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# BEYOND THE TV FRAME: ICT DISCUSSIONS AND COLLABORATIVE LEARNING ELEVATED BY VIDEO CONFERENCING

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## ABSTRACT

Information and Communication Technology (ICT) is vital for communication, productivity, and accessing knowledge in modern education. However, a common challenge in many classrooms is the absence of traditional television screens, which hinders effective ICT teaching. This research focused on how the utilization of Video Conferencing Tools may be adopted as a strategic method to address the lack of TV in classrooms, most importantly during ICT discussions and collaborative learning. The researcher used all (67) respondents, who are all Grade 11 TVL-ICT students taking up Empowerment Technologies at Pantalan Senior High School.

In line with this, the researcher found out the Grade 11 ICT students at Pantalan Senior High School have negative perception in the absence of television on the effectiveness of ICT discussions and collaborative learning experiences. The challenges experienced by students in a classroom environment without traditional television screens are limited visual aids, technology skill development, limited access to online resources, access to current, reduced interactivity, dependency on traditional methods, and lack of engagement. The strategies that can be implemented are to select the right video conferencing platform, access to devices, ensure adequate connectivity, preparation and training, engaging content, recording discussions, interactive tools, regular assessment, feedback mechanisms, backup plans, collaborative tools, and breakout rooms.

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Video conferencing applications like Google Meet and Zoom serve as an effective alternative for facilitating ICT discussions when traditional television screens are not available to make the use of visual aids, such as videos, graphics, and presentations much easier which can enhance learning, and to facilitate interactive activities and to engage students in hands-on learning experiences.

**Key Words:** *collaborative learning, video conferencing applications, google meet, zoom*

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**Context and Rationale**

With the goal for learners to keep up with the ever-changing world of technology, DepEd adopted a new policy that will enhance the teaching and learning experience. The Digital Rise Program forms part of the Public Schools of the Future framework, under the leadership of Secretary Leonor Magtolis Briones, and in line with the Philippine Development Plan 2017 to 2022 under the administration of President Rodrigo Roa Duterte. The program is also in support of Sulong Edukalidad, DepEd's initiative in response to the rapidly changing environment of present and future learners. DepEd is set to introduce aggressive reforms to globalize the quality of basic education in the Philippines. DepEd has already incorporated Digital Rise Program in the 3-year DepEd Information Systems Strategic Plan (ISSP) as part of its vision for ICT in education. One project is the Digital Classroom - This package consists of a Digital Board or LED TV in each classroom that will support ICT-Assisted Teaching. Teachers will be able to display e-Learning resources that are appropriate for their subjects.

Information and Communication Technology (ICT) plays a critical role in modern education and professional environments. ICT is vital for communication, productivity, and accessing knowledge. However, a common challenge in many classrooms is the absence of traditional television screens, which hinders effective ICT teaching. Visual aids and interactive tools, crucial for conveying complex ICT concepts, are often missing, affecting students' comprehensive understanding and development.

To address this issue, action research entitled "BEYOND THE TV FRAME: ICT DISCUSSIONS AND COLLABORATIVE LEARNING ELEVATED BY VIDEO CONFERENCING" was initiated. Grade 11 ICT students at Pantalan Senior High School, specifically those studying Empowerment Technologies, were selected as the target group. By focusing on this particular demographic, it was aimed to gain actionable insights into their educational experience in the absence of traditional TV screens.

The research project's central objective is to accommodate ICT subject discussions and collaborative learning in the absence of TV in a classroom by exploring the potential of

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video conferencing technologies as a transformative solution to the challenges faced in these settings. Quantitative data collection method was used for the study which was based in mathematical calculations. No random sampling was used as all 67 students of Grade 11 ICT were surveyed. Valuable insights were gathered into how video conferencing technologies can enhance ICT discussion and collaborative learning experiences. By presenting concrete evidence, I hope to make a compelling case for the integration of these technologies in modern educational settings.

