INTEGRATION OF RECORDED VIDEO LESSONS IN TEACHING MEDIA AND INFORMATION LITERACY TO GRADE 11 STUDENTS OF MANGUISOC NATIONAL HIGH SCHOOL

Nares, Reymar B.

Completed 2023

INTEGRATION OF RECORDED VIDEO LESSONS IN TEACHING MEDIA AND INFORMATION LITERACY TO GRADE 11 STUDENTS OF MANGUISOC NATIONAL HIGH SCHOOL

REYMAR B. NARES

Date of TA Session: November 22, 2022, & May 12, 2023

ABSTRACT

This study aimed to determine the effectiveness of integrating recorded video lessons in teaching Media and Information Literacy to Grade 11 students of Manguisoc National High School for the school year 2022-2023.The study used experimental methods from a two-group pre-test-post-design. The researcher used a pre-test, post-test, researcher-made questionnaire, and researcher-made video lessons as the research instruments. The respondents of this study came from the two sections of Grade 11, categorized as a control group consisting of forty-one (41) students and an experimental group with forty-three (43) students. Pre-test and post-test were administered for four (4) weeks and the experimental group was given video lessons or the “E-lesson-Mo!” before the post-test as a treatment. Results found that in Weeks 1,3, and 4, for specific topics, there was a significant difference between the performance of the experimental and control group as shown in the mean scores of the former. Thus, the experimental group’s performance differs from the control group after being given treatment. However, in Week 2, despite the mean of the experimental group being higher than the control group, data shows no significant difference between their performance. Overall, the researcher concluded that the integration of recorded video lessons in teaching Media and Information Literacy is significantly effective. The researcher recommended that training in video lessons including the necessary equipment should be available and given to the teachers to produce quality video lessons for integration into the lessons for the enhancement of the teaching-learning process.

Keywords: “E-lesson-Mo!”, Media and Information Literacy, video lessons

ACKNOWLEDGEMENT

The researcher would like to express his sincere gratitude and appreciation to everyone who contributed and cooperated fully to make this study achievable

To Ma'am Nympha D. Guemo, the former Schools Division Superintendent of Camarines Norte, and Crestito M. Morcilla, CESO VI, the present Schools Division Superintendent, for the approval to conduct this study.

Sincere thanks to Glenda N. Rito, EdD, now PSDS of Sta. Elena for the guidance in the process of doing the action research.

Blesilda A. Necio, EdD, Senior Education Program Specialist for Planning and Research Section of SDO Camarines Norte, for the assistance in the completion of this study.

To the ever-supportive School Head of Manguisoc National High School, Ma'am Annie M. Dado, for her inspiration, support, and encouragement.

To the Grade 11 students and SHS Teachers of Manguisoc National High School, for their participation and support to make this study a success.

To the researcher's family and friends for providing vital inspiration and motivation, especially to my loving wife, Norillyne O. Nares, and daughter, Nashya Rose O. Nares.

Above all, praises to Almighty God for giving the researcher the willpower to complete this task and for giving him the strength and health needed to conduct this research.

TABLE OF CONTENTS

LIST OF TABLES

CONTEXT AND RATIONALE

The COVID19 Pandemic presents unprecedented challenges in the education system. According to UNESCO, it has created the largest disruption of education systems in history, affecting nearly 1.6 billion learners in more than 190 countries and all continents. This pandemic affected the teaching and learning process in the classroom and transformed the conventional chalk-talk teaching model into one driven by technology with the single stroke of a pen (Koti, 2020 as cited in Campungan Jr. & Salinas, 2022). This crisis forced the schools to move towards different learning modalities, thus creating opportunities for flexible learning experiences.

To improve the quality of education amidst the pandemic, one key factor is to enhance the teaching and learning processes, mainly what happens during the lessons. The lesson is the most important element in the curriculum deliverance and learning processes. One of the methodologies that have been proven to systematically register what is going on inside the classroom is studies based on video recordings of teachers' and students' activities. Video lessons have also proven to have a high level of effectiveness as a tool to enhance the quality of teaching (Calandra and Rich, 2015 as cited in Valera and Mejia, 2018).

Several studies have supported the utilization of video lessons with students in different content areas and social skills. This includes the study by Campungan Jr. & Salinas, (2022), their study revealed that the performance level of the students from the modular group and experimental group increased significantly

after the delivery of lessons. Hadgu, Huynh, and Gopalan (2016, as cited in Campungan Jr. & Salinas, 2022) stated in their study that it appears that the students of the digital time prefer to access pre-recorded lessons remotely than be inside the classroom. The study by Bullo, (2021) states that science video lessons were significantly more effective than modular learning modality.

