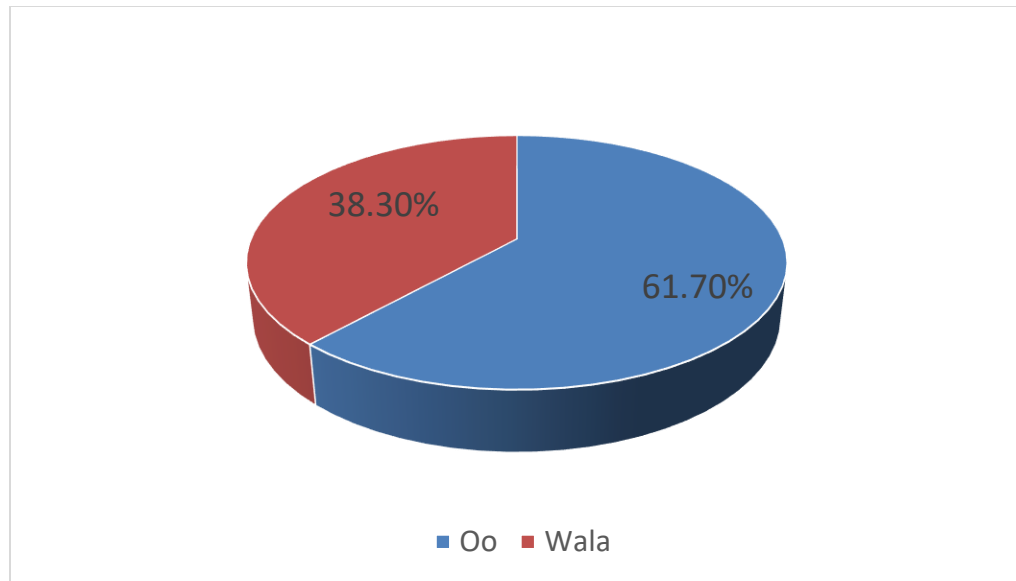


*Figure 6. Response of Teachers whether DigiSEL videos can contribute to the Improvement on Concern for Others among Learners*

For teachers who perceived that DigiSEL videos can improve the value on concern for others among learners, they believed that said videos can awaken the minds of the learners especially in taking care of others. These videos are also perceived to appeal to the feelings and emotions of the viewers. Thus, it serves as a reminder on the importance of taking care of people we love.

In addition, the videos also improve not only concern for others but discipline as well. Said videos are also able to make viewers realize how important it is to care for others.

Learners also participated in gauging the impact of DigiSEL videos to them. There were one hundred forty one (141) learners across all grade levels that were considered in the study.

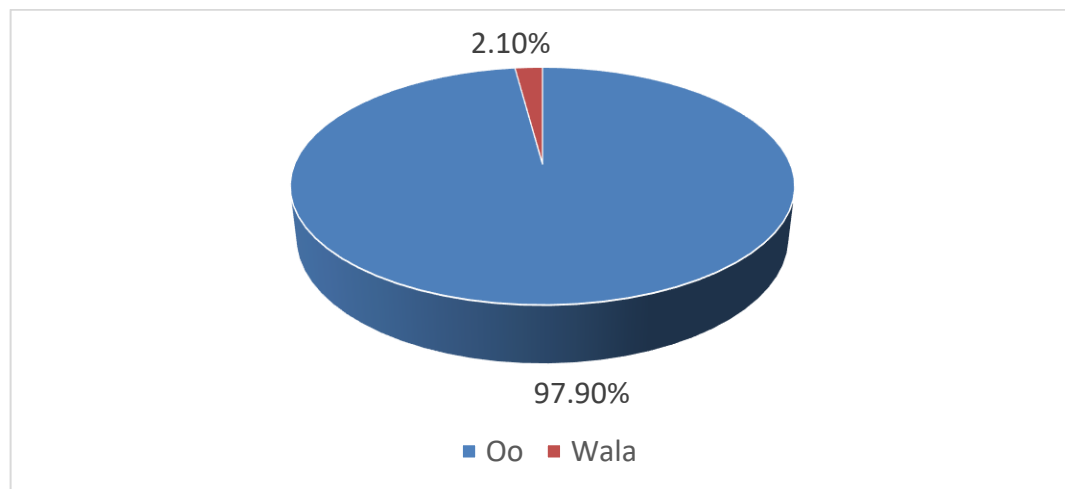


*Figure 7. Perception of the Learners Whether or Not there is a Problem on Concern for Others Nowadays*

It can be gleaned on Figure 7 that majority of the learner-respondents perceived that there is a problem on valuing concern for others nowadays. Around 62 percent of them believed that there is difficulty among the youth nowadays to show concern for others. However, around 38 percent of them do not see concern for others as a problem. They believed that there are still youth nowadays who manifest concern for others.

