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**UTILIZATION OF MULTIMEDIA, ANNOTATION, AND COLLABORATION IN  
TEACHING ARLING PANLIPUNAN TOWARDS ENHANCING A  
MULTI-MODAL APPROACH**

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**ABSTRACT**

This study is grounded on the Utilization of Multimedia, Annotation, and Collaboration in Teaching Araling Panlipunan Towards Enhancing a Multi-Modal Approach. A qualitative methodology in a descriptive research design was utilized for this investigation. The individuals participated were ten (10) Araling Panlipunan teachers from Cayetano Arellano High School, Manila which selected through a process of purposive sampling. They were asked questions based on the validated guide questions produced. The major findings revealed that with integration of multimedia, annotation, and collaboration in Araling Panlipunan for Junior High School, students are more motivated to listen and engaged actively in class, allowing them to grasp concepts more rapidly. Teachers demonstrate the MAC approach throughout the course, demonstrating its efficiency and adaptability. The teaching and learning process in Araling Panlipunan is made more dynamic and successful by this approach. Problems with internet access might hinder the smooth deployment of MAC, especially when using online tools. Addressing these challenges systematically can significantly improve the effectiveness of the MAC approach in teaching Araling Panlipunan. Using MAC to teach Araling Panlipunan is not just a change; it is an improvement. It enhances the quality of instruction and encourages more active student participation, empowering educators to be more effective in their teaching. The MAC technique has been effectively used

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in Araling Panlipunan's lessons, proving its efficacy when followed correctly. These additions improve and enhance the multimodal approach to teaching Araling Panlipunan. Educational practices must constantly evolve and innovate to better engage students and improve their learning results. Expand the use of MAC techniques in Araling Panlipunan for an engaging and effective learning environment.

**Keywords:** *Araling Panlipunan; Multi-Modal Learning Approach; Utilization of Multimedia, Annotation, and Collaboration*

## 1.0 Introduction

Technology improved teaching and learning in the ever-changing education sector. Global history educators are constantly seeking new ways to engage students and teach the past. Digital learning materials, sometimes called multimedia, use a variety of media components to help students digest knowledge more efficiently, which in turn helps them build mental representations (Mayer 2023). The use of digital resources enabled many pedagogical approaches (LocEady and Lockyer 2023). The popular multi-modal learning approach MAC incorporates multimedia, annotation, and collaboration. Engaged learning environments need multimedia, annotation, and collaboration.

In addition, the students are educated about global, national, and regional concerns that may influence their day-to-day existence. To do this, we need professors who have extensive knowledge in their respective fields. In an article from Press Reader (2023), the teachers' stances and methods of instruction, the topic's inherent difficulty, and the assignments given by instructors were all listed as factors contributing to the class's distaste for the subject. Educators have the challenge of engaging students and adapting course content to reflect their own lives. Teachers play a crucial role in influencing students to embrace learning. They

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are the most critical people in influencing students to have a good outlook on the topic. (Shevtsova, O., Kovsal, V., et al. 2022) emphasized the pivotal role of proficient educators in harnessing multimedia technologies to enriched student learning experiences. The evolution of multimedia systems in pedagogical practice has revolutionized instructional delivery, enabling teachers to integrate text, graphics, audio, and video resources seamlessly (Kuzminsky et al. 2023). Integrating multimedia technologies into teacher training programs holds immense potential for preparing future educators to leverage these tools effectively in their pedagogical practice, ultimately enhancing the quality of education delivery at all levels (Kuchai, O. 2022),

This research examined multi-modal history instruction's pros, cons, and benefits of using classroom technology. MAC is a novel global history method that accommodated multiple learning methods. Multimedia, annotation, and collaboration platforms allowed teachers to create immersive learning experienced outside the classroom. Primary sources, historical perspectives, and genuine peer discussions are conceivable. Students managed today's complicated and interconnected world with MAC-based 21st-century skills, including digital literacy, communication, teamwork, and critical thinking.

## 2.0 Methodology

### 2.1 Research Design

A qualitative methodology in a descriptive research design will be utilized for this investigation. As stated by Mertler (2023), the objective of doing so is to characterize the status of the persons, situations, or events in question. It does not engage in the manipulation of conditions or persons. It provides a detailed account of numerous facets of a particular event or circumstance. Observation and measuring are necessary steps in describing a specific quality or behavior. The study utilizes a descriptive research approach and a guiding question in its data collection and analysis.

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## 2.2 Research Locale

The study was conducted at Cayetano Arellano High School situated in Sta. Cruz, Manila where the researcher is currently teaching.

## 2.3 Research Participants

Ten (10) participants from Araling Panlipunan teachers ask questions from the guide prepared and requested by the researcher. From the answers made using an interview guide validated by experts, the researcher perform a qualitative research approach based on crucial point coding. The participants' responses included generating themes anchored from the existing research questions.

## 2.4 Research Instrument

In this study, the researcher used guide questions; participants were ask questions anchored by the guide questions, and they were able to undertake ethical considerations to preserve the rights and anonymity of every person who participated in the understudy. The experts who validated the guide questions have advanced. Degrees, including doctorates and master's degrees, and aligned master's degrees in their respective fields of study.

## 2.5 Data Gathering Procedure

The researcher ensured that all the necessary requests and permits were obtained from the office administrators. This was followed by interviews with the participants who taught the class and the learners who participated in the activity.

## 2.6 Ethical Considerations

Permission to conduct the study and administer the research instrument will be forwarded to the ten Araling Panlipunan teacher participants teaching at Cayetano Arellano High School. Upon approval, the researcher conducts the research. The participants were assured of the confidentiality of the information and data gathered.

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### 3.0 Results and Discussion

**Table 1. Integration of multimedia, annotation, and collaboration in teaching Araling Panlipunan**

Key Point Coding

ID	Key Point	Code
P1	<p><i>Sa pamamagitan ng Multimedia, madaling naisasakatuparan ng guro ang mga layunin sa klase.. Malinaw na naipaliliwanag ang mga aralin at nagkakaroon ng mas malalim pa na pagtalakay ng mga aralin.</i></p> <p><i>Sa paglalapat ng anotasyon, ito ang nagsisilbing gabay ng guro sa mga bagay na naaangkop para sa klase at madaling nababalikan ang mga tala. Sa kolaborasyon, lubos na nakikilala ng guro ang kaniyang mga mag-aaral , mula rito ay madaling nalilinang ang pakikipag-ugnayan ng bawat isa at madaling nakapagbibigay ng pangkatang-gawain ang guro.</i></p>	<p><i>Madali para sa guro ang pagtuturo</i></p>
P2	<p><i>Mas napapagaan at napadadali ang pagtuturo. Ang mga mag-aaral ay mas nagiging well-informed, mas active sa pagtalakay sa paksa at naaattain ang mga different domain ng kailangan ng mga mag-aaral.</i></p>	<p><i>Mas napapagaan at napadadali ang pagtuturo.</i></p>
P3	<p><i>The integration of Multimedia Annotation and Collaboration largely contributes to our students' development of critical thinking skills. They recognize other members' participation and contribution to tasks.</i></p>	<p><i>The integration of Multimedia Annotation and Collaboration largely contributes to our students developing critical thinking skills.</i></p>

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<b>P4</b>	<i>Malaki ang naitutulong ng multimedia, anotasyon at kolaborasyon sa pagkatuto ng mga mag-aaral sa Araling Panlipunan, dahil napapadali nito ang mabilis na pag-unawa sa paksang tinatalakay ng guro.</i>	<i>Malaki ang naitutulong ng multimedia, anotasyon at kolaborasyon sa pagkatuto</i>
<b>P5</b>	<i>Napapadali ang mga gawain sa bawat antas ng pagtuturo at madaling nauunawaan ng mga mag-aaral ang mga araling tinatalakay.</i>	<i>Napapadali ang mga gawain sa bawat antas ng pagtuturo</i>
<b>P6</b>	<i>Nakatulong ito upang mas mapalawak ang pagtuturo sa Araling Panlipunan at makatulong sa mga mag-aaral na madaling maintindihan ang paksang tinatalakay.</i>	<i>Madaling maintindihan ang paksang tinatalakay.</i>
<b>P7</b>	<i>Nagkaroon ng motibasyon ang mga mag-aaral para makinig at makipagparticipate sa klase.</i>	<i>Nagkaroon ng motibasyon ang mga mag-aaral para makinig</i>
<b>P8</b>	<i>Nakatulong ito upang mas naging engaging at enjoying ang klase</i>	<i>Naging engaging at enjoying ang klase</i>
<b>P9</b>	<i>Nakatulong ito upang mas naging engaging at enjoying ang klase</i>	<i>Naging engaging at enjoying ang klase</i>
<b>P10</b>	<i>Nakatulong ito upang mas naging engaging at enjoying ang klase</i>	<i>Naging engaging at enjoying ang klase</i>

Students can understand Araling Panlipunan better due to these integrated methodologies, broadening the subject's scope. When annotation, collaboration, and multimedia are used in the Araling Panlipunan classroom, several critical steps improve instruction and student achievement. First, multimedia simplifies the teaching process and provides more precise

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explanations, helping teachers achieve class goals (P1). Teachers use annotations to stay on top of essential details and quickly review class notes, ensuring they cover all necessary material.

This strategy aids educators in getting to know their students better while simultaneously encouraging productive dialogue and collaborative projects (P1). This integration helps achieve several educational objectives (P2) by making teaching simpler and more efficient, keeping students informed, and participating in debates. Students' critical thinking abilities are enhanced when they work together in groups and use multimedia, annotation, and collaboration tools, as they are more likely to acknowledge and value each other's work (P3).