**Innovation, Intervention and Strategy**

| Target Output | Purpose | Resources Needed | Timeline |
|---|---|---|---|
| Utilization of video-conferencing applications during ICT subjects discussion and collaborative learning in classrooms with no TV installed. | To accommodate ICT subject discussions in the absence of TV in a classroom. | * Video-conferencing tool Google Meet or Zoom)<br>* Internet Connection<br>* Teacher and Students gadgets | First Quarter, First Semester |

**Action Research Questions**

The researcher aimed to accommodate Empowerment Technology subject discussions and collaborative learning in the absence of TV in a classroom through the utilization of video-conferencing applications.

Specifically, the researcher would like to seek answers to the following research questions:

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1. What is the students' perception on the absence of television on the effectiveness of ICT discussions and collaborative learning experiences among Grade 11 students at Pantalan Senior High School in terms of:

    1.1 ICT in the context of global communication for specific professional track.

    1.2 Advanced tools and techniques found in common productivity and software applications in developing ICT content for specific professional tracks.

    1.3 Manipulating text, graphics, and images to create ICT content intended for an online environment.

    1.4 Principles and techniques of design using online creation tools, platforms, and applications to develop ICT content for specific professional tracks

    1.5 Key learnings from the previous weeks, which they synthesize into an integrated ICT content through collaboration with classmate and teacher as both peer and partner.

2. What are the challenges experienced by students when engaging in ICT discussions and collaborative learning in a classroom environment without traditional television screens?

3. What strategies can be implemented to optimize the use of video conferencing technologies for enhancing ICT discussions and collaborative learning in a classroom setting without traditional television screens?

4. To what extent can video conferencing technologies serve as an effective alternative for facilitating ICT discussions and collaborative learning when traditional television screens are not available?

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**Action Research Methods**

A. Participants and/or other Sources of Data and Information

The respondents of the study include Grade 11 ICT students of Pantalan Senior High School batch 2023-2024 taking up Empowerment Technologies subject.

**B. Data Gathering Method**

Quantitative data collection method was used for the study which was based in mathematical calculations. It included questionnaires with closed-ended questions and are cheaper to apply and they can be applied within shorter duration of time. No random sampling was used as all 67 students of Grade 11 ICT were surveyed.

**C. Data Analysis Plan**

The researcher used the descriptive type of quantitative research design to answer the research problems indicated at the beginning of the study. Descriptive analysis was carried out on the data collected. Analysis of quantitative data is carried out using numbers so the reply to each question of Parts 1, 3, and 5 of the questionnaires will be coded using numbers on an ordinal scale of 1 to 3. The reply to each question of Part 2, and Part 4 were coded using numbers in the nominal scale. The data were analyzed and described using frequency and central tendency. The frequency of a particular response to a question will be calculated as a percentage and the data will be illustrated using tables and bar charts. Central tendency of the data will be calculated using the mean (or average) for Parts 1 and 4. For Part 2 and Part 3, central tendency will be calculated by calculating the mean response and the frequency.

**Discussion of Results and Reflection**

This presents the analysis and interpretation of the data gathered through the questionnaire in regard to utilization of video-conferencing applications during ICT subjects' discussion in classrooms with no TV installed.

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**1. Students' perception on the Absence of Television on the Effectiveness of ICT Discussions and Collaborative Learning Experiences in regard to**

***1.1 ICT in the context of global communication for specific professional track.***

Table 1 shows the students' perception on the absence of television on the effectiveness of ICT discussions and collaborative learning experiences in regard to ICT in the context of global communication for specific professional track.

**Table 1**

***Students' Perception on the Absence of Television on the Effectiveness of ICT Discussions and Collaborative Learning Experiences in regard to ICT in the context of global communication for specific professional track.***

| INDICATORS | W.M. | V.I. | RANK |
|---|---|---|---|
| 1. Comparing and contrasting the nuances of varied online platforms, sites, and content to best achieve specific class objectives or address situational challenges | 1.39 | NP | 1 |
| 2. Applying online safety, security, ethics, and etiquette standards and practice in the use of ICTs as it would relate to their specific professional tracks | 1.24 | NP | 1.5 |
| 3. Using the Internet as a tool for credible research and information gathering to best achieve specific class objectives or address situational challenges | 1.24 | NP | 1.5 |
| Average Weighted Mean | 1.29 | NP | |