In the Philippines, the Department of Education released DepEd Order No. 12, series 2020, or the Adoption of the Basic Education Learning Continuity Plan in light of the Covid-19 Public Health Emergency. This DepEd Order ensures the delivery of education amidst the pandemic which introduced the use of different distance learning modalities in every school in the Philippines. In compliance with this, the Schools Division Office of Camarines Norte launched the Project RISE – Re-engineered Individualized Subject Mastery Education Design which aimed to provide lessons through different modalities. Through a memorandum issued on June 24, 2020, the SDO Camarines Norte conducted an orientation of video lesson development in line with the abovementioned project. These video lessons were given to students from kindergarten to Grade 10 via local TV networks and Facebook Live to continuously provide and ensure quality education.

DepEd Order No. 034, series of 2022, set the start of classes on August 22 and will end on July 7, 2023. In this issuance, DepEd also provides direction and guidance in the re-opening of classes and the gradual introduction of 5 days of in-person learning modality classes. Compare to the previous distance learning modality, it will allow the teachers to teach the learners in person to ensure that the lessons will truly understand by the learners with the help of different

instructional materials such as recorded video lessons, teachers may combine to use the in-person teaching and the use of recorded video lessons to their students when they're not in school, which is being practiced by some schools in SDO Camarines Norte.

In some subjects in senior high school that need thorough discussion like Media and Information Literacy, recorded video lessons will be a great help both for teachers and students. Media and Information Literacy is a Core Subject in senior high which introduces the learners to the basic understanding of media and information as channels of communication and tools for the development of individuals and societies. It also aims to develop students to be creative and critical thinkers and responsible users, and competent producers of media and information especially in our present time in which fake news and other cybercrime are rampant. (K to 12 Senior High School Core Curriculum, 2013).

To achieve these goals, the Manguisoc National High School strongly adheres to the program of DepEd in providing quality, relevant and accessible education in the new normal way of learning. The school also ensures that students are responsible and competent users of media and information through the abovementioned subjects. However, undeniably, due to time constraints, students' capability, and the complexity of topics, most of the students are having difficulty understanding not to mention the limited knowledge of students in computers and the unavailability of recorded video lessons in the school. To avoid all of these, teachers should make sure that each topic is clear and understood by the students during each discussion as supplemented by instructional material.

He/she must also ensure that learning competencies are always met. Thus, Instructional Materials such as Recorded Video Lessons play a significant role to ensure all of these. This is why the researcher conducted a study to determine the effectiveness of integrating recorded video lessons in teaching Media and Information Literacy to Grade 11 students of Manguisoc National High School.

INNOVATION, INTERVENTION, OR STRATEGY

The Manguisoc National High School strongly adheres to the program of DepEd in providing quality, relevant and accessible education in the new normal way of learning. This was made possible by innovating new tools and systems for learning even outside the classroom and one of these is the Recorded Video Lessons or the **"E-Lesson-Mo!"** (Educational Video Lessons)**.** Since video plays a vital role in motivation, it provides an avenue for facilitating many teaching approaches and supports the teaching and learning processes (Hovland, Lumsdaine & Sheffield, 1949, cited in Campugan Jr. and Salinas, 2022). **"E-Lesson-Mo!"** from the viewpoint of Manguisoc National High School is an instructional material made to supplement the discussions made by the teacher inside the classroom. This is where the teacher's discussion is recorded, saved, and forwarded to the students through email, google drive, Facebook group, or Messenger, and/or stored in a flash drive.

The learner-respondents under the experimental group were given recorded video lessons in Media and Information Literacy or the "E-Lesson Mo!". These lessons are anchored in the Most Essential Learning Competencies

(MELCs). The E-lesson Mo! contains an introduction, objectives, review of the previous lesson, pre-assessment or motivational activity, discussion part, activities for application of learnings, summary, and evaluation.

The E-lesson Mo! was made through Microsoft PowerPoint Presentation, OBS, Filmora, and other video editing software. The videos produced were saved in MP4 format. These videos were given to the students after their face-to-face discussion in school through their email, Google Drive, Messenger Group, or a private Facebook Group and they access or watched these in their houses. For those students without internet access, the videos were distributed by saving them to a flash drive, and a "Share it" application for Android phones. In some cases, students who had no means to access the aforementioned ways, he/she has joined other students residing in the same barangay who have access to the video with the adherence to the minimum health standards.