By streamlining the learning process, this method significantly improves the rate of subject understanding (P4). Additionally, it ensures that students understand the material well (P5) and streamlines teaching activities across all levels. It also broadens the scope of Araling Panlipunan lessons, aiding students' comprehension (P6). This integration motivates students to listen and engage actively in class, making the class more exciting and pleasant for everyone (P7, P8, P9, P10). Therefore, the incorporation of multimedia, annotation, and collaboration revolutionizes the educational process, enhancing its efficiency and creating an engaging environment for both instructors and students

**Table 2. Implications of the MAC approach for enhancing student engagement, understanding, and retention in Araling Panlipunan**

**Key Point Coding**

ID	Key Point	Code
P1	<i>Sa paggamit ng MAC, nagkakaroon lalo ng mataas na porsyento ang mga mag-aaral sa klase na may interes sa pag-</i>	<i>Sa paggamit ng MAC, nagkakaroon lalo ng mataas na porsyento ang mga mag-aaral sa klase na may interes</i>

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	<i>aaral at ang kagustuhan nilang matuto. Nagagamit ng mga mag-aaral ang kanilang galling, husay at talento.</i>	<i>sa pag-aaral at ang kagustuhan nilang matuto</i>
<b>P2</b>	<i>Mas nagiging interactive, entertaining, enjoying at exploring para sa mga mag-aaral.</i>	<i>Mas nagiging interactive, entertaining, enjoying at exploring para sa mga mag-aaral.</i>
<b>P3</b>	<i>They negotiate with other members for roles or consideration of ideas aimed at achieving goals and resolving conflicts.</i>	<i>Roles or consideration of ideas aimed at achieving goals and resolving conflicts.</i>
<b>P4</b>	<i>Nabibigyan ng pagkakataon ang mga mag-aaral na magisip at magsuri ng kritikal sa paksa</i>	<i>Nabibigyan ng pagkakataon ang mga mag-aaral na magisip at magsuri ng kritikal sa paksa</i>
<b>P5</b>	<i>Napapabilis nito ang pagkaunawa o pagkatuto ng mga mag-aaral dahil sa pamamaraang ito (MAC)</i>	<i>Napapabilis nito ang pagkaunawa o pagkatuto ng mga mag-aaral dahil sa pamamaraang ito (MAC)</i>
<b>P6</b>	<i>Higit nilang nauunawaan ang mga aralin/ paksa na nakapagbbigay sa kanila ng tamang pag-unawa sa aralin. Nasasalamín nila ang mga kaganapan sa pang-araw-araw na patunay na daloy sa pag-aaral ng isang aralin.</i>	<i>Higit nilang nauunawaan ang mga aralin/ paksa na nakapagbbigay sa kanila ng tamang pag-unawa sa aralin</i>

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<b>P7</b>	<i>Nakatulong ito upang mas magng aktibo ang mga bata at magkaroon ng interes sa asignatura.</i>	<i>Higit nilang nauunawaan ang mga aralin/ paksa na nakapagbigay sa kanila ng tamang pag-unawa sa aralin</i>
<b>P8</b>	<i>Mas naengganyo ang mga mag-aaral sapagat mayroon silang napapanood na nakapukaw ng kanilang interes.</i>	<i>Mas naengganyo ang mga mag-aaral</i>
<b>P9</b>	<i>Mas naengganyo ang mga bata making dahil mas nakakakita sila ng mga multimedia pictures na mas nakatulong upang lalong maintindihan ang paksa.</i>	<i>Mas naengganyo ang mga mag-aaral</i>
<b>P10</b>	<i>nakakakita sila ng mga multimedia pictures na mas nakatulong upang lalong maintindihan ang paksa.</i>	<i>Mas naengganyo ang mga mag-aaral</i>

Applying the MAC (Multimedia, Annotation, Collaboration) strategy to improve Araling Panlipunan students' engagement, comprehension, and retention has far-reaching consequences. By leveraging their strengths, this method piques students' curiosity and motivates them to study (P1). The classroom atmosphere becomes livelier and more captivating as students engage in a participatory, enjoyable, and exploratory learning process (P2). Collaborative skills are honed as students negotiate responsibilities and ideas with their classmates to accomplish shared objectives and resolve disagreements (P3).

In addition to encouraging higher-order thinking abilities (P4), the MAC method provides students with opportunities to think critically and examine subjects thoroughly. Knowledge is gained more quickly and efficiently (P5) as this strategy accelerates comprehension and learning. It ensures that students understand the material well by having them consider real-life situations and their connections to the lessons, ultimately leading to a better understanding (P6). Students develop a growth mindset (P7) when they take an active role in their education

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and show genuine interest in the material. Including multimedia components makes learning more engaging and enjoyable for students (P8, P9, P10). Consequently, the MAC method makes learning Araling Panlipunan more exciting and engaging, which improves students' comprehension and retention.

### Regarding participants' competence levels in Araling Panlipunan:

**Table 3. Methods can be used to assess the competence levels of participants in Araling Panlipunan.**

#### Key Point Coding

ID	Key Point	Code
P1	- <i>Class Observation</i>	<i>Class Observation</i>
P2	- <i>Coaching and Mentoring</i>	<i>Coaching and Mentoring</i>
P3	- <i>Rubrics</i>	<i>Rubrics</i>
P4	- <i>Iba pang assessment tools</i>	<i>assessment tools</i>
P5	- <i>HOTS questions</i>	<i>HOTS</i>
P6	- <i>Ang POE Strategy ay nakatutulong din sa mabilis na pagkatuto ng mga mag-aaral upang matumbok ang pangunahing suliranin, epekto at solusyon s isang paksa.</i>	<i>POE Strategy</i>
P7	- <i>nMaraming metodo ang ginamit upang tayain ang mga kakayahan tolad ng compare and contrast, pananaliksik at</i>	<i>Maraming metodo</i>

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	<i>paggawa ng sariling mga guide questions.</i>	
<b>P8</b>	- <i>Paggamit ng formative assessment.</i>	<i>formative assessment</i>
<b>P9</b>	- <i>Video Analysis</i>	<i>Video Analysis</i>
<b>P10</b>	- <i>HOTS questions</i>	<i>HOTS</i>

Several methodologies are used to assess the competency levels of participants in Araling Panlipunan. Teachers monitor their students' active learning and contributions to class discussions via observation (P1). Students benefit from coaching and mentoring because they receive one-on-one assistance in developing their knowledge and abilities (P2). The use of rubrics provides explicit criteria for assessing student achievement, making the evaluation process more open and objective (P3).

Various assessment techniques measure many aspects of students' competency (P4), including Higher-Order Thinking Skills (HOTS), which test students' ability to think abstractly and analytically about course material (P5, P10). The Predict, Observe, Explain (POE) strategy helps students learn more quickly by focusing on the central issues, their impacts, and possible solutions (P6). Additional approaches such as research projects, comparative exercises, and the creation of guiding questions further assess students' skills (P7).

Formative assessments provide continuous feedback, allowing students to monitor their progress and identify areas for growth (P8). Video analysis and reviewing students' reactions to visual material offer another way to test understanding and analytical abilities (P9). These varied techniques guarantee a comprehensive and practical evaluation of participants.

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## Regarding participants' competence levels in Araling Panlipunan:

**Table 4. Participants' competence levels impact their engagement with the MAC Approach**

### Key Point Coding

ID	Key Point	Code
P1	- <i>Gamit ang MAC, madaling napaghahandaan ng guro ang mga gagamitin sa pagtataya. Maaaring gumamit ang guro ng mga larawan, video o group activities sa pagsukat ng kanilang kakayahan.</i>	<i>Gamit ang MAC, madaling napaghahandaan ng guro ang mga gagamitin sa pagtataya</i>
P2	- <i>Mas nabibigyan ng pagkakataon ang mga guro na mg-isip ng mga metodo na mgbibigay pansin sa paggamit ng teknolohiya, kritikal na pagsusuri at kolaborasyon sa isang sesyon ng pagtuturo.</i>	<i>Mas nabibigyan ng pagkakataon ang mga guro na mg-isip ng mga metodo</i>
P3	- <i>This ensures that individuals from varied backgrounds share a strong rapport and do not face problems working together. It creates opportunities to develop the talents of others.</i>	<i>It creates opportunities to develop the talents of others.</i>
P4	- <i>Sa pamamagitan ng MAC ay natataya ang natututunan ng mga mag-aaral ng ayon sa iba't ibang level ng kakayahan.</i>	<i>MAC ay natataya ang natututunan ng mga mag-aaral ng ayon sa iba't ibang level ng kakayahan.</i>

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<b>P5</b>	- <i>Nakakatulong ito upang sukatin ang antas ng kakayahan ng bawat kalahok na kasangkot.</i>	<i>Nakakatulong ito</i>
<b>P6</b>	- <i>Nakita kung gaano kaalam ang mga guro at mag-aaral sa paggamit ng multimedia, reading comprehension at collaboration sa bawat isa.</i>	<i>Nakita kung gaano kaalam ang mga guro at mag-aaral</i>
<b>P7</b>	- <i>Nakatulong ito upang mas lalo pang masukat ang aking kakayahan bilang guro sa mga information and media literacy na kailangan sa ating kurikulum sa kasalukuyan.</i>	<i>Nakatulong ito upang mas lalo pang masukat ang aking kakayahan bilang guro sa mga information and media literacy</i>
<b>P8</b>	- <i>Lubha itong nakatulong dahil hindi naging boring ang klase.</i>	<i>Lubha itong nakatulong</i>
<b>P9</b>	- <i>Lubha itong nakatulong dahil hindi naging boring ang klase.</i>	<i>Lubha itong nakatulong</i>
<b>P10</b>	- <i>Lubha itong nakatulong dahil hindi naging boring ang klase.</i>	<i>Lubha itong nakatulong</i>

Participants' competence levels significantly impact their engagement with the Multimedia, Annotation, and Collaboration (MAC) approach. Utilizing MAC, teachers can easily prepare assessment materials, such as images, videos, or group activities, to measure students' abilities (P1). This approach allows teachers to devise methods that emphasize technology, critical analysis, and collaboration in teaching sessions (P2). It ensures that individuals from diverse backgrounds can work together effectively, creating opportunities to develop others' talents (P3). MAC enables the evaluation of students' learning across different competence levels, helping to measure the abilities of each participant (P4, P5). It reveals the proficiency of both teachers and students in using multimedia, reading comprehension, and collaboration (P6). This method also helps educators assess their skills in information and media literacy,

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which are essential in the current curriculum (P7). Moreover, MAC makes classes more engaging, preventing boredom and enhancing the overall learning experience (P8, P9, P10).