***Legend**: **W.M**.-Weighted mean, **V.I**. - Verbal Interpretation, **NI**- Negative Perception, **N**-Neutral, and **PP**- Positive Perception*

Table 1 indicates that in comparing and contrasting the nuances of varied online platforms, sites, and content to best achieve specific class objectives or address situational challenges, which ranked first with the weighted mean of 1.39, the students has a negative

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perception on the lack of TV. The same result is found on other two indicators such as applying online safety, security, ethics, and etiquette standards and practice in the use of ICTs as it would relate to their specific professional tracks, and using the Internet as a tool for credible research and information gathering to best achieve specific class objectives or address situational challenges, which ranked next with weighted mean of 1.24.

Generally, the findings suggested that the students from Grade 11 TVL ICT have negative perception in the absence of television in regard to ICT in the context of global communication for specific professional track on the effectiveness of ICT discussions and collaborative learning experiences which was supported by an average weighted mean of 1.29. This indicates that there is effectiveness in ICT discussions and collaborative learning experiences in regard to ICT in the context of global communication for specific professional track if there is an available ICT tool like TV in a classroom. This was supported by the study conducted by (Khanna 2020) that the utilization of television in education contributed to direct class teaching, school broadcasting and general educational programming over community that can expand globally.

***1.2 Use of advanced tools and techniques found in common productivity and software applications in developing ICT content for specific professional tracks.***

Table 2 shows the students' perception on the absence of television on the effectiveness of ICT discussions and collaborative learning experiences in regard to the Use of advanced tools and techniques found in common productivity and software applications in developing ICT content for specific professional tracks.

**Table 2**

***Students' Perception on the Absence of Television on the Effectiveness of ICT Discussions and Collaborative Learning Experiences in regard to the use of advanced tools and techniques found in common productivity and software applications in developing ICT content for specific professional tracks.***

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| INDICATORS | W.M. | V.I. | RANK |
|---|---|---|---|
| 1. Using common productivity tools effectively by maximizing advanced application techniques | 1.25 | NP | 1 |
| 2. Creating an original or derivative ICT content to effectively communicate or present data or information related to specific professional tracks | 1.22 | NP | 2 |
| Average Weighted Mean | 1.24 | NP | |

***Legend**: **W.M**.-Weighted mean, **V.I**. - Verbal Interpretation, **NI**- Negative Perception, **N**-Neutral, and **PP**- Positive Perception*

It is presented in Table 2 that the students have negative perception on the lack of TV in regard to using common productivity tools effectively by maximizing advanced application techniques, which ranked first with the weighted mean of 1.25. The next indicator which is creating an original or derivative ICT content to effectively communicate, or present data or information related to specific professional ranked next with weighted mean of 1.22 showed the same result on effectiveness of ICT discussions and collaborative learning experiences due to lack of TV.

The findings suggested that the students from Grade 11 TVL ICT have a negative perception in the absence of television in regard to the use of advanced tools and techniques found in common productivity and software applications in developing ICT content for specific professional tracks on the effectiveness of ICT discussions and collaborative learning experiences which was supported by an average weighted mean of 1.24. This indicates that there is effectiveness in ICT discussions and collaborative learning experiences in regard to the use of advanced tools and techniques found in common productivity and software applications in developing ICT content for specific professional tracks if there is an available ICT tool like TV in a classroom. This was supported by the study conducted by (Nkogbu 2022) that the influence and impact of electronic applications as a productivity tool in organizations

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cannot be overemphasized. This is against the background of transition from analogue to digital era, characterized by significant advancement in science and technology.

***1.3 Manipulating text, graphics, and images to create ICT content intended for an online environment.***

Table 3 shows the students' perception on the effectiveness of ICT discussions and collaborative learning experiences in regard to manipulating text, graphics, and images to create ICT content intended for an online environment when there is no TV available.