This also allowed students to pause or rewind the video if they cannot follow the discussions in Media and Information Literacy anywhere, they are. The lessons in the E-Lesson-Mo! were prepared by the researcher and were evaluated by the School Head using the evaluation tool from the Learning Resources Management and Development System (LRMDS) for Non-printed materials.

After administering weekly pre-tests to the learner-respondents, recorded video lessons were given to the experimental group to aid teaching and learning. Finally, the researcher conducted posttests on the control group and experimental group. Afterward, copies of "E-Lesson-Mo!" were also given and distributed to the control group for fairness in teaching the students. Through this intervention, the

researcher assures that the students in Grade 11 had mastery of the learning competencies in Media and Information Literacy. This enabled the students to have enough time to comprehend the topics being discussed which gave them confidence and motivation. Hence, improve their academic performance.

ACTION RESEARCH QUESTIONS

This study aimed to determine the effectiveness of integrating recorded video lessons in teaching Media and Information Literacy to Grade 11 students of Manguisoc National High School for the school year 2022-2023.

Specifically, it answered the following questions:

1. What is the profile of the learner-respondents from the experimental group and control group in terms of:
    a. age;
    b. sex;
    c. available time to study (outside the school);
    d. access to the internet; and
    e. availability of gadget?
2. What is the significant difference between the performance of the learner-respondents in the control group with that of the experimental group in grade 11 students using recorded video lessons?
3. What is the effect of Integrating Recorded Video Lessons in Teaching Media and Information Literacy to Grade 11 Students of Manguisoc National High School?

ACTION RESEARCH METHODS

This action research used the experimental method from a two-group pretest-posttest design. The pretest-posttest design is a type of experiment where participants were assigned to a group either receives an intervention (the treatment or experimental group) or not (the control group). The outcome of interest is measured two (2) times, once before the treatment group gets the intervention – pretest – and once after it – the posttest (Choueiry, n.d.).

In this study, all 41 students from Grade 11 – Enthusiast was the control group, and all 43 students from Grade 11 – Responsible were included in the experimental group which was given a recorded video lesson. This determined the effectiveness of integrating recorded video lessons in teaching Media and Information Literacy to the Grade 11 students of Manguisoc National High School.

A. Participants and/or other sources of data

The researcher used total enumeration to include the entire population of Grade 11 in Manguisoc National High School for the School Year 2022-2023. There is a total of 84 learners from two sections of Grade 11. Grade 11 – Enthusiasts with 41 learners were included in the control group of the study. While the other 43 learners from Grade 11 – Responsible were the experimental group of the study. The researcher also secured parental consent for respondents who are minors.

Table 1
Number of Respondents Per Section

Grade and Section	No. of Participants
11 – Enthusiast	41
11 – Responsible	43
TOTAL	**84**

B. Data Gathering Methods

The researcher utilized an organize and systematic flow in the conduct of the study. The researcher secured consent and letters from the following: the School Principal to conduct the study; the advisers of grade 11 to inform them about the participation of their students; the respondents for their participation in the study; and parents if a respondent is a minor. The research was conducted in Manguisoc National High School which is located in a coastal barangay of Manguisoc, Mercedes, Camarines Norte.

The teacher-researcher used video lessons as the instruments in conducting this study. The video lessons were created, developed, and validated by the school principal using the evaluation tool from LRMDS for Non-printed materials. The researcher also adopted questionnaires for pre-test and post-test anchored on the most essential learning competencies lessons from the Learning Activity Sheets in Media and Information Literacy of DepEd Region V, and researcher-made questionnaires to answer the SOP 1 or the profile of the respondents to be validated by the school head.

The administration of the pre-test was the first part of the study. These were given to the control group and experimental group before the intervention of video lessons weekly for four (4) consecutive weeks. The 41 learner-respondents from a control group and the other 43 learners-respondents from the experimental group were given 10 items of pretest weekly lessons based on the most essential learning competencies adopted from DepEd Learning Materials. Then, video lessons were given to the experimental group right after the conduct of face-to-face class discussion. Finally, the administration of post-test to learners-respondents was collected by the teacher-researcher for checking, encoding, analysis, and interpretation of data.

C. Data Analysis

The result of the pre-test and post-test were presented through tables showing the statistical tools to be used which are Frequency for analysis and interpretation of data in terms of age, sex, available time to study, access to the internet, and availability of gadgets. Frequency Count was used for the first SOP or the Profile of the respondents. Frequency tally or frequency count calculates how many people fit into a certain category or the number of times a characteristic occurs. The calculation is expressed by both the absolute (actual number) and relative (percentage) totals. Percentage simply means “per hundred” and uses the symbol “%”

(Statistique Canada, n.d.), percentage will be used for determining the profile of the respondents, and their mean scores.