### Regarding participants' competence levels in Araling Panlipunan:

**Table 5. Insights on the competence levels regarding their ability to effectively utilize the MAC approach**

#### Key Point Coding

ID	Key Point	Code
P1	- <i>Mas challenging dahil kailangan mong pag-isipan ang mga istrategiya na iyong gagawin na maglalaman ng Multimedia, Annotation at Collaboration.</i>	<i>Mas challenging</i>
P2	- <i>Bilang kalahok, ito ay isang magandang pamamaraan upang mas mapabuti at ma improve pa ang mga paamaraan na aking ginawa sa paggamit ng MAC upang sa mga susunod na pagkakataon ay mas maisasaayos pa ito.</i>	<i>Ito ay isang magandang pamamaraan</i>
P3	- <i>It finds ways to implement MAC despite the changeable class schedule we have.</i>	<i>It finds ways to implement</i>
P4	- <i>Nakatutulong ito sa mga mag-aaral at guro sa pagtuturo ng Araling Panlipunan.</i>	<i>Nakatutulong ito sa mga mag-aaral at guro</i>
P5	- <i>Dito nakikita na mayroong pagkakaiba-iba ng antas ng pag-unawa ang bawat kalahok.</i>	<i>Mayroong pagkakaiba-iba ng antas ng pag-</i>

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		<i>unawa ang bawat kalahok.</i>
<b>P6</b>	- <i>Nalaman ko kung ano pa ang dapat kong idevelop at iimprove personal at professional sa pagtuturo upang mas lalo pang mahasa ang aking mga kasanayan.</i>	<i>Nalaman ko kung ano pa ang dapat kong idevelop at iimprove personal at professional sa pagtuturo</i>
<b>P7</b>	- Nagkaroon ng isang malawak na pananaw sa ibang pamamaraan ng pagtalakay ng mga paksa sa Araling Panlipunan.	Nagkaroon ng isang malawak na pananaw sa ibang pamamaraan
<b>P8</b>	- Nagkaroon ng isang malawak na pananaw sa ibang pamamaraan ng pagtalakay ng mga paksa sa Araling Panlipunan.	Nagkaroon ng isang malawak na pananaw sa ibang pamamaraan
<b>P9</b>	- Nagkaroon ng isang malawak na pananaw sa ibang pamamaraan ng pagtalakay ng mga paksa sa Araling Panlipunan.	Nagkaroon ng isang malawak na pananaw sa ibang pamamaraan
<b>P10</b>	- Nagkaroon ng isang malawak na pananaw sa ibang pamamaraan ng pagtalakay ng mga paksa sa Araling Panlipuna	Nagkaroon ng isang malawak na pananaw sa ibang pamamaraan

Insights into participants' proficiency levels in utilizing the Multimedia, Annotation, and Collaboration (MAC) method for instructing Araling Panlipunan have been uncovered. Incorporating MAC into instructional techniques is challenging and requires meticulous

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preparation and implementation of a strategy that integrates multimedia, annotation, and collaboration (P1). Participants, however, see this test as an opportunity to hone their approaches and better prepare themselves for future uses (P2). Teachers' flexibility and commitment to good teaching are evident when they discover methods to use MAC despite unpredictable class schedules (P3).

This method improves the quality of education in Araling Panlipunan (P4) and is beneficial for both teachers and students. It also highlights the varying degrees of comprehension among students, indicating the need for differentiated instruction (P5). By learning about opportunities for professional and personal growth, educators can further perfect their craft (P6). Additionally, the MAC method equips learners with a comprehensive understanding of multiple teaching tactics and plays a significant role in creating an engaging and welcoming classroom environment (P7, P8, P9, P10). These findings underscore the MAC method's potential to make the learning process more enjoyable and effective.

**Table 6. Teachers incorporate multimedia, annotation, and collaboration into their Araling Panlipunan lessons.**

**Key Point Coding**

ID	Key Point	Code
P1	- <i>Sa pagtuturo ng Araling Panlipunan ay epektibong nagagamit ang MAC na kung saan ito ay maaaring ipaloob sa anumangang MAC bahagi ng banghay-aralin, subalit mas ninais namin na maging isa ang aming istrategiya ng paggamit nito upang mas makita ang effectivity nito sa mga bahagi ng lesson plan.</i>	<i>Epektibong nagagamit</i>
P2	- <i>Sa aming pagtuturo, may isang pamamaraan ang aming ginagawa upang mas mai-apply ang MAC sa pamamaraang sa lesson ay gagamitan unang bahagi ng lesson ay gagamitan ng Multimedia, sang Multimedia, sa</i>	<i>Sa unang bahagi ng</i>

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	<i>ikalawang bahagi naman ay ang paggamit ng Anotasyon at sa ikatlong bahagi ay ang Kolaborasyon.</i>	<i>ikalawang bahagi naman ay ang paggamit ng Anotasyon at sa ikatlong bahagi ay ang Kolaborasyon.</i>
<b>P3</b>	<i>- Ito ay makikita sa aming isinasagawang CO lalo na sa CO4 dahil mas napataas nito ang rating ng mga kalahok.</i>	<i>Ito ay makikita sa aming isinasagawang CO lalo na sa CO4</i>
<b>P4</b>	<i>- Organize the teaching log, set clear objectives and time allotments for each part of the lesson, read current events, and participate in class activities.</i>	<i>Organize the teaching log.</i>
<b>P5</b>	<i>- Nagagamit ito sa iba't ibang bahagi ng Lesson Plan lalo na sa mga gawain na ibinibigay ng guro sa mga mag-aaral.</i>	<i>Nagagamit ito sa iba't ibang bahagi ng Lesson Plan</i>
<b>P6</b>	<i>- Sa pamamagitan ng mga presentations katulad na lamang ng pagpapanuod ng video at pagpapakita ng mga larawan, pagpapabasa sa mga mag-aaral at mga group activities.</i>	<i>Sa pamamagitan ng mga presentations</i>
<b>P7</b>	<i>- Nailapat ito sa lahat ng bahagi ng aralin. Mula sa umpisa hanggang sa hui ay kakikitaan mo ng kagalingan gamit ang MAC.</i>	<i>Nailapat ito sa lahat ng bahagi ng aralin.</i>
<b>P8</b>	<i>- Nailapat ito ng guro sa talakayan upang lubos na matawag ang atensyon ng mga mag-aaral dahil nakapag-iisip sila ng mabuti sa kanilang mga binabasa n an exciting way.</i>	<i>Nailapat ito ng guro sa talakayan</i>

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<b>P9</b>	- Nailapat ito ng guro sa talakayan upang lubos na matawag ang atensyon ng mga mag-aaral dahil nakapag-iisip sila ng mabuti sa kanilang mga binabasa n an exciting way.	Nailapat ito ng guro sa talakayan
<b>P10</b>	- Nailapat ito ng guro sa talakayan upang lubos na matawag ang atensyon ng mga mag-aaral dahil nakapag-iisip sila ng mabuti sa kanilang mga binabasa n an exciting way.	Nailapat ito ng guro sa talakayan

The efficiency of different tactics is demonstrated by investigating how teachers use the Multimedia, Annotation, and Collaboration (MAC) methodology to teach Araling Panlipunan. Many educators have discovered the value of MAC and have successfully incorporated it into their lesson plans, using it in various aspects of the teaching process (P1). To fully implement the MAC strategy (P2), a typical method is to start the course using multimedia and then move on to annotation and collaboration. This technique has shown to be quite effective in classroom observations, notably in CO4, where it has led to considerable improvements in participant evaluations (P3). Organized and successful delivery of lessons occurs when teachers keep their teaching records in order, create clear goals, and allocate time for each activity (P4).

Most notably, in student-led activities (P5), teachers use the MAC method in several parts of the lesson plan. To keep students' attention, teachers use presentations that include visuals, texts, and group projects (P6). The MAC approach is demonstrated throughout the course by teachers, showing its efficiency and adaptability (P7). Teachers can captivate students and inspire critical thinking by using MAC in class discussions (P8, P9, P10). Using MAC to teach Araling Panlipunan improves the quality of instruction and encourages more active participation from students.

