



The Effectiveness of Instructional Video in Teaching Grade 10 Araling Panlipunan

Rona C. Calado

Teacher 1

Araling Panlipunan Grade 10 Teacher

San Isidro National High School

Antipolo City, Rizal, Philippines

Abstract

This study is being conducted to identify the effectiveness of instructional video presentation to the Grade 10 students. Our education system is continuously changing because our society too, wherein we should prepare our dear learners to this constant change. This is also the best solution in the absence of the Learners Module which usually distributed for the students. Since this subject of the Grade 10 students was being changed from Ekonomiks to Mga Kontemporaryong Isyu at Hamong Panlipunan. Educational process needs more than traditional instructor and student-teacher roles which are changing eventually. Thus, student became active thinker rather than passive listener., while teacher serves as guide to lead the learner to significant information, needs and expectation of students, and then help them to find and use knowledge and information.

Using instructional videos in teaching is not new. Video based materials boost students' creativity and cooperation. Access to video can help motivate students and create a distinctive context for their learning experience and also the most accessible for both teachers and learners since there is a built in TV monitor in every classroom of the school.

Index Term

Effectiveness, Instructional video, Grade 10

Introduction

The focus of this study is to examine the effectiveness of instructional video presentation in teaching Grade 10 students in Araling Panlipunan.

In the study of Estrela (2020) cited that the Department of Education through Department of Education Order No. 76 series 2010 known as Policy Guidelines on the Implementation of the 2010 Secondary Education Curriculum in the delivery of curriculum reiterates the use of ICT as integral and shall pursue in school through various instructional media. Department of Education Order No. 31 series 2012 known as Policy Guidelines in the Implementation of Grades 1 to 10 of the K to 12 Basic Education Curriculum encourages to utilize web-based resources and video materials to enrich and deepen students' understanding.

Changes in the Social Studies Program in public high was being implemented during the school year 2014-2015. In the Grade 10 level the program was changed from Ekonomiks to Mga Kontemporaryong Isyu at Hamong Panlipunan this was baesd on the DO 20, S. 2014. The Mga Kontemporaryong Isyu at Hamong Panlipunan started to be taught last school year 2017-2018. All Grade 10 teachers including the teacher researcher we're attended the 5-day Regional Mass training for teachers in Kontemporaryong Isyu. Since then there was no hard copy of Learners Module printed that should be distributed for the students. Both students and teachers are only relying on the soft copy which is downloadable from the internet. Since there is installed TV monitor in every classroom in our school, AP teachers always prepared a learning video presentation or material so that students can focus attentively because they do not have the book or the hard copy learner's module. Amongst eight subjects, only in AP 10 has no printed LM. Since year

2018 the teacher researcher doing and improving learning materials for the students because I believed the more I improve my learning materials my students will first benefit and I in my work as well.

Nowadays students can easily access in the internet and just a click away in the google and hundreds of websites which made them more independent learners. This new trend in classroom setting, challenged teachers to be resourceful and creative for the teaching learning process. Power point presentation is one of the firsts of these many learning presentations which perhaps already a boring for the learners. That is why teachers comes up in their creativity and create a learning video presentation. Learning video presentation is more attractive, can get students focus and attention, and more interactive in the part of the students. In this time of pandemic where the teaching approach has been twist 360 degrees, using learning videos are very vital to the teachers and students. Teachers discovered different apps and strategies in teaching learning videos.

According to (Mendoza, et al., 2015) video based materials boost student creativity and cooperation. Using instructional video in the classroom helps to motivate the students to have a distinctive learning experiences. Several studies show that the development of technology gives impact to the learning environment. Many learning tools and education facilities contribute to the improvement of the learning process, both at school and daily life and, offers many ranges of facility in learning (Asejo, 2019)

In this study, the researcher wants to develop an instructional material that will help

Sub-Topic

Background of the Study

21st Century Education

How to make an effective instructional Video?

How to integrate instructional videos in the classroom

Instructional video as an effective tool in teaching learning process

Discussion

As a history teacher, there's always a challenge in making my class interesting knowing that history is a "boring subject" specially for the Grade 10 students who has access in the internet so they want something new and engaging and interactive.