**Table 3**

***Students' Perception on the Absence of Television on the Effectiveness of ICT Discussions and Collaborative Learning Experiences in regard to manipulating text, graphics, and images to create ICT content intended for an online environment.***

| INDICATORS | W.M. | V.I. | RANK |
|---|---|---|---|
| 1. Evaluating existing websites and online resources based on the principles of layout, graphic, and visual message design | 1.33 | NP | 2 |
| 2. Using image manipulation techniques on existing images to change or enhance their current state to communicate a message for a specific purpose | 1.55 | NP | 1 |
| 3. Creating an original or derivative ICT content to effectively communicate a visual message in an online environment related to specific professional tracks | 1.21 | NP | 3 |
| Average Weighted Mean | 1.36 | NP | |

***Legend**: **W.M**.-Weighted mean, **V.I**. - Verbal Interpretation, **NI**- Negative Perception, **N**-Neutral, and **PP**- Positive Perception*

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It is expressed in Table 3 that the students have negative perception in the lack of TV in regard to using image manipulation techniques on existing images to change or enhance their current state to communicate a message for a specific purpose, which ranked first with the weighted mean of 1.55. The same result is reflected on the next indicator which is Evaluating existing websites and online resources based on the principles of layout, graphic, and visual message design ranked next with weighted mean of 1.33. Lastly, the students have negative perception on creating an original or derivative ICT content to effectively communicate a visual message in an online environment related to specific professional tracks when there is no TV available in the classroom, with 1.21 weighted mean.

These proposed that the students from Grade 11 TVL ICT have negative perception on the absence of television in regard to manipulating text, graphics, and images to create ICT content intended for an online environment on the effectiveness of ICT discussions and collaborative learning experiences which was supported by an average weighted mean of 1.36. This indicates that there is effectiveness in ICT discussions and collaborative learning experiences in regard to manipulating text, graphics, and images to create ICT content intended for an online environment if there is an available ICT tool like TV in a classroom. Using other available gadgets with Video Conferencing tool applications can be considered in manipulating text, graphics, and images to create ICT content intended for an online environment as teachers reported most frequently using tablets, computers, and smartphones for instructional purposes as stated in a study conducted by (Dore and Dynia 2020). Television was most frequently used for entertainment. Tablets and smartphones were most frequently used in teacher-supported individual contexts, whereas computers were most frequently used in teacher-supported whole group contexts.

### *1.4 Principles and techniques of design using online creation tools, platforms, and applications to develop ICT content for specific professional tracks*

The Table 4 shows the respondent's perception on the absence of television in regard to the effectiveness of ICT discussions and collaborative learning experiences in regard to

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principles and techniques of design using online creation tools, platforms, and applications to develop ICT content for specific professional tracks.

**Table 4**

***Students' Perception on the Absence of Television on the Effectiveness of ICT Discussions and Collaborative Learning Experiences in regard to Principles and techniques of design using online creation tools, platforms, and applications to develop ICT content for specific professional tracks***

| INDICATORS | W.M. | V.I. | RANK |
|---|---|---|---|
| 1. Evaluating existing online creation tools, platforms and applications in developing ICT content for specific professional tracks | 1.37 | NP | 1 |
| 2. Appling web design principles and elements using online creation tools, platforms, and applications to communicate a message for a specific purpose in specific professional tracks | 1.30 | NP | 2 |
| 3. Creating an original or derivative ICT content using online creation tools, platforms, and applications to effectively communicate messages related to specific professional track | 1.16 | NP | 3 |
| Average Weighted Mean | 1.28 | NP | |

***Legend**: **W.M**.-Weighted mean, **V.I**. - Verbal Interpretation, **NI**- Negative Perception, **N**-Neutral, and **PP**- Positive Perception*

Table 4 shows that the learners have negative perception in the evaluating existing online creation tools, platforms and applications in developing ICT content for specific professional tracks, which ranked first with the weighted mean of 1.37, in classrooms lacking

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with TV. The next indicator which is applying web design principles and elements using online creation tools, platforms, and applications to communicate a message for a specific purpose in specific professional tracks ranked next with weighted mean of 1.30 showed the same result on effectiveness of ICT discussions and collaborative learning experiences due to lack of TV. Students have negative perception in classrooms without TV in regard to creating an original or derivative ICT content using online creation tools, platforms, and applications to effectively communicate messages related to specific professional track, with 1.16 weighted mean which ranked last.