T-test for paired two samples was used to determine the significant difference in pre-test and post-test mean gained by learner-respondents of the two groups. T-Test is a statistical test that is used to compare the means of two groups (Bevan, 2020).

DISCUSSION OF RESULTS AND REFLECTION

This chapter presents the findings of the study that answer the following research questions: (1) What is the profile of the learner-respondents from the experimental group and control group in terms of; age, sex, available time to study (outside the school), access to the internet, availability of gadget? (2) What is the significant difference between the performance of the learner-respondents in the control group with that of the experimental group in grade 11 students using recorded video lessons? (3) What is the effect of Integrating Recorded Video Lessons in teaching Media and Information Literacy to Grade 11 Students of Manguisoc National High School?

Profile of the Respondents

Table 2 below shows the distribution of the respondents according to their age, sex, the frequency of the available time to study, access to the Internet, and the available gadget of the respondents. Based on the gathered data, most of the respondents belong to 17 years of age with a frequency of 36 or forty-three (43%)

percent. In addition, it shows that most of the respondents are males with a frequency of forty-seven (47) from the control and experimental group or fifty-five (55.95%) percent. While thirty-seven (37) are females with a percentage of a forty-four-point zero-five percent (44.05%).

Table 2
Profile of the Respondents

Description	Frequency	Percentage
Age		
16	28	33.33
17	36	43.00
18	12	14.30
19	7	8.33
31	1	1.20
Sex		
Male	47	55.95
Female	37	44.05
Available Time to Study (Outside the School)		
10 mins & below	18	21.43
11-30 mins	25	30.00
31mins-1 hour	28	33.33
2-3hrs	11	13.10
4hrs & above	2	2.40
Access to the Internet		
Mobile Phone Data	20	24.00
Wi-fi connection at home	28	33.00
Piso Wi-Fi	27	32.00
None	9	11.00
Available Gadget		
Mobile Phone	81	96.40
Laptop		
Desktop Computer		
Tablet/Netbook	1	1.20
Smart Television		
None	2	2.40

The data also revealed that most of the respondents or twenty-eight (28) students or thirty-three-point-thirty-three (33.33%) percent have thirty-one minutes to one hour (31 minutes – 1 hour) available time to study outside the school. This available time was used to watch the recorded video lessons in Media and

Information Literacy. However, only two (2) of the respondents answered four hours above (4 hours above) available time to study with a percentage of two-point-forty (2.40%). This implies that only two (2) out of 84 respondents have ample time to study and watch the recorded video lessons.

Table 2 also shows that most of the respondents have WI-FI connections at home with a frequency of twenty-eight (28) or thirty-three percent (33%). Thus, they may access the recorded video lessons sent through the internet.

Based on the same data, eighty-one (81) respondents are using their mobile phones for studying lessons with ninety-six percent (96%). This means that this gadget was used by the respondents to utilize the recorded video lessons in their homes.

Based on these findings the researcher concluded that the limited time of the respondents to study in their homes is due to household chores and other tasks given to them by their parents. Moreover, most of them afford to connect to the internet using a fiber connection, Piso WIFI which is an in-demand business today, and the affordable Data Connection offered by different Telecommunications Networks. They used their mobile phones as the main tool for watching the video lessons.

Difference between the Pre-test and Post-test of the Control Group and Experimental Group

The study tested the significant difference between the pre-test and post-test of the control group and the experimental group and the effects of Researcher-

Made Video lessons or the “E-Lesson-Mo!”. The mean score of the respondents was used in the analysis of data.

WEEK 1

The pre-test was administered before the “E-lesson-Mo!” implementation for 4 weeks. Table 3 below presents the data for the mean and mean percentage scores of the pre-test of the control and experimental group. For Week 1, the experimental group obtained a mean of 5.53 while the control group got a 4.80 mean during the pre-test. This indicated that the students in the experimental group answered 55.35% of the questions correctly, against 48% of the control group. This also means that the students in the experimental group had a better prior knowledge of the topic as compared to that of the control group.

To determine if there is a significant difference between the mean of the control group and the experimental group, the t-value was computed using the formula of t-test. The computed t-value of 2.0244 is higher than the critical value of 1.9893 which revealed that there is a significant difference from the performance of the respondents before utilizing the “E-lesson-Mo!” under the topic “How communication is influenced by Media and Information.”