In terms of the DigiSEL videos they viewed required by their teachers as part of the integration in their Edukasyon sa Pagpapakatao class, around 98 percent of the learners agreed that these videos are of great help in the improvement of their value on concern for others. However, 21 percent of them do not see the videos as a help in the development of the value concern for others.

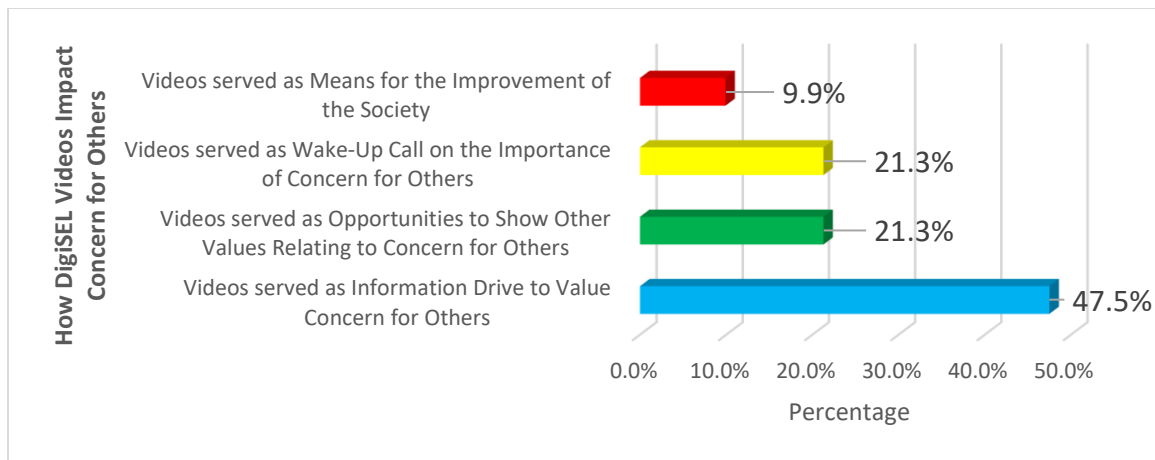
Figure 8 showed the graphical presentation on the perception of the learners about the DigiSEL videos whether it can improve their concern for others or not.



*Figure 8*  
*Percentage of Learners Who See DigiSEL Videos as Means to Improve Concern for Others*

Learners who were able to see the impact of the DigiSEL videos in terms of improving their concern for others were further asked how these videos can help the viewers improve their concern for others. Figure 9 showed the means on how the DigiSEL videos lead to valuing concern for others.

Different answers of the learner-respondents in terms of how DigiSEL videos can impact the value concern for others. These answers were then categorized by the researcher according to the following: *videos served as wakeup call on the importance of concern for others, videos served as means for the improvement of the society, videos served as opportunities to show other values relating to concern for others, and videos served as information*



**Figure 9**  
*Distribution of How DigiSEL Videos Impact Concern for Others*

*drive to values concern for others.*

Among the four categories, the category on: *videos served as information drive to values concern for others* garnered the highest percentage of 48. Answers to this category include the awareness for the viewers on what to do (*aron ma-aware sa unsay angay buhaton*). Learners also believe that the videos served as means to educate them (*aron maedukar*) as well as for other viewers to also know (*aron makabalo ang tanan*) about concern for others. They also had seen the videos as a way of preventing untoward incidence (*aron malikayan ang dili mayo nga panghitabo*). They were also able to identify that the videos showed the truth (*nagpapakita ng katotohanan*) and an awareness about the truth (*aron makamata sa kamatuoran*). The videos also helped them think about the right action to do (*marefresh ang hunahuna sa angay buhaton*) and gave them lessons (*makakuha*

*ug pagtulun-an*). It also awakened them on the right action to show towards others who are in need (*makaamgo kita ug mapukaw sa angay nga buhaton*).