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## Exploring teachers' utilization of the MAC technique for teaching Araling

### Panlipunan

**Table 7. Teachers incorporate multimedia, annotation, and collaboration into their Araling Panlipunan lessons**

#### Key Point Coding

ID	Key Point	Code
P1	- <i>Sa pagtuturo ng Araling Panlipunan ay epektibong nagagamit ang MAC na kung saan ito ay maaaring ipaloob sa anumang bahagi ng banghay-aralin, subalit mas ninais namin na maging isa ang aming istrategiya ng paggamit nito upang mas makita ang effectivity nito sa mga bahagi ng lesson plan.</i>	<i>Epektibong nagagamit ang MAC</i>
P2	- <i>Sa aming pagtuturo, may isang pamamaraan ang aming ginagawa upang mas mai-apply ang MAC sa pamamaraang sa unang bahagi ng lesson ay gagamitan ng Multimedia, sa ikalawang bahagi naman ay ang paggamit ng Anotasyon at sa ikatlong bahagi ay ang Kolaborasyon.</i>	<i>Sa unang bahagi ng lesson ay gagamitan ng Multimedia, sa ikalawang bahagi naman ay ang paggamit ng Anotasyon at sa ikatlong bahagi ay ang Kolaborasyon.</i>
P3	- <i>Ito ay makikita sa aming isinasagawang CO lalo na sa CO4 dahil mas napataaas nito ang rating ng mga kalahok.</i>	<i>Ito ay makikita sa aming isinasagawang CO lalo na sa CO4</i>
P4	- <i>Organize the teaching log, set clear objectives and time allotments for each part of the lesson, read current events, and participate in class activities.</i>	<i>Organize the teaching log.</i>

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<b>P5</b>	- <i>Nagagamit ito sa iba't ibang bahagi ng Lesson Plan lalo na sa mga gawain na ibinibigay ng guro sa mga mag-aaral.</i>	<i>Nagagamit ito sa iba't ibang bahagi ng Lesson Plan</i>
<b>P6</b>	- <i>Sa pamamagitan ng mga presentations katulad na lamang ng pagpapanuod ng video at pagpapakita ng mga larawan, pagpapabasa sa mga mag-aaral at mga group activities.</i>	<i>Sa pamamagitan ng mga presentations</i>
<b>P7</b>	- <i>Nailapat ito sa lahat ng bahagi ng aralin. Mula sa umpisa hanggang sa hui ay kakikitaan mo ng kagalingan gamit ang MAC.</i>	<i>Nailapat ito sa lahat ng bahagi ng aralin.</i>
<b>P8</b>	- <i>Nailapat ito ng guro sa talakayan upang lubos na matawag ang atensyon ng mga mag-aaral dahil nakapag-iisip sila ng mabuti sa kanilang mga binabasa n an exciting way.</i>	<i>Nailapat ito ng guro sa talakayan</i>
<b>P9</b>	- <i>Nailapat ito ng guro sa talakayan upang lubos na matawag ang atensyon ng mga mag-aaral dahil nakapag-iisip sila ng mabuti sa kanilang mga binabasa n an exciting way.</i>	<i>Nailapat ito ng guro sa talakayan</i>
<b>P10</b>	- <i>Nailapat ito ng guro sa talakayan upang lubos na matawag ang atensyon ng mga mag-aaral dahil nakapag-iisip sila ng mabuti sa kanilang mga binabasa n an exciting way.</i>	<i>Nailapat ito ng guro sa talakayan</i>

The practical implementation of the Multimedia, Annotation, and Collaboration (MAC) approach in different portions of the lesson plan for teaching Araling Panlipunan highlights its effectiveness in enhancing student achievement. For many teachers, MAC is an essential

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component of their pedagogical toolbox due to its positive impact on student outcomes (P1). An effective strategy for engaging students and aiding their learning (P2) involves structuring the lesson so that multimedia is used at the beginning, annotation is used in the middle, and collaboration is used toward the conclusion. This method has proven beneficial in classroom observations (CO), notably in CO4, where it has led to considerable improvements in participant evaluations (P3). To ensure students receive a well-rounded education, teachers should maintain an organized teaching log, establish clear goals, allocate class time accordingly, stay updated on current events, and actively participate in class activities (P4).

To increase student involvement and understanding (P5), the MAC approach is integrated into various parts of the lesson plan, especially in student tasks. Video and picture presentations, readings, and group activities are effective ways for instructors to engage students and foster involvement (P6). This session exemplifies the MAC technique's adaptability and efficacy in providing high-quality education (P7), as it is seamlessly incorporated throughout. Teachers use MAC in class discussions to make the content exciting and valuable, grabbing students' attention and encouraging critical thinking enjoyably and engagingly (P8, P9, P10).

### Exploring teachers' utilization of the MAC technique for teaching Araling

#### Panlipunan:

**Table 8. Strategies teachers employed to integrate the MAC technique into their teaching practices**

#### Key Point Coding

ID	Key Point	Code
P1	- <i>Paggamit ng video para sa pagganyak. Different applications like kahoot, mentimeter in balik-aral. Pagsusuri sa mga teksto lalo na tuwing Friday. Sa AP hindi mawawala ang groupings</i>	<i>Paggamit ng video para sa pagganyak.</i>

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<b>P2</b>	- <i>Gumagamit ang guro ng video/ audio, iba't ibang thinking tools at collaborative activities.</i>	<i>Gumagamit ang guro ng video/ audio</i>
<b>P3</b>	- <i>Broadcast and Internet Media</i>	<i>Broadcast and Internet Media</i>
<b>P4</b>	- <i>Using audiobooks in listening to stories. Annotate key details and information in e-books.</i>	<i>Using audiobooks</i>
<b>P5</b>	- <i>Digital information and collaborative Online Activities. Organize online resources through bookmarking tools</i>	<i>Digital information and collaborative Online Activities.</i>
<b>P6</b>	- <i>Ang paggamit ng mga media resources sa pagtuturo at mga gawain na nakakatulong sa kolaborasyon ng mga mag-aaral.</i>	<i>Ang paggamit ng mga media resources</i>
<b>P7</b>	- <i>Ginamit isto sa umpisa ng lesson (balitaan) hanggang sa balik-aral at pagganyak, at pagbibigay ng mga gawain o pangkatang gawain. Maging sa huling gawain (Pagtataya) ay nailalapat pa ang estratehiyang ito.</i>	<i>Ginamit isto sa umpisa ng lesson (balitaan) hanggang sa balik-aral at pagganyak, at pagbibigay ng mga gawain o pangkatang gawain.</i>
<b>P8</b>	- <i>Paggamit ng mga videos, picture animation, group and online games na nakatulong sa pagtaas ng partisipasyon ng mga mag-aaral. Paggammit din ng critical o logic na sitwasyon o halimbawa.</i>	<i>Paggamit ng mga videos, picture animation, group and online games</i>
<b>P9</b>	- <i>Gumamit ang guro ng social media platform upang mas diverse at interesting ang paksa.</i>	<i>Gumamit ang guro ng social media platform</i>

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<b>P10</b>	- <i>Gumamit ang guro ng social media platform upang mas diverse at interesting ang paksa.</i>	<i>Gumamit ang guro ng social media platform</i>
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The MAC (Multimedia, Annotation, and Collaboration) method is included in Araling Panlipunan lessons using several means by teachers. On Fridays, in particular, a common strategy is to use interactive apps like Kahoot and Mentimeter for review and in-depth text analysis sessions, which complement the use of films to pique students' attention at the beginning of classes. All Advanced Placement (AP) courses (P1) have group projects. To enhance the learning experience, teachers also use a variety of multimedia tools, including video and audio resources, different thinking tools, and collaborative activities (P2).

Teachers use broadcast and online media (P3) to provide up-to-date and relevant material in the classroom. To further aid with understanding, they also listen to tales on audiobooks and annotate essential parts of electronic books (P4). To simplify resources and activities, we use bookmarking technologies to organize digital material and collaborative online activities (P5). Collaboration among students is encouraged via the use of media resources in teaching and activities, which enhances their involvement and understanding.

They use this technique from the news portions at the start of the session through review, motivation, group projects, and final evaluations (P7). To get students involved more, we use visual animations, group activities, and online games. To get them thinking, we use essential or logical examples and situations (P8). Number eight. To make the lectures more interesting and relevant to today's students, they also use social media to broaden the range of subjects covered and provide a modern twist (P9, P10). The teaching and learning process in Araling Panlipunan is made more dynamic and successful by these different tactics.

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## Exploring teachers' utilization of the MAC technique for teaching Araling Panlipunan

**Table 9. Teachers perceive the effectiveness of the MAC approach in facilitating student learning in Araling Panlipunan.**

### Key Point Coding

ID	Key Point	Code
P1	- <i>Sa paggamit nito, mas madaling nauunawaan ng mga mag-aaral ang aralin. Nakapagpapahayag ng maayos ang mga mag-aaral ng kanilang saloobin sa paksa. Nagkakaroon ng mas mataas na bilang ng mga mag-aaral ang natututo sa aralin at mula rito ay madaling nilang nasasagutan ang pagtatayang binigay ng guro.</i>	<i>Madaling nauunawaan ng mga mag-aaral ang aralin.</i>
P2	- <i>Tumaas ang antas ng performance ng mga mag-aaral sa paggamit ng MAC</i>	<i>Tumaas ang antas ng performans</i>
P3	- <i>Access, Manage and Evaluate and Integrate. Dahil lahat yan ay naisakatuparan kaya masasabi ko na naging mabisa ang MAC bilang pamamaraan sa pagtuturo ng Araling Panlipunan.</i>	<i>Naging mabisa ang MAC</i>
P4	- <i>Malaki ang naitutulong nito sa pagtuturo ng Araling Panlipunan</i>	<i>Malaki ang naitutulong</i>
P5	- <i>Nakabatay ito kung maayos na nakasagot ang mga mag-aaral sa mga katanungan ng guro o sa mga patnubay na katanungan. Sa paggawa ng kanilang pangkatang gawain o sa kanilang pananaliksik sa takdang gawain.</i>	<i>Maayos na nakasagot ang mga mag-aaral</i>