Post-test was administered after the implementation of “E-lesson-Mo!”. For the same week, the experimental group obtained a mean of 7.77 while the control group got a 5.71 mean. This indicated that the students in the experimental group answered 77.67% of the questions correctly, as compared to 57.07% of the control group. This revealed that the students in the experimental group had a better

mastery of the topic as compared to that of the control group after the utilization of “E-lesson-Mo!”.

Table 3
Comparison of the Mean Score of the Experimental and Control Group Before and After the Implementation of “E-Lesson-Mo!”.

	Experimental Group		Control Group		Critical Values	t-value
	MEAN	**MPS**	**MEAN**	**MPS**		
WEEK 1						
Pre-test	5.53	55.35%	4.80	48.0%	1.9893	2.0244
Post-test	7.77	77.67%	5.71	57.07%	1.9893	5.6702
WEEK 2						
Pre-test	5.35	53.49%	6.00	60%	1.9893	-1.7370
Post-test	7.88	78.84%	7.49	74.88%	1.9893	1.0148
WEEK 3						
Pre-test	6.05	60.47%	5.32	53.17%	1.9893	1.9766
Post-test	8.33	83.26%	7.46	74.63%	1.9893	2.8040
WEEK 4						
Pre-test	5.88	58.84%	5.27	52.68%	1.9893	1.8980
Post-test	8.53	85.35%	7.37	73.66%	1.9893	3.9150

To determine if there is a significant difference between the mean of the control group and the experimental group, the t-value was computed using the formula of t-test with 0.05 alpha value ng level of significance. The computed t-value of 5.6702 is higher than the critical value of 1.9893 which means that there is a significant difference between the performance of the experimental group from the control group after utilizing the "E-lesson-Mo!" Furthermore, both the control group and experimental group showed a considerable increase in their mean scores (from the control group's 48.0% pre-test score to 57.07% post-test score; for experimental group's 55.35% scores in the pre-test to 77.67% post-test scores), the table further reveals that the performance of the experimental group for week 1 was better than the experimental group.

WEEK 2

For Week 2, the control group obtained a mean of 6.00 while the experimental group got only a 5.53 mean during the pre-test. This indicated that the students in the control group answered 60% of the questions correctly, against 53.49% of the experimental group. This also means that the students in the control group had a better prior knowledge of the topic for the said week as compared to the experimental group.

To determine if there is a significant difference between the mean of the control group and the experimental group, the t-value was computed using the formula of t-test with 0.05 alpha value of the level of significance. The computed t-value of -1.7370 is lower than the critical value of 1.9893 which means that there is no significant difference between the performance of the control group and experimental group before utilizing the “E-lesson-Mo!” under the topic “Media, Information, and Technology Literacy.”

Post-test was administered after the implementation of “E-lesson-Mo!”. For the same week, the experimental group obtained a mean of 7.88 while the 7.49 mean for the control group. This indicated that the students in the experimental group answered 78.84% of the questions correctly, as compared to 74.88% of the control group. This means that the students in the experimental group had a better mastery of the topic as compared to that of the control group after the utilization of "E-lesson-Mo!".

To determine if there is a significant difference between the mean of the control group and the experimental group, the t-value was computed using the formula of t-test with 0.05 alpha value of the level of significance. The computed t-value of 1.0175 is lower than the critical value of 1.9893 which means that there is no significant difference between the performance of the experimental group from the control group even after utilizing the "E-lesson-Mo!" in week 2.

Although both the control group and experimental group showed a considerable increase in their mean scores (from the control group's 60% pre-test to 74.88% post-test score; for the experimental group's 53.49% scores in the pre-test to 7.88% post-test scores), the table further reveals that the performance of the experimental group for week 2 was not that high from the control group.

WEEK 3

Table 3 revealed that the experimental group obtained a mean of 6.05 while the 5.32 mean for the control group. This indicated that the students in the experimental group answered 60.47% of the questions correctly, against 53.17% of the control group. This means that the students in the experimental group had a better prior understanding of the topics as compared to that of the control group. To determine if there is a significant difference between the mean of the control group and the experimental group, the t-value was computed using the formula of t-test. The computed t-value of 1.9766 is lower than the critical value of 1.9893 which means that there is no significant difference from the performance of the

respondents before utilizing the “E-lesson-Mo!” under the topic “Use of Media and Information.”