The findings shows that the students from Grade 11 TVL ICT have negative perception on the effectiveness of ICT discussions and collaborative learning experiences in the absence of television in regard to creating an original or derivative ICT content using online creation tools, platforms, and applications to effectively communicate messages related to specific professional track which was supported by an average weighted mean of 1.28. This indicates that there is effectiveness in ICT discussions and collaborative learning experiences in regard to manipulating text, graphics, and images to create ICT content intended for an online environment if there is an available ICT tool like TV in a classroom. This is supported by (Chakravartty 2017) in his study stating that TVs and other education technology give opportunities to teachers to make the learning experience more relevant, interesting, and engaging.

***1.5 Key learnings from the previous weeks, which the students synthesize into an integrated ICT content through collaboration with classmate and teacher as both peer and partner.***

Table 5 shows the students' perception on the absence television on the effectiveness of ICT discussions and collaborative learning experiences in regard to key learnings from the previous weeks, which the students synthesize into an integrated ICT content through collaboration with classmate and teacher as both peer and partner.

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**Table 5**

***Students' Perception on the Absence of Television on the Effectiveness of ICT Discussions and Collaborative Learning Experiences in regard to key learnings from the previous weeks, which the students synthesize into an integrated ICT content through collaboration with classmate and teacher as both peer and partner.***

| INDICATORS | W.M. | V.I. | RANK |
|---|---|---|---|
| 1. Evaluating the quality, value, and appropriateness of peer's existing or previously developed ICT content in relation to the theme or intended audience/ viewer of an ICT project | 1.34 | NP | 1 |
| 2. Sharing and showcasing existing or previously developed material in the form of a collaboratively designed newsletter or blog site intended for a specific audience or viewer. | 1.27 | NP | 2 |
| Average Weighted Mean | 1.31 | NP | |

***Legend**: **W.M**.-Weighted mean, **V.I**. - Verbal Interpretation, **NI**- Negative Perception, **N**-Neutral, and **PP**- Positive Perception*

Table 5 indicates that the respondents have negative perception in evaluating the quality, value, and appropriateness of peer's existing or previously developed ICT content in relation to the theme or intended audience/ viewer of an ICT project, which ranked first with the weighted mean of 1.34, when they are in classrooms lacking with TV. The last indicator ranked which is Sharing and showcasing existing or previously developed material in the form of a collaboratively designed newsletter or blog site intended for a specific audience or viewer, with weighted mean of 1.27 showed the same result on effectiveness of ICT discussions and collaborative learning experiences due to lack of TV.

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The results show that the students from Grade 11 TVL ICT have negative perception in the absence of television in regard to key learnings from the previous weeks, which the students synthesize into an integrated ICT content through collaboration with classmate and teacher as both peer and partner which was supported by an average weighted mean of 1.31. This indicates that there is effectiveness in ICT discussions and collaborative learning experiences in regard to key learnings from the previous weeks, which the students synthesize into an integrated ICT content through collaboration with classmate and teacher as both peer and partner if there is an available ICT tool like TV in a classroom. This is further supported by the study conducted by (Chakravartty 2017) stating that TVs have been contributing in the field of education and hence the process of education becomes easy, efficient, comfortable and attractive.

**2. Summary of the Students' Perception on the Absence of Television on the Effectiveness of ICT Discussions and Collaborative Learning Experiences**

Table 6 shows the summary of the students' perception on the absence of Television on the Effectiveness of ICT Discussions and Collaborative Learning Experiences.