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<p><b>P6</b></p>	<p>- <i>Kapag nakitang kong matas ang naging iskor nila sa quizzes, summative test at maganda ang naging partisipasyon nila sa araw araw naming paggamit ng MAC technique.</i></p>	<p><i>Matas ang naging iskor nila sa quizzes, summative test</i></p>
<p><b>P7</b></p>	<p>- <i>Nakasabay ba ng aking mga mag-aaral sa talakayan nakasagot sa formative assessment at mataas ang iskor sa summative, at higit sa lahat ang kanilang feedback sa aming mga isinasagawang ibat ibang gawain.</i></p>	<p><i>Nakasabay ba ng aking mga mag-aaral sa talakayan</i></p>
<p><b>P8</b></p>	<p>- <i>Dahil sa MAC naa pamamaraan naging madali subalit mahusay ang mga isinagawang gawain ng guro na nagbigay ng lubos na atensiyon sa mga mag-aaral.</i></p>	<p><i>Naging madali subalit mahusay ang mga isinagawang gawain ng guro</i></p>
<p><b>P9</b></p>	<p>- <i>Dahil sa MAC naa pamamaraan naging madali subalit mahusay ang mga isinagawang gawain ng guro na nagbigay ng lubos na atensiyon sa mga mag-aaral.</i></p>	<p><i>Naging madali subalit mahusay ang mga isinagawang gawain ng guro</i></p>
<p><b>P10</b></p>	<p>- <i>Dahil sa MAC naa pamamaraan naging madali subalit mahusay ang mga isinagawang gawain ng guro na nagbigay ng lubos na atensiyon sa mga mag-aaral.</i></p>	<p><i>Naging madali subalit mahusay ang mga isinagawang gawain ng guro</i></p>

In Araling Panlipunan, teachers believe that the MAC (Multimedia, Annotation, and Collaboration) method is the best way to help students learn, as demonstrated in Table 9. The MAC method enhances students' ability to articulate their ideas and grasp the concepts taught

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in class, leading to improved comprehension and performance on tests (P1). According to P2, the use of MAC approaches positively impacts academic accomplishment, with students' performance levels rising dramatically when they are applied.

The efficiency of MAC as a teaching technique in Araling Panlipunan is well-documented. It provides a comprehensive strategy for accessing, managing, evaluating, and integrating information, which significantly aids in the delivery of lessons (P3, P4). Teachers have discovered that MAC significantly improves their teaching techniques, resulting in notable improvements in students' performance on quizzes and final exams and their ability to answer guided and autonomous questions (P5, P6).

MAC's success in improving learning outcomes is evident from students' active participation in class discussions, formative tests, and various activities (P7). By streamlining teaching duties and ensuring efficient instructional activities, the MAC approach enhances students' overall academic development and engagement in Araling Panlipunan (P8, P9, P10).

### Addressing difficulties or obstacles encountered by participants:

**Table 10. On the challenges do participants face when attempting to utilize the MAC technique in teaching Araling Panlipunan**

#### Key Point Coding

ID	Key Point	Code
P1	- <i>Ang kahandaan/kakayahan ng guro na gumamit ng gadyet. Ang kahandaan/kakayahan ng mga mag-aaral na magsuri sa binabasang teksto. Pagdating sa collaborative, ang guro ay may ilang</i>	<i>Ang kahandaan/kakayahan ng guro na gumamit ng gadyet. may ilang mag-aaral na iwas/ ayaw sa gawaing collaborative.</i>

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	<i>mag-aaral na iwas/ ayaw sa gawaing collaborative.</i>	
<b>P2</b>	- <i>Madaling maisagawa ang MAC dahil mayroon kaming proseso kung paano maisasakatuparan ang nasabing pamamaraan.</i>	<i>Madaling maisagawa ang MAC</i>
<b>P3</b>	- <i>Willingness to engage in new ideas, strategies, and experiences. As teachers, we must provide the best methods, processes, or solutions for the benefit of our students.</i>	<i>Willingness to engage in new ideas, strategies, and experiences.</i>
<b>P4</b>	- <i>Maayos na naisagawa ang MAC approach</i>	<i>Maayos na naisagawa ang MAC approach</i>
<b>P5</b>	- <i>Isa sa mga suliraning kinaharap ay kung ano ang magandang istrategiya angkop para sa paksang tatalakayin sa araw na iyon.</i>	<i>Isa sa mga suliraning kinaharap ay kung ano ang magandang istrategiya</i>
<b>P6</b>	- <i>Sa paghahanap ng applicable na kagamitan at sa kung saan maikita ang interest ng mga bata.</i>	<i>Paghahanap ng applicable na kagamitan</i>
<b>P7</b>	- <i>Nagkaroon lamang ng mga suliranin kapag ang isang napili naming application ay kinakailangan ng internet dahil na din sa mahinang connectivity myroon ang paaralan.</i>	<i>Ang internet dahil na din sa mahinang connectivity</i>
<b>P8</b>	- <i>Maayos na naisagawa ang MAC approach</i>	<i>Maayos na naisagawa ang MAC approach</i>

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<b>P9</b>	- <i>Maayos na naisagawa ang MAC approach</i>	<i>Maayos na naisagawa ang MAC approach</i>
<b>P10</b>	- <i>Maayos na naisagawa ang MAC approach</i>	<i>Maayos na naisagawa ang MAC approach</i>

Table 10 details the various challenges participants face while using the MAC (Multimedia, Annotation, and Collaboration) approach to teaching Araling Panlipunan. A significant obstacle is the preparedness and competence of teachers to use technology and multimedia resources (P1) effectively. Additionally, there are challenges related to students' readiness to engage with texts and their willingness to collaborate, as students may benefit from being more receptive to and enthusiastic about group projects (P1). While there is a methodical procedure for MAC implementation (P2), selecting the appropriate techniques to cover each day's material efficiently remains a real challenge (P5). Teachers also need assistance in identifying suitable materials that meet the interests and educational requirements of their students (P6). Internet access issues can further hinder the smooth deployment of MAC, mainly when using online tools (P7).

**Table 11. The difficulties impact participants' competence levels and their ability to implement the MAC approach. effectively**

**Key Point Coding**

<b>ID</b>	<b>Key Point</b>	<b>Code</b>
<b>P1</b>	- <i>Kung ang guro ay walang gadyet at kakaunti ang kaalaman sa paggamit nito ay mananatiling tradisyunal ang pamamaraan ng guro sa</i>	<i>Kung ang guro ay walang gadyet at kakaunti ang kaalaman sa paggamit</i>

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	<i>pagtuturo at ito ay malaking epekto sa mga mag-aaral.</i>	
<b>P2</b>	- <i>Mas medyo mag-iisip ka pa ng mga istratehiya na tutugon sa MAC na pamamaraan, subalit mas napalalawak nito an gaming creativity.</i>	<i>Mas medyo mag-iisip ka pa ng mga istratehiya na tutugon sa MAC</i>
<b>P3</b>	- <i>We have to establish patterns, connections, and relationships in every part of the lesson.</i>	<i>Establish patterns, connections, and relationships in every part of the lesson.</i>
<b>P4</b>	- <i>Malaki ang naitutulong ng MAC sa pagpapadali ng pagtuturo sa Araling Panlipunan.</i>	<i>Malaki ang naitutulong ng MAC</i>
<b>P5</b>	- <i>Ano ang pamamaraang gagamitin sa mga paksang tatalakayin</i>	<i>Pamamaraang gagamitin sa mga paksang tatalakayin</i>
<b>P6</b>	- <i>Ano ang pamamaraang gagamitin sa mga paksang tatalakayin</i>	<i>Pamamaraang gagamitin sa mga paksang tatalakayin</i>
<b>P7</b>	- <i>Ano ang pamamaraang gagamitin sa mga paksang tatalakayin</i>	<i>Pamamaraang gagamitin sa mga paksang tatalakayin</i>
<b>P8</b>	- <i>Ano ang pamamaraang gagamitin sa mga paksang tatalakayin</i>	<i>Pamamaraang gagamitin sa mga paksang tatalakayin</i>

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<b>P9</b>	- <i>Ano ang pamamaraang gagamitin sa mga paksang tatalakayin</i>	<i>Pamamaraang gagamitin sa mga paksang tatalakayin</i>
<b>P10</b>	- <i>Kapag hindi tama ang iyong ginamit na pamamaraan ay mababawasan ang engagement ng mga bata. Higit sa lahat, hindi sila makikinig dahil hindi nakuha ang kanilang atensyon or walang naiintindihan.</i>	<i>Hindi tama ang iyong ginamit na pamamaraan</i>

Table 11 shows that participants face significant challenges when trying to teach Araling Panlipunan using the MAC (Multimedia, Annotation, and Collaboration) method. Traditional methods often triumph over modern MAC strategies due to a need for more familiarity with the necessary devices and their applications among teachers (P1). Despite this, the MAC method boosts teachers' creativity by demanding more excellent strategic planning (P2). Establishing patterns, links, and interconnections across all parts of the lesson is essential yet challenging (P3). Nevertheless, the MAC method significantly streamlines the teaching procedure for Araling Panlipunan (P4). However, selecting the right tactics for each subject remains difficult (P5-P10), which affects student involvement and understanding when not done correctly (P10). Improving student learning experiences in Araling Panlipunan requires ongoing training and modification to overcome these hurdles and effectively execute the MAC strategy.