As Asejo (2019) said in his study that Araling Panlipunan should be part of the curriculum for the purpose of helping students understand human interactions that occurred in the past, happening now, and that are likely to repeat in the future. Teachers are preparing the students in the real-life situations wherein they might be able to use what they'd learn in the classroom. That is the very relevant of the subject Kontemporaryong Isyu, to make students not only aware but an active, participative and responsible citizen.

Teachers are being challenged during this 21st century because from being traditional which is teacher-centered or also known as spoon feeding to student-centered or the constructivism theory. As stated by Alber, (2019) new teachers often struggle to find ways to amplify their curriculum. Instructional video can be a great tool to determine students in gaining that deeper understanding of content. The use of instructional video in our class should not become only a routine in our class but a tool which can contribute greatly to their learning.

Another study by Bradley (2014) video is being used in a variety of ways to support various pedagogical strategies successfully. By no means a comprehensive list, within just the context of problem-based learning, video clips can be used to present a problem to students to trigger problem-solving; Videos can include content that might be academic in nature or material that is supplementary to academic content, such as a news or film clips. They can be used in support of both practical and conceptual teaching (Kay, 2012) through formats which include the video lecture, video tutorial, short knowledge clips, and “how-to” example-based video-modelling.

Cited by (Mendoza, et al., 2015) video based materials boost student creativity and cooperation. Access to video can help motivate students and create a distinctive context for their learning experience.

Instructional video makes the students more independent. Since the video can be uploaded to different media flat form in this time of pandemic and during face to face, learners can save the video to their USB drive or can be in their mobile phone gadget which they can study well even after class.

The 21st century demands teaching learning process to be learner centered and engaged students through technology, use and maximize what's in it. In Estrella's (2020) research she stated that the

Department of Education through Department of Education Order No. 76 series 2010 known as Policy Guidelines on the Implementation of the 2010 Secondary Education Curriculum in the delivery of curriculum reiterates the use of ICT as integral and shall pursue in school through various instructional media. Department of Education Order No. 31 series 2012 known as Policy Guidelines in the Implementation of Grades 1 to 10 of the K to 12 Basic Education Curriculum encourages to utilize web-based resources and video materials to enrich and deepen students' understanding.

According to Cruse (2006) the use of educational video and television in classrooms has risen steadily over the past 20 to 30 years, according to a series of studies conducted by the

Corporation for Public Broadcasting. These studies measured the same patterns of use and its purpose and teacher's expectations to the outcomes. Not only is this technology trend used, according to the latest research, but it is also highly recognized as a means of teaching more effectively and creatively.

Possibly the most relevant survey finding that supports the value of these multimedia tools is the direct relationship between frequency of use and perceived student's output and motivation. Teachers who are using TV monitor or instructional video for more than two hours per week, two-thirds find that students has deeper learning when TV or video is used, and close to 70% find that student motivation became higher. More than half of frequent users also find that students use new vocabulary as a good outcome of using instructional video.

Now how are we going to do and use our instructional video in our class. Here are some facts and findings by different research, group of researchers and studies regarding the use and effectiveness of learning video in the classrooms. Based on the study of the group of researchers in the Kentucky University (2018) this is how our learning videos work effectively, videos can be a powerful way to engage students with course content, and deepen learning.

Reasons you would consider using and make our instructional video effectively include:

Add an experiential component by showing places or phenomena that students would not otherwise see

Break-down of procedural tasks

Catalyst for discussion

Connecting concepts with real-world examples

Develop media literacy skills

Encourage critical thinking

Allow more class time for discussion and activity

Create opportunity for students to master tough concepts by watching at their own pace

Cited in the study of (Frey, et., al. 2015) cited the different tips on how teachers will make their instructional videos best practice in the classroom.

Here are the following tips for using videos in your class

Integrate immediate assessment and feedback. Make sure that the students complete the assessment after watching the video and facilitate immediate feedback to ensure learnings. The research shows that together with assessment at the end is more effective than just watching the instructional video multiple times.

Encourage note taking and reflection. Make sure that students (specially learners who has a lower interest in the specific topic) to chat down notes while viewing the instructional video or answer higher thinking questions in between the video to help improve long-term retention of the instructional video.

Keep the content focused. Make sure you don not include interesting facts or anecdotes in your instructional video that are not beneficial to the learning experience as they become factor that can lower learning by reducing both recall and problem-solving performance.