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**Table 6**

***Summary Table of the Students' Perception on the Absence of Television on the Effectiveness of ICT Discussions and Collaborative Learning Experiences***

| INDICATORS | A.W.M. | V.I. | RANK |
|---|---|---|---|
| 1. ICT in the context of global communication for specific professional track | 1.29 | NP | 3 |
| 2. Use of advanced tools and techniques found in common productivity and software applications in developing ICT content for specific professional tracks | 1.24 | NP | 5 |
| 3. Manipulating text, graphics, and images to create ICT content intended for an online environment | 1.36 | NP | 1 |
| 4. Principles and techniques of design using online creation tools, platforms, and applications to develop ICT content for specific professional tracks | 1.28 | NP | 4 |
| 5. Key learnings from the previous weeks, which the students synthesize into an integrated ICT content through collaboration with classmate and teacher as both peer and partner | 1.31 | NP | 2 |
| Composite Mean | 1.30 | NP | |

***Legend**: **A.W.M**.-Weighted mean, **V.I.** - Verbal Interpretation, **NI**- Negative Perception, **N**-Neutral, and **PP**- Positive Perception*

Table 6 shows that students have negative perception on the absence of television in regard to the effectiveness of ICT discussions and collaborative learning experiences. The learners have negative perception in the absence of television in a classroom in regard to manipulating text, graphics, and images to create ICT content intended for an online environment supported with the average weighted mean of 1.36. Key learnings from the previous weeks, which the students synthesize into an integrated ICT content through

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collaboration with classmate and teacher as both peer and partner showed the same result supported by 1.31 average weighted mean. Next is ICT in the context of global communication for specific professional track supported by 1.29 average weighted mean. This is followed by principles and techniques of design using online creation tools, platforms, and applications to develop ICT content for specific professional tracks with average weighted mean of 1.28. Lastly, the students have negative perception on the absence of television in a classroom in regard to the use of advanced tools and techniques found in common productivity and software applications in developing ICT content for specific professional tracks supported with the average weighted mean of 1.24.

In general, this implies that the learners have negative perception in the absence of television in regard to the effectiveness of ICT discussions and collaborative learning experiences. It is therefore crucial to have an effective use of audio/video than can significantly predict classroom environment and collaboration among the students as supported by a study conducted by (Peng 2019).

**3. Challenges Experienced by Students when Engaging in ICT Discussions and Collaborative Learnings and Collaborative Learning in a Classroom Environment without Traditional Television Screens**

Table 7 shows the challenges experienced by students when engaging in ICT discussions and collaborative learning in a classroom environment without traditional television screens.

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**Table 7**

***Challenges Experienced by Students when Engaging in ICT Discussions and Collaborative Learnings and Collaborative Learning in a Classroom Environment without Traditional Television Screens***

| INDICATORS | Frequency | Percentage | Rank |
|---|---|---|---|
| 1. Limited Visual Aids | 44 | 18% | 1.5 |
| 2. Reduced Interactivity | 34 | 14% | 5 |
| 3. Limited Access to Online Resources | 38 | 15% | 3 |
| 4. Dependency on Traditional Methods | 27 | 11% | 6 |
| 5. Technology Skill Development | 44 | 18% | 1.5 |
| 6. Lack of Engagement | 26 | 10% | 7 |
| 7. Access to Current Information | 35 | 14% | 4 |

Table 7 suggests that the most observed challenges experienced by students when engaging in ICT discussions and collaborative learning in a classroom environment without traditional television screens are limited visual aids and technology skill development in which both ranked first with 18% of responses. Third on the rank is limited access to online resources with 15% of responses. Access to current information is the fourth on the rank supported by 14% responses. Fifth on the rank is reduced interactivity supported by 17% of responses. The sixth rank is the dependency on traditional methods with 11% of responses. Last ranked is lack of engagement which gained 10% of the responses.

Generally, students experienced challenges when engaging in ICT discussions and collaborative learning in a classroom environment without traditional television screens. A study made by (Peterlin 2017) stated that engaging higher education students in a unique classroom learning experience has become the objective of many syllabi. Millennials were raised using television for learning. This supports the need to address the challenges

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experienced by students when engaging in ICT discussions and collaborative learnings and collaborative learning in a classroom environment without traditional television screens.