However, the category on *videos served as means for the improvement of the society* garnered the lowest percentage of around 10. This means that only few learner-respondents were able to see the impact of the videos to the society in general. These learners were able to perceive that the DigiSEL videos can also contribute growth on concern for others (*makapalambo sa pagpakabana sa uban*). They also believed that the serious reflection and absorption of the videos can help the economy (*makatabang sa ekonomiya*) and can also impact the future (*alang sa kaugmaon*).

In terms of why there is a need to show concern for others, learner-respondents vary in their answers. Their answers were categorized by the researcher into three, namely: for self-interest, for the good of the community and as a responsibility. Figure 10 showed the distribution of percentage per category.

Among the three categories, most learners see the need to show concern for others as a responsibility with around 41 percent. They viewed concern for others as an obligation (*obligasyon nato ang motabang*). This responsibility comes in different forms such as: allowing others to feel that they belong (*aron ma-feel sa uban nga they belong*); helping others in their problems (*aron makatabang kita sa suliranin sa uban*); serving as a guide to others (*arong mahatagan sila ug giya*); and, letting others feel their importance (*aron mapabati sa ubang ang ilang ka importante*).



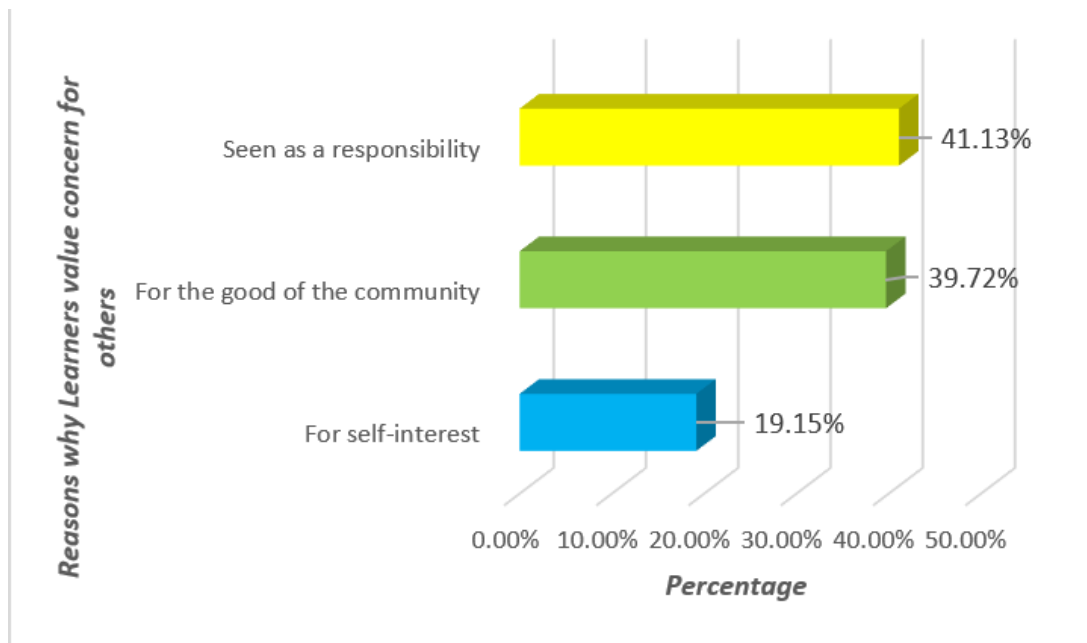


Figure 10  
Distribution of Reasons Why Learners need to Value Concern for Others

Learners also see concern for others as opportunity for those who are recipients of the said value for them to be made aware that there are people that can help them (*aron makatabang ug ma-aware nato ang atong isigkatawo*). Some perceived it as a learning opportunity to show concern for other (*aron kita makakat-on sa pagmalasakit sa uban*) while some viewed it as a reminder for others that there are people who are willing to help them (*aron makabalo sila nga naa diay tao nga andam mutabang*).