Break up material into clear sections. Make sure to simplify cause-and-effect concepts that are related simultaneously, break down the explanation into segments and have students view them separately before showing the full explanation. This will help students to understand one concept before moving onto the next and allows the learner to control the pace of their learning.

Use conversation style. Practice a conversational style in your instructional videos (such as “you” and “your”) rather than a formal style (such as “students should...”). This will assist students to feel more connected to you through the video which helps to reduce the lack of presence when the video material is moved online.

Emphasize important concepts. Focus on the essential videos by highlighting, using highlighted or animated part of the video to focus learners’ attention on important points.

Avoid too much visual information. Putting too much pictures and gifs the more the students will confuse. It might be boring and redundant to the learners.

Limit video length. Try to limit video length for online viewing. High school students are easily get bored and they want always a new and creative viewing.

Determining the proper and appropriate activities to students were one of the critical roles of the teacher. Thus, an instructional activity must be engaging and interactive, usually includes the methodologies to be employed.

According to (Tominez, et al., 2015), some learning takes place from the things that learners hear, more learning take place from the things that learners see and do. The importance of knowing the balance and enough, appropriate and varied instructional materials to concretize and significant learning. Thus, teaching and learning process should have utilized a good material to manipulated and analyze by the students like models.

Cited by Donkor (2010) in his study that there are a lot of things to consider when using an instructional media resources or technologies, in general in classroom instruction. There's a process to follow to be able to effectively integrate technologies and instructional media resources in the classroom. As the definition of Educational Technology provided by the Association for Educational Communications and Technology states: Educational technology is a complex integrated process involving people, procedures, ideas, devices, and organization for analyzing problems, involve in all aspects of human learning.

Krippel et al., (2015) conducted a research on understanding multimedia learning, based from the findings, the fundamental principle behind multimedia learning, the people learn better from words and pictures than from words alone. Thus, the research suggest it was more focused on the visual and auditory skills of the students in enhancing their knowledge and skills.

Brame (2010) cited that teaching materials are “tools of trade” must measure up to vigorous demands of daily instruction. Teacher, in order to be relevant, must be able to treat students in proper curricular and detect instructional tactics that will enhance teaching and learning, maintain motivation, correct shortcomings of a material and monitor its' progress.

Cramer (2012) study the impact of constructivist approach via biological science curriculum using the 5E model to students. Findings revealed that the developed science material activates students with exciting cross curricular connections.

In the study of (Chouchua, et al., 2019) cited the used of instructional videos both formal and non-formal setting. And still remain unanswered on how to developed, design video that suited to the different modalities of learning of learning in online classes.

Based from the article that was written by Granali (2013) in the Philippine Daily Inquirer, learning is fun. A student-centered teaching method that combines fun and learning.

Fevrier (2018) cited in article about the Taxonomy of Asynchronous Instructional Video Styles. Many teachers are employing instructional videos in their art of teaching, but we cannot use the video material alone as a tool in the learning process. Also, facilitating video format instructional to different subject matter will have a big effect on the analysis of the students on a certain topic.

New literacies, new era of instruction was the main goal of every teacher in a classroom. Guided activities were also part of the scaffolding of learning among students in Araling Panlipunan subject. Thus, promoting higher-order thinking skills.

Summary

Our education system is constantly changing. This change lead both teachers and students to maximize what is the trend, discovering the full skills which may equipped them if not all outside formal school, it is the facilitators of learning who lead them to train them holistically through the use of different learning tools such as instructional video and make them independent learner

This changes demands the teachers to be equip and innovative in teaching approaches and strategies which the students will fully engaged in the real life situation inside and outside of the

classroom. Through this, one of the best ways to make the lessons more interactive and engaging to the students is the use of effective instructional video in teaching Araling Panlipunan. It may demand more time and creativity to the teacher it will be all worth because the Grade 10 students will develop skills which not only needed in the four corner of the classroom but skills that is globally competitive and ready to use in their future field of work. Through the careful and comprehensive teacher made instructional video the students will have a longer retention and develop a critical thinker learner.

Conclusion

The study showed that using an instructional video is effective and it has a powerful way to engage students with the content and deepen understanding and retention. It can create experiences that using print materials alone. They provide a go-to resources that can be watched from anywhere. Using videos, it has a variety of ways in educational setting.

