



ENGAGING GENERATION Z LEARNERS IN THE NEW NORMAL THROUGH THINKTOK

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INTRODUCTION

The public health emergency caused by the COVID-19 pandemic prompted the Department of Education (DepEd) to deliver instruction through distance learning. This made teachers search for creative ways in order to catch the interest of the students in learning which posed challenges in the new normal. Hence, the researcher explored the reinforcement of ThinkTok in teaching Science to improve the engagement of Grade 10 learners in Guipos National High School in their science class. Particularly, the research aims to answer the following questions:

> 1. How do learners perceive the use of ThinkTok in learning Science?

> 2. What is the learners' engagement level before and after using ThinkTok?

The ThinkTok learning strategy involves three essential stages, as follows: (1) Think (Think or Reflective Dialog); (2) Talk (Speaking or Discussing); and (3) Share. The activity of thinking can be seen in the process of reading a science text or viewing video clips with science stories and then making reflections about what has been read or viewed. At the talking stage, learners join virtual groups to reflect, compose, and express ideas in discussion activities. Lastly, the next stage "share," asks learners to conceptualize and execute their ideas through video-making and communicate the learned concept with scientific and logical explanations on the topic using social media platforms.

A mixed research method was used, particularly sequential exploratory design to explore the implementation of ThinkTok



DISCUSSION OF RESULTS

Learners' Perceptions on the Use of ThinkTok. Analyzing learners' perceptions of ThinkTok in Science has emerged into three (3) themes: (1) stimulating learners to think, (2) making learning enjoyable and exciting, and (3) relevant to the new normal.

Firstly, the participants emphasized that the intervention has effectively stimulated learners' thinking processes in science.

One learner remarked, "*I can learn a lot in ThinkTok during science class*." Secondly, most of the participants expressed enjoyment and excitement in their science classes when utilizing ThinkTok,





highlighting its capacity to enhance comprehension and memory through engaging activities. One learner stated, "I really enjoyed it, especially when we were asked to create a video about resiliency. It helps me understand the lessons more." Finally, the participants underscored the relevance of ThinkTok in the context of the "new normal" brought about by the COVID-19 pandemic, citing its accessibility and ability to facilitate learning outside traditional classroom settings. One learner commented, "ThinkTok is the source that gives us more information and to help students, especially now that we are facing this pandemic (S25)." Another noted, "As a student, I think the advantages of using ThinkTok in science class is that you don't need to go to school to learn all you need is an internet connection and a smartphone (S1)."

Learners' Level of Engagement. Table 1 shows learners' level of engagement in learning Science before and after using ThinkTok. Results showed that on average, learners scored 3.22 before the integration of ThinkTok while 3.39 after the integration.

Table 1: Descriptive Statistics of
Learners' Level of Engagement

Constructs	Before ThinkTok			After ThinkTok		
	Mean	SD	Remarks	Mean	SD	Remarks
Engagement in Science Lessons and Tasks	3.31	.22	Very High	3.43	.18	Very High
Science Learning Involvement	3.23	.14	High	3.41	.35	Very High
Science Effort and Preparation	3.13	.22	High	3.33	.20	Very High
Overall	3.22	.19	High	3.39	.24	Very High

Scale: 1.00-1.75 Very Low; 1.76-2.50 Low; 2.51-3.25 High; 3.26- 4.00 Very High

CONCLUSION AND RECOMMENDATION

The utilization of ThinkTok in learning Science stimulate students to think, makes





learning enjoyable and exciting, and is very relevant to use as a teaching strategy in the new normal. The study found that the intervention has increased students' level of engagement.

In line with the result, teachers are encouraged to utilize ThinkTok in delivering instructions remotely. School administrators may also consider conducting training and workshops on its effectivity. Teachers are also challenges to develop more strategies to increase retention and improve the quality of distance learning.

REFERENCES

• Baraquia, L. (2019). Students Science Engagement Scale (SSES): Developing the constructs to measure science engagement. *PANAGDAIT Multidisciplinary Research Journal Volume 1, No. 1, pp.* 99-110

Disclaimer:

This Research Bulletin is an abridged version of the full manuscript of Mr. Robledo and supplements his research presentation during the Research O'clock last July 28, 2022, under the topic, "Exploring Teaching and Learning Interventions in Blended Learning for Elementary Learners". To request a copy of their manuscript, send an email to ps.prd@deped.gov.ph.