On the other hand, the category on self-interest got the lowest percentage of 19. Learners who answered in this category believed that there is a need to show concern for others so that one can be reciprocated with the same in the future (*aron kita mabaslan sa pagtabang kung kita na pud magkinahanglan; aron*

*tabangan pud ta kung magkalisud ta; aron maluwas kita*). Learners also considered showing concern for others for one's good (*para sa atong kaayuhan*). Some considered it to gain social approval (*aron makaingon ang uban nga matinabangon ta ug aron pud ta madayeg sa uban*). Furthermore, others see it as important in one's lives (*importante sa atong kinabuhi*) and as a way of avoiding sickness (*aron dili magsakit o para makaiwas sa sakit*). It is also considered important as a way of avoiding problems (*aron dili ka magkaproblema*).

### **VIII. Reflection**

The action research conducted is an eye-opener on seeing the difficulties of the learners in the teaching-learning process of Edukasyon sa Pagpapakatao (EsP) translated through the least mastered learning competencies. Upon seeing such difficulties, it is a great challenge for teachers to design intervention that will appeal to the learners of the 21<sup>st</sup> century.

EsP is not be taken as an academic subject. Its teaching approach is experiential thus strategies and contents must appeal to the experiences of the learners.

It is sad to note that among the learning competencies in EsP, concern for others has been identified as the least mastered skills. This means that the learners were not able to understand more deeply the value of extending help and concern for others. It is indeed ironable that these learning competencies involving concern for others are not achieved by our learners in EsP considering that one of the subject's main theme is on *pakikipagkapwa (fellowship)*.

Thus, the intervention through the production of DigiSEL videos is very timely and appropriate since integration of digital media on instructional materials is multi-sensory, meaning, it appears to the senses, thoughts, and motivation of the learners.

With this intervention, it also posts a great challenge to look into how assessment must be designed to ensure that objective and proper way of gauging the improvement of the least mastered learning competencies will be achieved. Afterall, EsP is more concern not much on the cognitive process domain but more on the affective level. With objective and proper assessment in EsP, the problem on least mastered skills on concern for others can be addressed. The most important thing is not on how the learners correctly answer the assessment test through paper and pencil but more so on how they will be able to apply what they have learned from the subject and thus improve their concern for others.

## **IX. Action Plan**

<b><i>Objectives</i></b>	<b><i>Activities/Strategies</i></b>	<b><i>Persons Involved</i></b>	<b><i>Time Frame</i></b>
To upload the ten (10) DigiSEL videos in the Division LR portal	Evaluation of DigiSEL videos for submission to LR Supervisor	*LR Supervisor *DigiSEL video teacher-producer	July 2021
To download the evaluated DigiSEL videos from the LR portal	Downloading of evaluated DigiSEL videos ready for classroom integration across all schools in specific grade levels	*All EsP Teachers	August 2021
To distribute DigiSEL videos to all schools to be used by EsP teachers	Distribution of downloaded videos for online and offline use	*All EsP Teachers	September 2021
To integrate DigiSEL videos in the EsP teaching-learning process.	Integration of concern for others in EsP lessons through DigiSEL videos	*All EsP Teachers *All Learners	September 2021 onwards

## **X. References**

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## XI. Annexes

### Annex 1: Google Form on Evaluation of DigiSEL Videos by Teachers



**Digital Socio-Emotional Learning Project**

Please take time to answer the following details and questions. This is to evaluate the videos being produced by the teachers of El Salvador City Division belonging to Project DigiSEL Team. Your honest answers and details will be treated with utmost confidentiality. Thank you very much. (Ma'am Helen Estrada Maasin)

**Name \***

Short answer text

**Email \***

Short answer text

**Contact Detail \***

Short answer text

**1. What is the title of the video you have watched? \***

Short answer text

2. Do you think the video you have watched display CONCERN for others? \*

- ☐ Yes
- ☐ No

3. Please check the socio-emotional (SEL) opportunities that is/are covered by the video. (You can check more than one.) \*

- ☐ Self-awareness (recognition of one's emotions, thoughts, strengths and even weaknesses)
- ☐ Self-management (managing stress, controlling impulses, motivating self, setting goals)
- ☐ Social awareness (ability to empathize, to recognize social and ethical norms)
- ☐ Relationship skills (maintaining healthy relationship, cooperating, active listening)
- ☐ Responsible decision-making (making constructive and respectful choices)