### Exploring contributions to the development of an enhanced multi-modal learning approach:

**Table 12. On the development of strategies to enhance the effectiveness of the MAC approach in teaching Araling Panlipunan**

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## Key Point Coding

ID	Key Point	Code
P1	- <i>Nalalaman at nauunawaan na ito ay epektibong gamitin sa pagtuturo ng Araling Panlipunan at natutukoy ang mga iba't ibang istrategiya na angkop sa paggamit nito.</i>	<i>Nakatulong ito dahil karagdagang pamamaraan upang mas maging epektibo ang pagkatuto ng mga bata.</i>
P2	- <i>Mas napadadali at nakapagbibigay ng pagkakataon sa mga mag-aaral na tumaas ang kanilang performans at malalim na nakapagsusuri sa mga binabasang teksto.</i>	<i>Mas napadadali at nakapagbibigay ng pagkakataon sa mga mag-aaral na tumaas ang kanilang perfo</i>
P3	- <i>It was an effective method to use in Araling Panlipunan. As you can see, the performance of our students increased when using the MAC technique.</i>	<i>It was an effective method to use in Araling Panlipunan,</i>
P4	- <i>Maaari itong maging instrumento upang makabuo ng mga suhestiyon o pamamaraan upang maging mas epektibo ang MAC sa pagtuturo</i>	<i>instrumento upang makabuo ng mga suhestiyon</i>
P5	- <i>Maisama ito sa paksa ng susunod na LAC ng departamento upang mas maayos na maitaas ang kaalaman ng mga mag-aaral.</i>	<i>Maisama ito sa paksa ng susunod na LAC</i>
P6	- <i>Nakatulong ito dahil karagdagang pamamaraan upang mas maging epektibo ang pagkatuto ng mga bata.</i>	<i>Nakatulong ito</i>

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<b>P7</b>	- <i>Nakatulong ito dahil karagdagang pamamaraan upang mas maging epektibo ang pagkatuto ng mga bata.</i>	<i>Nakatulong ito</i>
<b>P8</b>	- <i>Nakatulong ito dahil karagdagang pamamaraan upang mas maging epektibo ang pagkatuto ng mga bata.</i>	<i>Nakatulong ito</i>
<b>P9</b>	- <i>Nakatulong ito dahil karagdagang pamamaraan upang mas maging epektibo ang pagkatuto ng mga bata.</i>	<i>Nakatulong ito</i>
<b>P10</b>	- <i>Nakatulong ito dahil karagdagang pamamaraan upang mas maging epektibo ang pagkatuto ng mga bata.</i>	<i>Nakatulong ito</i>

Table 12 explores various measures developed to enhance the effectiveness of the MAC (Multimedia, Annotation, and Collaboration) approach in teaching Araling Panlipunan. It highlights several essential aspects of these strategies and their benefits. The MAC approach significantly improves Araling Panlipunan students' learning outcomes by determining appropriate strategies for its implementation (P1). Not only does this approach make learning more accessible, but it also provides students with opportunities to excel and engage in more thorough text analysis (P2). Moreover, the MAC approach serves as a tool for generating ideas further to enhance its use in the classroom (P4). Insights gained from these measures can be integrated into future departmental discussions and activities to enrich further students' knowledge and learning experiences (P5). Overall, the MAC approach has played a crucial role in enhancing classroom practices and improving learning outcomes for students (P6-P10).

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## Exploring contributions to the development of an enhanced multi-modal learning approach:

**Table 13. Addressing the identified challenges and obstacles related to the implementation of the MAC technique**

### Key Point Coding

ID	Key Point	Code
P1	- <i>Ang guro dapat ay handa sa paggamit ng MAC sa klase na kung saan siya mismo ay nakasabay sa pagbabago saistratehiya ng pagtuturo.</i>	<i>Ang guro dapat ay handa sa paggamit ng MAC</i>
P2	- <i>Sa pagsasagawa namin ng MAC, smooth naman ang naging flow ng lesson, medyo bigyan lang siguro ng atensyon ang pagbabasa ng bata, dahil nahhirapan silang magsuri dahil hindi gaanong naiintindihan ang kanilang binabasa mapa groupings man o individual</i>	<i>Medyo bigyan lang siguro ng atensyon ang pagbabasa ng bata</i>
P3	- <i>We have to share information/ resources with other members who have difficulty using other digital resources.</i>	<i>Share information/ resources with other members who are having difficulty in using other digital resources.</i>
P4	- <i>Sapat na pag-aaral sa magiging resulta nito.</i>	<i>Sapat na pag-aaral sa magiging resulta nito.</i>

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<b>P5</b>	- <i>Magbigay ng mga teaching logs sa bawat paksa at iindicate ang possible na pamamaraan sa bawat bahagi ng lesson.</i>	<i>Magbigay ng mga teaching logs</i>
<b>P6</b>	- <i>Pagmonitor sa mga bata kung epektibo bata ng mga ginamit na istrategiya sa pagtuturo.</i>	<i>Pagmonitor sa mga bata kung epektibo bata ng mga ginamit na istrategiya</i>
<b>P7</b>	- <i>Magkaroon ng stable internet ang school.</i>	<i>Stable internet at school.</i>
<b>P8</b>	- <i>Magkaroon ng stable internet ang school.</i>	<i>Stable internet at school.</i>
<b>P9</b>	- <i>Magkaroon ng stable internet ang school.</i>	<i>Stable internet at school.</i>
<b>P10</b>	- <i>Magkaroon ng stable internet ang school.</i>	<i>Stable internet at school.</i>

Table 13 outlines various problems and challenges associated with using the MAC (Multimedia, Annotation, and Collaboration) approach for teaching Araling Panlipunan and highlights crucial factors for overcoming these issues. A key challenge is that teachers must remain flexible and well-prepared to adapt to emerging tactics (P1). Developing students' reading comprehension skills effectively in both small- and large-group contexts requires a well-organized curriculum (P2). Collaborative efforts among teachers to share materials and information are crucial, especially for students struggling with technology (P3). Evaluating the success of MAC requires a careful review of its implementation results (P4). Additionally, providing topic-specific teaching logs that outline various techniques for each session phase can enhance preparation and execution (P5). Monitoring student performance to assess the effectiveness of instructional methods is also essential (P6). Consistent internet access within school grounds is necessary to ensure uninterrupted learning (P7-P10). Addressing these challenges

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systematically can significantly improve the effectiveness of the MAC approach in teaching Araling Panlipunan.

### Exploring contributions to the development of an enhanced multi-modal learning approach:

**Table 14. On the contribution to the refinement and optimization of a multi-modal learning approach for teaching Araling Panlipunan**

#### Key Point Coding

ID	Key Point	Code
P1	- Ito ay nakapagbibigay sa atin ng iba pang kaalaman o pamamaraan sa pagtuturo ng Araling Panlipunan. Sa paggamit nito, ang mga guro ay nakasabay sa pagbabago at madaling naiaangkop sa mga pangangailangan ng mga mag-aaral sa pag-aaral.	Sa paggamit nito, ang mga guro ay nakasabay sa pagbabago
P2	- Mas bigyan ng atensyon lalo na ng Filipino at English ang reading skills ng mgs bata at tutulungan sila ng ibang asignatura tulad ng AP sa Comprehension and critical skills.	Mas bigyan ng atensyon lalo na ng Filipino at English ang reading skills
P3	- Performed role/ task toward the attainment of shared goal and objective.	Performed role/ task
P4	- Isabuhay ito sa loob ng classroom upang mas mapagtibay ang kaalaman ng mga mag-aaral sa Araling Panlipunan.	<i>Isabuhay sa loob ng classroom.</i>

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<b>P5</b>	- Makakatulong ito ng lubos kung bibigyang pansin ng mga kinauukulan at mabigyan ng sapat na oras upang mapag-usapan ang implementasyon ng pamamaraang ito.	<i>Sapat na oras upang mapagusapan ang implementasyon</i>
<b>P6</b>	- Nakatulong ito upang maiwasan ang pagkaburyo sa klase. Tumaas ang partisipasyon ng mga bata, naging student-centered at lumawak ang kanilang pagkatuto.	<i>Naging student-centered</i>
<b>P7</b>	- Nakatulong ito upang mas lubos na maintindihan na Malaki ang impact ng MAC para mas maging kaaya-aya ang aming talakayan.	<i>Malaki ang impact ng MAC</i> <sup>116</sup>
<b>P8</b>	- Nakatulong ito upang mas lubos na maintindihan na Malaki ang impact ng MAC para mas maging kaaya-aya ang aming talakayan.	<i>Malaki ang impact ng MAC</i>
<b>P9</b>	- Nakatulong ito upang mas lubos na maintindihan na Malaki ang impact ng MAC para mas maging kaaya-aya ang aming talakayan.	<i>Malaki ang impact ng MAC</i>
<b>P10</b>	- Nakatulong ito upang mas lubos na maintindihan na Malaki ang impact ng MAC para mas maging kaaya-aya ang aming talakayan.	<i>Malaki ang impact ng MAC</i>

Table 14 outlines significant steps taken to enhance and optimize a multi-modal learning strategy designed for teaching Araling Panlipunan. This approach equips teachers with additional resources and tools to address better the evolving needs of their students (P1). Emphasizing the role of reading instruction, particularly in English and Filipino, this strategy aids students in understanding and analyzing content across all subjects, including Araling Panlipunan (P2). The approach also highlights the importance of teachers in achieving

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common educational objectives (P3), leading to an improved grasp of Araling Panlipunan concepts among students (P4). Allocating sufficient time for discussing and implementing these methods is essential for maximizing their effectiveness (P5). Beyond enhancing learning outcomes (P6), this strategy helps mitigate classroom boredom, boost student engagement, and foster a more student-centered learning environment. Consequently, the MAC strategy proves beneficial in the classroom by significantly impacting conversation engagement (P7-P10), making it a more effective method for teaching Araling Panlipunan.