For the same week, the experimental group obtained a mean of 8.33 while the 7.46 mean for the control group. This indicated that the students in the experimental group answered 85.35% of the questions correctly, as compared to 73.66% of the control group. This means that the students in the experimental group had a better mastery of the topic as compared to that of the control group after the utilization of “E-lesson-Mo!”.

To determine if there is a significant difference between the mean of the control group and the experimental group, the t-value was computed using the formula of t-test with 0.05 alpha value ng level of significance. The computed t-value of 2.8040 is higher than the critical value of 1.9893 which means that there is a significant difference between the performance of the experimental group from the control group after utilizing the “E-lesson-Mo!” Furthermore, both the control group and experimental group showed a considerable increase in their mean scores (from the control group's 53.17% pre-test to 74.63% post-test score; for the experimental group's 60.47% scores in the pre-test to 83.26% post-test scores), the table further reveals that the performance of the experimental group for week 3 was better than the control group.

WEEK 4

Finally, for Week 4, the experimental group obtained a mean of 5.88 during the pre-test, while the control group got a mean of 5.27. This indicated that the

students in the experimental group answered 58.84% of the questions correctly, against 52.68% of the control group. This means that the students in the experimental group had a better prior understanding of the topic as compared to the control group.

To determine if there is a significant difference between the mean of the control group and the experimental group, the t-value was computed using the formula of t-test. The computed t-value of 1.8980 is lower than the critical value of 1.9893 which means that there is no significant difference from the performance of the respondents before utilizing the “E-lesson-Mo!” under the topic “Media Evolution and Society.”

For the post-test, the experimental group obtained a mean of 8.53 while the 7.37 mean for the control group. This indicated that the students in the experimental group answered 85.35% of the questions correctly, as compared to 73.66% of the control group. This means that the students in the experimental group had a better mastery of the topic as compared to that of the control group after the utilization of “E-lesson-Mo!”.

To determine if there is a significant difference between the mean of the control group and the experimental group, the t-value was computed using the formula of t-test with 0.05 alpha value ng level of significance. The computed t-value of 3.9150 is higher than the critical value of 1.9893 which means that there is a significant difference between the performance of the experimental group from the control group after utilizing the "E-lesson-Mo!" Moreover, both the control group and experimental group showed a considerable increase in their mean scores

(from the control group's 52.68% pre-test to 73.66% post-test score; for the experimental group's 58.84% scores in the pre-test to 85.35% post-test scores), the table further reveals that the performance of the experimental group for week 4 was better than the control group.

These findings are similar to the study conducted by Española et.al. (2023), their study revealed that Project SUM (Scaffold the Pupils to Understand the Difficult Lesson in Mathematics) using teacher-made instructional short videos had a positive outcome in learning mathematics. Another study supports these findings, based on the study conducted by Bullo, (2021), for all weeks of pre-test and post-tests, it revealed that there is a significant difference in the performance of the students who were given video lessons, accordingly video lessons were more effective in all learning competencies.

Based on the findings, the experimental group fully understands the content of the video lessons. This was due to the opportunity for the respondents to pause, rewind, and review the lessons at their own pace whenever they want and without time constraints.

Effect of Integrating Recorded Video Lessons in Teaching Media and Information Literacy to Grade 11 Students of Manguisoc National High School

Based on the findings of this study, the following are the effects of integrating recorded video lessons in teaching Media and Information Literacy to Grade 11 Students of Manguisoc National High School.

There were significant improvements in the performance of both groups, the control group, and the experimental group during the post-test and after the utilization of the video lessons by the experimental group as shown in their mean scores for four (4) consecutive weeks.

1. During the post-test in Weeks 1,3, and 4, there is a significant difference between the performance of the experimental group and the control group. This means that the two groups differ from each other. Hence, the integration of recorded video lessons or the “E-lesson-Mo!” in teaching some topics in the Media and Information Literacy subject is effective to improve learners’ performance. According to the article "The Importance of Videos in Teaching and Quick Learning, (n.d.):

   > *“Students can learn better when the concepts are explained through the use of videos in teaching and learning. Students show more interest when the content is visually appealing."*

   This may also relate to the following impact of videos on teaching and learning such as engagement, effectiveness, authenticity, and inspired thinking (The Importance of Videos for Teaching and Learning, 2023).

2. Using recorded video lessons as an approach to supplement the learnings of the students could help them to learn more even at their home or anywhere, they are. This is following the study conducted by Bunguluan Jr. et, al (2020) accordingly, lessons can be made more interesting if teachers are creative and resourceful and that teaching is not mere “teacher talk”, or “teacher demonstration”, this will enhance students’ interest and will make

them strongly motivated to learn more. Furthermore, according to NYU, (n.d), an effectively designed video can grab the attention of the students, sparks curiosity, and stimulate a focused discussion guided by the instructor.