The teacher researcher will publish the compiled instructional video of Grade 10 Araling Panlipunan in the Division of Antipolo and hopefully when it is already approving, the Grade 10 Araling Panlipunan teachers will adopt and will be use in their classes. To the teacher researcher it will give an innovation which can contribute to the teaching and learning process of the learners and it will have a big factor in her reclassification in the near future.

References

Alber, R. Using Video Content to Amplify Learning New Teachers Often Struggle With Finding Multiple Ways For Students To Access Course Content, And Video Clips Can Help. March 18, 2019 Edutopia

Asejo, D. J. C. Effectiveness of Audio-Visual Presentation On The Performance Of Grade 6 Learning In Araling Panlipunan San Carlos College Research Journal - 2019 Issue, Vol. 1 ISSN: 2704-4599

Bradley, J.V.(2015) Assessing the Impact of Educational Video on Student Engagement, Critical Thinking and Learning: The Current State of Play, 2015 SAGE Publishing

Brame, C. (2010) Effective Educational Videos: Principles and Guidelines for Maximizing Student Learning from Video Content. Retrieved from: doi:10.1187/cbe.16-03-0125

Cramer, T.H. Impact of Constructivism via Biological Sciences Curriculum Study (BSCS) 5E Model on Student Science Achievement and Attitude, 2012 Montana University Library

Chouchua Ou, David A. Joyner, Ashok K. Goel. "Designing and Developing Video Lessons for Online Learning: A Seven-Principle Model" Online Learning 23.2 (2019):82-104

Cruse, E. (2006). Using educational video in the classroom: Theory, research and practice. Library Video Company, 12(4), 56-80.

Donkor, Francis (2010) "The Comparative instructional effectiveness of print-based and video-based instructional materials for teaching practical skills at a distance." International Review of Research in Open and Distributed Learning 11.1 (2010): 96-116

Estrella, M. M., (2020) Impact of Using Computer-aided Instruction (CAI) in the Performance of Grade 8 Students in Araling Panlipunan Jalajala National High School marlexm.estrella@gmail.com The URSP Research Journal | Volume 6, No. 1 | JUNE 2020

Fevrier, J.K., 2018. A Taxonomy of Asynchronous Instructional Video Styles, retrieved from : DOI <https://doi.org/10.19173/irroddl.v19i1.2920>

Frey, B. A., & Sutton, J. M. (2010). A Model for Developing Multimedia Learning Projects. *MERLOT Journal of Online Learning and Teaching* , 6, 491-507.

Granali, R.J.M. 2013. Teaching Science Out of the Box. Philippine Daily Inquirer. April 2nd

Gustilo, Leah E.; Lapinid, Minie Rose C.; Barrot, Jessie S.; Gabinete, Mari Karen L.; Magno, Carlo P.; Osman, Abdul Jhariel M." Effects of Knowledge Channel Videos on the Achievement of Students in Various Learning Environments" 2015 Advanced Science Letters, Volume 21, Number 7, July 2015, pp. 2276-2280(5)

Kay, R. 2012. Exploring the use of video podcasts in education: A comprehensive review of the literature. *Computers in Human Behavior*, 28, 820—831

Krippel, G., McKee, A.J., & Moody, J. (2010). Multimedia use in higher education: promises and pitfalls. *Journal of Instructional Pedagogies*, 10, Retrieved from [Aabri manuscripts 09239](#) on February 3, 2015.

Martí-Parreño, J., Galbis-Córdova, A., & Miquel-Romero, M. J. (2018). Students' attitude towards the use of educational video games to develop competencies. *Computers in Human Behavior*, 81, 366-377.

Mendoza G. L. L., Caranto, L. C., David, J.J.T., (2015) Effectiveness of Video Presentation to Students' Learning. College of Nursing, Benguet State University, La Trinidad, Benguet, Philippines Correspondence to: Gia Lenn L. Mendoza, College of Nursing, Benguet State University, La Trinidad, Benguet, Philippines. *International Journal of Nursing Science*
p-ISSN: 2167-7441 e-ISSN: 2167-745X
2015; 5(2): 81-86
doi: 10.5923/j.nursing.20150502.07

Tominez B. A., Dela Cruz, L.M., Gabatino, B.B., (2015) Usage of Instructional Materials among Teacher Education faculty in Nueva Ecija, Philippines.

Sawsan, I. (2010) Studying the Impact of using Multimedia Interactive Programs on Children's Ability to Learn Basic Math Skills. Research Gate Publication.