**Table 15. Deduction of Concepts**

<b>1.0 Integration of multimedia, annotation, and collaboration (MAC) in teaching Araling Panlipunan contribute to a multi-modal learning approach</b>	
<b>GENERAL CONCEPT</b>	<b>ID</b>
<b>1. Well Informed</b>	<b>P1, P2, P4</b>
<b>2. Developing critical thinking skills</b>	<b>P3</b>
<b>3. Developing Motivation</b>	<b>P5</b>
<b>4. Developing Participation</b>	<b>P6, P7, P10</b>
<b>5. Developing Student Engagement</b>	<b>P8, P9</b>

To educate Araling Panlipunan using a multi-modal approach, the ideas of MAC—multimedia, annotation, and collaboration—are pivotal. First, it stresses the need for educators to be knowledgeable and skilled in using varied teaching approaches by utilizing MAC methodologies (P1, P2, and P4). The second benefit is that it helps students (P3) improve their critical thinking abilities, which in turn makes them better analysts and interpreters of data. Additionally, by

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making learning situations more exciting and participatory, MAC helps with the development of motivation (P5).

Furthermore, it promotes cooperation and active engagement in classroom activities, which in turn increases student participation (P6, P7, P10). Lastly, MAC encourages student engagement (P8, P9) by enhancing the relevance and interactivity of teachings, which amplifies students' enthusiasm and involvement in studying Araling Panlipunan. The incorporation of MAC approaches into a multi-modal approach enhances classroom teaching and learning, as these findings demonstrate.

**Table 16. Deduction of Concepts**

<b>2.0 Competence Level in Teaching Araling Panlipunan</b>	
<b>GENERAL CONCEPT</b>	<b>ID</b>
<b>1. Coaching</b>	<b>P1, P2, P4, P5</b>
<b>2. Mentoring</b>	<b>P3</b>
<b>3. Application of Strategy in Teaching</b>	<b>P6</b>
<b>4. Application of Media Literacy</b>	<b>P7, P10</b>
<b>5. Formative Assessment</b>	<b>P8, P9</b>

Table 16 displays deductions regarding competency levels in teaching Araling Panlipunan, emphasizing several vital areas. Firstly, coaching (P1, P2, P4, P5) is highlighted, where teachers guide and provide feedback to students, facilitating their learning process. The mentorship concept (P3) underscores the importance of teachers as guides for students' personal and academic development. The chart also points to the implementation of diverse teaching tactics (P6), showcasing the use of various approaches to engage students in learning

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activities effectively. Media literacy (P7, P10) is another crucial aspect, enabling teachers to utilize digital technologies and multimedia materials to enhance learning and foster critical thinking.

Lastly, formative evaluation (P8, P9) is essential for monitoring students' progress and adapting teaching methods to meet individual needs. These elements collectively emphasize the holistic development of competency levels in Araling Panlipunan teaching through mentoring, coaching, media literacy, strategic application, and formative assessment procedures.

**Table 17. Deduction of Concepts**

<b>3.0 Utilization of the MAC technique for teaching Araling Panlipunan</b>	
<b>GENERAL CONCEPT</b>	<b>ID</b>
<b>1. Application</b>	<b>P1, P2, P4, P5</b>
<b>2. Broadcast</b>	<b>P3</b>
<b>3. Internet Media</b>	<b>P6</b>
<b>4. Integration</b>	<b>P7, P10</b>
<b>5. Accessibility</b>	<b>P8, P9</b>

Table 17 illustrates several broad ideas derived from the MAC approach in teaching Araling Panlipunan. Firstly, it highlights applications (P1, P2, P4, P5), showing how teachers utilize the MAC methodology to enhance their teaching techniques through the successful incorporation of multimedia, annotation, and collaboration. The concept of broadcast (P3) refers to the dissemination of educational information and the use of digital media to engage students in interactive learning experiences. Additionally, internet media (P6) is essential as it

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enables educators to leverage digital platforms and online resources to supplement classroom instruction and foster student participation. Integration (P7, P10) involves incorporating various forms of multimedia and collaborative technologies into lesson plans to improve student engagement and comprehension.

Lastly, accessibility (P8, P9) ensures that all students, regardless of their learning styles or needs, have access to educational materials and activities. These deductions emphasize the enhancement of the MAC method in Araling Panlipunan teaching through application, broadcast, online media, integration, and accessibility techniques to promote a comprehensive and inclusive educational approach.

**Table 18. Deduction of Concepts**

<b>4.0 Addressing difficulties or obstacles encountered by participants</b>	
<b>GENERAL CONCEPT</b>	<b>ID</b>
<b>1. Preparation</b>	<b>P3, P6, P4, P7</b>
<b>2. Engagement</b>	<b>P1</b>
<b>3. Formulation of New Ideas</b>	<b>P2</b>
<b>4. Best Practices</b>	<b>P5, P9</b>
<b>5. Strategies</b>	<b>P8, P10</b>

Table 18 summarizes conclusions about concepts related to addressing difficulties or obstacles encountered by participants when implementing the MAC technique for teaching Araling Panlipunan. Firstly, preparation (P3, P6, P4, P7) emerges as a critical concept, highlighting the importance of teachers and students being adequately prepared to utilize multimedia, annotation, and collaboration effectively in their lessons. This preparation involves planning, \*\*\*\*\*

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organizing resources, and familiarizing oneself with the tools and strategies needed for successful implementation. Secondly, engagement (P1) focuses on strategies to enhance student involvement and interaction through the MAC technique, thereby promoting active learning and participation in Araling Panlipunan classes.

Thirdly, the formulation of new ideas (P2) encourages educators to innovate and develop creative approaches to address challenges and enhance the effectiveness of the MAC technique in teaching. Moreover, the identification of best practices (P5, P9) underscores the significance of adopting proven methods and strategies to overcome obstacles and ensure optimal learning outcomes. Lastly, strategies (P8, P10) encompass specific approaches and techniques that educators can employ to mitigate difficulties and maximize the benefits of using multimedia, annotation, and collaboration in Araling Panlipunan education. These deductions highlight the multifaceted efforts required to effectively address challenges and optimize the implementation of the MAC technique in teaching practices.

**Table 19. Deduction of Concepts**

<b>5.0 Contributions to the development of an enhanced multi-modal learning approach</b>	
<b>GENERAL CONCEPT</b>	<b>ID</b>
<b>1. Application of Effective methods</b>	<b>P6, P7</b>
<b>2. Application of Best Practices</b>	<b>P1</b>
<b>3. Sharing of new information</b>	<b>P2</b>
<b>4. Proper Monitoring</b>	<b>P5,</b>
<b>5. Strong Internet Connection</b>	<b>P3, P4, P8, P9, P10,</b>

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Table 19 outlines several concepts derived from teaching Araling Panlipunan using the MAC approach, offering suggestions for an improved multimodal learning strategy. The primary idea is the deployment of effective methods (P6, P7), emphasizing the introduction of novel and influential tactics to enhance educational opportunities. To meet the diverse needs of Araling Panlipunan students, it is essential to incorporate multimedia, annotation tools, and group projects into the curriculum. Secondly, adopting practical and established teaching approaches that effectively integrate the MAC methodology into classroom practices is highlighted through the adoption of best practices (P1).

Thirdly, the exchange of new information (P2) is considered crucial, as it encourages educators to engage in continual professional development by sharing information and resources related to the MAC method. Additionally, appropriate monitoring (P5) is emphasized to systematically evaluate and analyze student development and the efficiency of the adopted multimodal learning strategy. Finally, ensuring a reliable internet connection in each classroom (P3, P4, P8, P9, P10) is crucial for students to easily access the various digital materials, multimedia, and collaboration platforms essential to the success of the Araling Panlipunan educational program. These findings highlight the need for teamwork and well-developed systems to maximize the potential of the MAC technique in enhancing educational environments through multimodal learning methods.

**Table 20. Diagrammatic Emergence of Themes of Participants**

SIMILAR CONCEPT	THEMES
<b>1.0 Integration of multimedia, annotation, and collaboration (MAC) in teaching Araling Panlipunan contribute to a multi-modal learning approach</b>	
<ul style="list-style-type: none"><li>• For information gathering</li></ul>	
<ul style="list-style-type: none"><li>• For entertainment and leisure purposes</li></ul>	
<ul style="list-style-type: none"><li>• Communication and socialization</li></ul>	

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	Heavy Reliance to Social Media
<ul style="list-style-type: none"> <li>Sharing Content from Online to Offline and vice-versa</li> </ul>	Application of Online Information in the Real World
<ul style="list-style-type: none"> <li>Learning Contents Online and Sharing it Offline</li> </ul>	
<b>SIMILAR CONCEPT</b>	<b>THEMES</b>
<b>2.0 Competence Level in Teaching Araling Panlipunan</b>	
<ul style="list-style-type: none"> <li>Coaching</li> </ul>	Application of methods and strategies
<ul style="list-style-type: none"> <li>Mentoring</li> </ul>	
<ul style="list-style-type: none"> <li>Application of Strategy in Teaching</li> </ul>	
<ul style="list-style-type: none"> <li>Application of Media Literacy</li> </ul>	School Context Issues
<ul style="list-style-type: none"> <li>Formative Assessment</li> </ul>	

Two significant ideas connected to teaching Araling Panlipunan emerged graphically among participants, as shown in Table 20. The overarching theme, "Integration of multimedia, annotation, and collaboration (MAC) in teaching Araling Panlipunan contributes to a multi-modal learning approach," revealed several subthemes. Participants rely heavily on social media for information collection, entertainment, recreation, communication, and sociability. Additionally, they engage in content sharing across online and offline spaces, applying what they learn online to real-life situations and vice versa.