Reflection

During this study, I felt the need to improve the quality of education of today's students, by providing not just mere tangible supplemental learning materials, but most importantly the love and care for the students, especially the students of Manguisoc National High School. This can be best manifested through the efforts that a teacher is exerting just to improve and help the learning of the students. One best example is this recorded video lesson.

The integration of recorded video lessons provides opportunities for students to learn more and be motivated and interested resulting in a higher level of performance. The result of this study may also serve as an eye-opener to other teachers that lessons can be made more interesting if they will fully exercise their capability of being creative and resourceful. The desire of the teacher-researcher to share all his knowledge plus the student’s eagerness to learn and improve his/her academic performance greatly contributed to the success of this study. However, the researcher will not deny the fact that there’s still more improvement to be made in this kind of intervention. Training on the use of different video editing techniques can be provided to teachers to ensure that the videos that will be produced will be more visually attractive and interactive. Also, the availability of

resources needed in video editing and production may be provided to teachers such as microphones, speakers, lights, etc.

ADVOCACY, UTILIZATION, AND DISSEMINATION

The researcher conducted a 1-Day Seminar Workshop on the Importance of Integrating Recorded Video Lessons in the Teaching-and-Learning Process made an avenue to disseminate the result of the study conducted by the proponent entitled “Integration of Recorded Video Lessons in Teaching Media and Information Literacy to Grade 11 Students of Manguisoc National High School” This activity was conducted on May 23, 2023, at Senior High School building, Manguisoc Mercedes, Camarines Norte and attended by ninety-one (91) participants.

The training started with an opening program facilitated by the Grade 12 Presidents and participated by Grade 11 students (the respondents) and SHS teachers. The first topic was the discussion of the result of this study. The respondents (Grade 11 students) were properly informed of the result and their participation to the study. As part of the activity, the researcher also discussed the importance of integrating ICT such as video lessons into classroom instructions. The researcher also conducted a workshop on how to make or create a video lesson using the Microsoft PowerPoint Presentation. This workshop was still participated in by the senior high school teachers. The researcher discussed the step-by-step process of making a video lesson. They used their own laptop as they followed the process being discussed by the researcher. After the discussion,

participants were given 30 mins to 1 hour to make their own video lessons and they presented it afterward. The training concluded with a closing message given by the proponent. Acknowledgments, appreciation, and gratitude were given to those who helped and made this event possible and a success.

Action Plan

Below are the activities conducted by the researcher to disseminate the result of this study. It also shows the plan for its utilization in the succeeding years.

Activity	Objective	Timeline	Resources Needed	Persons Involved	Success Indicator
Conduct of 1-Day Seminar Workshop on: The Importance of Integrating Video Lessons into classroom instructions. How to Make Video Lessons Using PowerPoint Presentation	To disseminate the result of this study to its respondents (Grade 11 students), To inform the Senior High School teachers on the importance of integrating video lessons into classroom instructions, To improve the technical know-how of Senior High School Teachers of Manguisoc National High School in the use of video lessons.	May 2023	Laptop, Projector/ Television	Researcher, Grade 11 Students, Senior High School Teachers, and the School Head.	The respondents were well-informed of the result of the study, The Senior High School Teachers were informed about the importance of integrating video lessons into classroom instructions, The Senior High School Teachers have their own video lessons
Utilization and/or Adoption of the Video Lessons to other Schools in the Division of Camarines Norte	To adopt by other schools in the SDO of Camarines Norte the video lessons made by the researcher in teaching the Media and Information Literacy subject.	Yearly starting next school year 2023-2024	Video Lessons, Laptop, Projector/ Television	Media and Information Literacy Subject Teachers, Senior High School Students	Adoption of Video lessons in different schools in SDO Camarines Norte, Improved performance of the Senior High School Students in Media and Information Literacy

REFERENCES

Bevans, R. (2020). *An Introduction to T-Test.* Retrieved from https://www.scribbr.com/statistics/t-test/#:~:text=What%20is%20a%20t%2Dtest,means%20is%20different%20from%20zero.