4. What is the status of information, media and technology or the use of digital media in your own school? \*

- ☐ 100% of teachers integrate digital media in their lessons
- ☐ 80-99% of teachers integrate digital media in their lessons
- ☐ 60-79% of teachers integrate digital media in their lessons
- ☐ 40-59% of teachers integrate digital media in their lessons
- ☐ 20-39% of teachers integrate digital media in their lessons
- ☐ below 20% of teachers integrate digital media in their lessons
- ☐ no teacher integrates digital media in their lessons

5. What digital media have you introduced to your class? (You can check more than one.) \*

- ☐ RBI
- ☐ TVBI
- ☐ Self-made video
- ☐ Self-made audio
- ☐ Videos from youtube and other available sources

6. What is your overall evaluation of the video you produced. \*

- ☐ Excellent
- ☐ Very Good
- ☐ Good
- ☐ Fair
- ☐ Poor

Thank you very much for taking time to answer this form. It is assured that all your answers will be treated with utmost confidentiality. If you have any OTHER COMMENTS, SUGGESTIONS, RECOMMENDATIONS and REACTIONS, please write it on the space provided.

Long answer text

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## Annex 2: Google Form on the Impact of DigiSEL Videos by Teachers



### Impact of DigiSEL Videos towards Valuing Concern for Others

Dear Teacher,  
Thank you very much for participating in the Action Research on Project Digital Socio-Emotional Learning (Project DigiSEL). This project is an intervention in improving the value on "concern for others" among our learners. The intervention is in a form of video lessons showing concern for others developed by Team DigiSEL. Now that you have viewed one of the DigiSEL videos, please answer the following questions for us to gauge the impact of the intervention materials in the improvement of the value "concern for others."  
Rest assured that all your answers will be treated with utmost confidentiality. Thank you very much!

Sincerely,

Helen Estrada Maasin  
Project DigiSEL Team Leader

Name (Optional)

Short answer text

Title of DigiSEL video viewed \*

Short answer text

1. Do you think there is a problem nowadays on the value CONCERN FOR OTHERS? \*

☐ Yes

☐ No



2. Do you think the DigiSEL video lessons when viewed by the learners can improve their concern for others? \*

☐ Yes

☐ No

3. Why did you say so? If your answer is Yes, in what way can it improve CONCERN FOR OTHERS? \*

Long answer text

4. Why do you think our learners need to value CONCERN FOR OTHERS?

Long answer text

### Annex 3: Google Form on the Impact of DigiSEL Videos by Learners



**EPEKTO sa DigiSEL VIDEO MAHITUNGOD SA  
"PAGPAKABANA SA UBAN"**

Dear Learner,  
Kumusta? I hope nag-enjoy mo sa pagtan-aw sa video mahitungod sa "pagpakabana sa uban" nga gipatan-aw sa inyong maestra/maestro.  
Karon nga humana ninyo kini matan-aw, adunay mga pangutana nga akong ihangyo nga inyong tubangon. Dinhi lang niining maong google form ibutang ang inyong mga tubag.  
Ako nagpasalig kaninyo nga ang inyong tubag confidential ug dili angay masayran sa uban. Daghang salamat.

Sincerely,

Ma'am Helen Estrada Maasin  
Project DigiSEL Team Leader

Name (Optional)

Short answer text

1. Sa imong pagtoo, aduna ba kitay problema mahitungod sa pagpakita ug PAGPAKABANA SA UBAN? \*

☐ Oo

☐ Wala

2. Sa imong pagtoo, nakatabang ba ang DigiSEL video nga gipatan-aw sa imong teacher kanimo \*  
aron mapalambo ang imong PAGPAKABANA SA UBAN?

☐ Oo

☐ Wala

2. Sa imong pagtoo, nakatabang ba ang DigiSEL video nga gipatan-aw sa imong teacher kanimo \*  
aron mapalambo ang imong PAGPAKABANA SA UBAN?

☐ Oo

☐ Wala

3. Nganong nakaingon man ka nga nakatabang o wala kini nakatabang? \*

Long answer text

4. Ngano man kinahanglan gayud nga aduna kitay PAGPAKABANA SA UBAN?

Long answer text