On the other hand, the graphic shows problems in the classroom setting under the heading "Competence Level in Teaching Araling Panlipunan." Participants emphasize coaching and mentorship as essential components of improving teaching competency. They stress

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 incorporating media literacy into lessons to refine pedagogical approaches. Furthermore, formative assessment becomes crucial for assessing and enhancing instructional efficacy. These recurring ideas illustrate the participants' continuous efforts to improve their teaching of Araling Panlipunan using multimedia, annotation, and collaboration to enhance their methods

**Table 21. Diagrammatic Emergence of Themes of Participants**

SIMILAR CONCEPT	THEMES
<b>3.0 Utilization of the MAC technique for teaching Araling Panlipunan</b>	
<ul style="list-style-type: none"> <li>• Application</li> </ul>	Heavy Reliance to Social Media
<ul style="list-style-type: none"> <li>• Broadcast</li> </ul>	
<ul style="list-style-type: none"> <li>• Internet Media</li> </ul>	
<ul style="list-style-type: none"> <li>• Integration</li> </ul>	Application of Online Information in the Real World
<ul style="list-style-type: none"> <li>• Accessibility</li> </ul>	
SIMILAR CONCEPT	THEMES
<b>4.0 Addressing difficulties or obstacles encountered by participants</b>	
<ul style="list-style-type: none"> <li>• Preparation</li> </ul>	Application of methods and strategies
<ul style="list-style-type: none"> <li>• Engagement</li> </ul>	
<ul style="list-style-type: none"> <li>• Formulation of New Ideas</li> </ul>	
<ul style="list-style-type: none"> <li>• Best Practices</li> </ul>	

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<ul style="list-style-type: none"> <li>Strategies</li> </ul>	School Context Issues
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As shown in Table 21, thematic emergent themes among participants pertain to two concepts: "Utilization of the MAC technique for teaching Araling Panlipunan" and "Addressing difficulties or obstacles encountered by participants." Under the umbrella term "Utilization of the MAC technique," participants discuss a variety of uses, including integration tactics, intensive use of social media, and broadcast and internet media. Accessibility is a critical component of their pedagogical techniques, and they stress the relevance of online resources in practice. On the other hand, under the scope of "Addressing difficulties or obstacles encountered by participants," several difficulties are listed. These include concerns with being ready to use tactics and procedures, involving students, coming up with fresh ideas for lessons, and putting best practices into action. Issues unique to the educational setting are also brought up by participants, such as the need for efficient methods to circumvent problems while teaching Araling Panlipunan. These recurring ideas show how the participants tackled and triumphed over different obstacles in their teaching while making good use of the MAC approach.

**Table 22. Diagrammatic Emergence of Themes of Participants**

SIMILAR CONCEPT	THEMES
<b>3.0 Utilization of the MAC technique for teaching Araling Panlipunan</b>	
<ul style="list-style-type: none"> <li>Effective Methods</li> </ul>	Heavy Reliance to Social Media
<ul style="list-style-type: none"> <li>Best Practices</li> </ul>	
<ul style="list-style-type: none"> <li>New Information</li> </ul>	
<ul style="list-style-type: none"> <li>Monitoring</li> </ul>	Application of Online Information
<ul style="list-style-type: none"> <li>Strong Internet Connection</li> </ul>	

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	in the Real World
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Table 22 illustrates the sequential emergence of themes relevant to the "Utilization of the MAC technique for teaching Araling Panlipunan." Initially, participants emphasize the adoption of effective teaching methods, prominently featuring a robust integration of social media, adherence to best practices, efficient utilization of new educational information, and diligent monitoring of student progress. This holistic approach ensures that teaching practices remain dynamic and responsive to evolving educational needs.

Moreover, the discussion extends to the practical application of online information in real-world contexts within the classroom environment. Participants highlight the significance of a reliable internet connection to facilitate the seamless integration of digital resources. This emphasis underscores the importance of leveraging technology not only for enhancing classroom activities but also for preparing students to navigate and utilize online information competently beyond the educational setting. Overall, these identified themes reflect participants' strategic maneuvers in employing the MAC technique to enrich Araling Panlipunan's teaching. By effectively integrating multimedia, annotation tools, and collaborative methodologies, educators aim to create immersive learning experiences that harness digital tools optimally, thereby fostering enhanced student engagement and comprehension.

## Enhanced Multi-Modal Plan

### 1. Introduction and Overview

- Lecture (Auditory): Begin with a brief lecture on the historical context leading to the Philippine Revolution, including Spanish colonization and the rise of Filipino nationalism.

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- Visual Aid: Use a PowerPoint presentation to outline key events and figures in the revolution, such as Jose Rizal, Andres Bonifacio, and Emilio Aguinaldo.

## 2. Multimedia Components

- Video (Visual and Auditory): Show a short documentary or historical film clips about the Philippine Revolution to provide visual representation and historical context.
- Interactive Timeline (Kinesthetic and Visual): Use an interactive timeline tool to highlight significant events and turning points in the revolution.

## 3. Annotation Tools

- Digital Annotation (Kinesthetic and Visual): Provide students with digital copies of primary source documents, such as excerpts from Rizal’s “Noli Me Tangere” and “El Filibusterismo,” and have them annotate essential themes and historical significance.

## 4. Collaborative Activities

- Group Discussion (Social and Auditory): Organize students into small groups to discuss the causes of the revolution and its impact on Filipino society. Each group can present their discussion points to the class.
- Debate (Social et al.): Have students represent different historical perspectives in a debate on the effectiveness of peaceful reform versus armed revolution.

## 5. Hands-On Activities

- Role-Playing (Kinesthetic and Social): Have students reenact significant events such as the Cry of Pugad Lawin or the signing of the Pact of Biak-na-Bato. This helps them understand the emotional and strategic aspects of the revolution.
- Model Building (Kinesthetic): Encourage students to create dioramas or models of significant battle sites or events, such as the Battle of Manila or the establishment of the First Philippine Republic.

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## 6. Technology Integration

- Online Forum (Social and Visual): Create an online discussion board where students can post reflections and discuss the revolution's causes, events, and outcomes. Encourage peer responses to foster interactive learning.
- Interactive Quiz (Auditory and Kinesthetic): Use a quiz platform like Quizizz or Kahoot! to review key facts and concepts about the Philippine Revolution engagingly.

## 7. Reflection and Assessment

- Reflective Journals (Intrapersonal and Verbal): Ask students to write journal entries reflecting on what they learned about the revolution and how different learning activities helped them understand the topic.
- Assessment (All Modes): Evaluate students through a mix of written tests, oral presentations, and project-based assessments to gauge their understanding and engagement.

## Implementation Tips

1. Diverse Learning Styles: Ensure activities cater to visual, auditory, kinesthetic, and social learners.
2. Cultural Relevance: Use local historical sites, figures, and events to make learning more relatable and engaging for students.
3. Technological Accessibility: Provide alternatives for students who may have limited access to technology, such as printed materials or offline activities.
4. Feedback and Adjustment: Collect student feedback on the effectiveness of different activities and adjust future lessons accordingly.

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Teaching Method	Strategies	Derived Outcomes
Enhanced and Contextual Teaching and Learning	<ul style="list-style-type: none"> <li>• A problem is a simulated or real question, issue, challenge, or difficulty in need of a solution</li> <li>• Is relevant and worthwhile to students' lives – their families, school experiences, workplaces, and communities</li> <li>• Promotes critical thinking</li> <li>• Encourages a systematic approach to addressing the problem</li> <li>• Integrates disciplines</li> <li>• Students learn in the real world where the knowledge would be applied – school (both the classroom and school "life"), workplaces, home, the local community,</li> </ul>	<ul style="list-style-type: none"> <li>• Students feel enthusiastic during the discussion.</li> <li>• Students are motivated and interested to learn.</li> <li>• Students understand the discussion quickly.</li> <li>• All the students participated.</li> <li>• Learners valued local materials and correlated them with specific topics.</li> </ul>

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	<p>and sometimes, places beyond that community.</p> <ul style="list-style-type: none"><li>• Simulation of a situation or place can provide a satisfactory context if the real-world context is unavailable or poses a hazard. Recognizes that learning is influenced and enhanced by the student's individuality – ethnicity, personality, social group, attitudes and values, habits, health status, skills and talents already acquired, genetic predispositions, background and experiences, interests, and learning style preferences or intelligence. Inspires the goal of lifelong learning, which implies that learners can seek out, analyze, and use information with limited or no supervision.</li></ul>	
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	<ul style="list-style-type: none"><li>• Teachers help students grow in their abilities to research, produce evidence of their learning, use their time well, learn from mistakes, and reflect on how they learned.</li><li>• Based on learning communities, where students and teachers share knowledge, focus on goals, and allow all to teach and learn from each other.</li><li>• Two or more groups connect in that knowledge-sharing, goal-focus, and teaching-learning with each other.</li><li>• These connections enhance interpersonal skills as participants work in teams.</li></ul>	
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	<ul style="list-style-type: none"><li>• The creative process is magnified when people solve problems together.</li><li>• Leads and expects students to use higher-order thinking skills in addressing a problem, issue, or concept.</li><li>• A meaningful product of the students' new knowledge and skills.</li><li>• Relates to the central goal of instruction (includes meeting national and local standards)</li><li>• Is blended with the teaching and learning process</li><li>• Provides students with opportunities and direction for improvement in learning</li></ul>	
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	<ul style="list-style-type: none"><li>• Provides educators with opportunities and direction for improvement in teaching</li></ul>	
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#### 4.0 Conclusion

The incorporation of multimedia, annotation, and collaboration revolutionizes the educational process, enhancing its efficiency and creating an engaging environment for both teachers and students. The MAC method does not just teach Araling Panlipunan; it transforms it into an exciting and engaging subject for students. This excitement translates into improved comprehension and retention, offering a promising potential for enhanced learning outcomes. Using MAC to teach Araling Panlipunan is not just a change; it is an improvement. It enhances the quality of instruction and encourages more active student participation, empowering educators to be more effective in their teaching. The MAC technique has been effectively used in Araling Panlipunan's lessons, proving its efficacy when followed correctly. These additions improve and enhance the multimodal approach to teaching Araling Panlipunan.

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