Bullo, M. (2021). *Integration of Video Lessons to Grade 9 Science Learners Amidst COVID-19 Pandemic* retrieved from https://www.researchgate.net/publication/353261170_Integration_of_video_lessons_to_Grade-9_science_learners_amidst_COVID-19_pandemic

Bungulan, R.M. JR. et.al.(2023). *Facebook Integration Through Streaming Online: Its Impact on Academic Performance of Grade 8 Students.* Retrieved from https://www.depedbinan.com/media/research/BUNGUALAN_FISO_IMRD.pdf

Campungan, A.C. JR. & Salinas,P.M. (2022). *Modular and Recorded Video Lessons in Teaching Music, Arts, Physical Education, and Health (MAPEH).* Retrieved from https://www.slideshare.net/ManagingEditor3/modular-and-recorded-video-lessons-in-teaching-music-arts-physical-education-and-health-mapeh

Choueiry. G. (n.d.). Pretest-Posttest Control Group Design: An Introduction. Retrieved from https://quantifyinghealth.com/pretest-posttest-control-group-design/#:~:text=The%20pretest%2Dposttest%20control%20group,not%20(the%20control%20group)

Department Of Education. (2022). DEPED ORDER NO. 034 SERIES 2022: *"School Calendar and Activities for the School Year 2022-2023".* Retrieved from chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.deped.gov.ph/wp-content/uploads/2022/07/DO_s2022_034.pdf

Española, J.R. et.al. (2023). *The Effects of Project SUM (Scaffold the Pupils to Understand the Difficult Lesson in Mathematics) Using the Teacher-Made Instructional Short Videos As Intervention to the Result of 4FOS Assessment.* Retrieved from https://www.depedbinan.com/media/research/Jenny_Espanola_Maylene_Balairos_Veronica_Borromeo_SUM-IMRD_-_FINALE.pdf

Giving Compass. (n.d.) *The Importance of Videos for Teaching and Learning* Retrieved from https://givingcompass.org/article/the-importance-of-videos-for-teaching-and-learning

Grasp, Learn, And Grow. (n.d.) *The Importance of Videos in Teaching and Quick Learning.* Retrieved from https://learnfromblogs.com/the-importance-of-videos-in-teaching-and-learning

NYU. (n.d.) *Guidelines for Video in Teaching and Learning* Retrieved from https://www.nyu.edu/faculty/teaching-and-learning-resources/strategies-for-teaching-with-tech/video-teaching-and-learning/guidelines-for-video.html

Statistique Canada. (n.d.). *Using Basic Statistical Techniques.* Retrieved from. https://www150.statcan.gc.ca/n1/pub/11-533-x/using-utiliser/4072258-eng.htm#:~:text=Means%20and%20medians-,Percentages,or%20whole%20number%20by%20100.

UNESCO. (2020). *Ensuring Effective Distance Learning During COVID-19 Disruption*: *Guide for Teachers.* Retrieved from https://unesdoc.unesco.org/ark:/48223/pf0000375116

The University Of Guelph. (n.d.). *Frequency Distribution*. Retrieved from https://www.uoguelph.ca/hftm/book/export/html/2115#:~:text=The%20tally%20or%20frequency%20count,and%20relative%20(percentage)%20totals

Valera, A.L. & Mejia, F. (2018). *Using Videos to Improve Teaching Practice.* Retrieved from https://www.researchgate.net/publication/327369306_USING_VIDEOS_TO_IMPROVE_TEACHING_PRACTICE

FINANCIAL REPORT

ACTIVITY	CASH-OUT	BALANCE
		Php 15,000.00
Crafting and Preparation of Action Research Proposal	Php 2,863.00	Php 12, 137.00
Transport of Proposed Action Research to DepEd Region Office	Php 130.00	Php 12, 007.00
Travel going to Legazpi City Re: MOA Signing (via private car)	Php 1,000.00	Php 11, 007.00
Hotel Accommodation during the MOA Signing (1 night)	Php 1,960.00	Php 9, 047.00
Food Allowance During the MOA Signing	Php 450.00	Php 8, 597.00
Delivery of Edited copy of MOA and ATM	Php 130.00	Php 8, 467.00
Notarial Service for the copy of MOA	Php 120.00	Php 8, 347.00
Photocopy/Printing of Survey Questionnaires and Pre-test and Posttest	Php 672.00	Php 7, 675.00
Transportation/ fare from Manguisoc National High School going to SDO Camarines Norte & v.v. for Technical Assistance and other concerns	Php 1, 115.00	Php 6, 560. 00
Dissemination of Result (Conduct of Seminar)	Php 5, 000.00	Php 1, 560.00
Hard Bound Copy/ Bond paper	Php 1,560. 00	Php 0

Prepared by:

REYMAR B. NARES
Researcher