**4. Strategies that can be implemented to optimize the use of video conferencing technologies for enhancing ICT discussions and collaborative learning in a classroom setting without traditional television screens.**

Table 9 shows the Strategies that can be implemented to optimize the use of video conferencing technologies for enhancing ICT discussions and collaborative learning in a classroom setting without traditional television screens.

**Table 8**

***Strategies that can be implemented to optimize the use of video conferencing technologies for enhancing ICT discussions and collaborative learning in a classroom setting without traditional television screens.***

| INDICATORS | Frequency | Percentage | Rank |
|---|---|---|---|
| 1. Select the right video conferencing platform | 48 | 11% | 1 |
| 2. Ensure adequate connectivity | 36 | 8% | 3 |
| 3. Access to devices | 46 | 10% | 2 |
| 4. Preparation and training | 37 | 8% | 3 |
| 5. Engaging content | 35 | 8% | 3 |
| 6. Breakout rooms | 30 | 7% | 4 |
| 7. Recording discussions | 34 | 8% | 3 |
| 8. Interactive tools | 34 | 8% | 3 |
| 9. Regular assessment | 34 | 8% | 3 |
| 10. Feedback mechanisms | 35 | 8% | 3 |
| 11. Backup plans | 35 | 8% | 3 |

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| | | | |
|---|---|---|---|
| 12. Collaborative tools | 35 | 8% | 3 |

Table 8 shows that the first strategy that can be implemented to optimize the use of video conferencing technologies for enhancing ICT discussions and collaborative learning in a classroom setting without traditional television screens is to select the right video conferencing platform with 11% of responses. This is followed by access to devices supported by 10% of the responses. The next eight strategies that can be implemented to optimize the use of video conferencing technologies for enhancing ICT discussions and collaborative learning in a classroom setting without traditional television screens have the same 8% of the responses. These are ensure adequate connectivity, preparation and training, engaging content, recording discussions, interactive tools, regular assessment, feedback mechanisms, backup plans, and collaborative tools. The last ranked strategy is breakout rooms with 7% of the responses.

In general, there are strategies that can be implemented to optimize the use of video conferencing technologies for enhancing ICT discussions and collaborative learning in a classroom setting without traditional television screens and these are to select the right video conferencing platform, access to devices, ensure adequate connectivity, preparation and training, engaging content, recording discussions, interactive tools, regular assessment, feedback mechanisms, backup plans, collaborative tools, and breakout rooms. This is supported by (Bassett 2022) stating that tools like televisions should be monitored and maintained to ensure that they remain operational for classes.

## 5. Proposed Innovation, Intervention and Strategy

### RATIONALE

ICT is vital for communication, productivity, and accessing knowledge most importantly during discussions and collaborative learning. However, a common challenge in

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many classrooms is the absence of traditional television screens, which hinders effective ICT teaching. In this study, it was found out that video-conferencing applications during ICT subjects discussion and collaborative learning in classrooms can be utilized to accommodate the lack of TV screens. For this to be realized, strategies that can be implemented to optimize the use of video conferencing technologies for enhancing ICT discussions and collaborative learning in a classroom setting without traditional television screens were suggested.

**Table 9**

**BEYOND THE TV FRAME: ICT DISCUSSIONS AND COLLABORATIVE LEARNING AND COLLABORATIVE LEARNING ELEVATED BY VIDEO CONFERENCING**

| Issues And Concerns | Objectives | Activities/ Strategies | Person(s) Involved | Success Indicator |
|---|---|---|---|---|
| Limited Visual Aids: The absence of TVs makes it difficult to use visual aids, such as videos, graphics, and presentations, which can enhance learning. | To make the use visual aids, such as videos, graphics, and presentations much easier which can enhance learning (Rank 1.5 as identified from the students' response) | Utilization of video-conferencing applications during ICT subjects discussion and collaborative learning. Specifically:<br>1. Select the right video | Teachers<br>Students | **Positive Feedback* of students on the utilization of video-conferencing applications during ICT subjects discussion and collaborative learning. |

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| | | | | |
|---|---|---|---|---|
| | | conferencing platform (Rank 1 as identified from the students' response)<br><br>2. Enable access to devices (Rank 2 identified from the students' response) | | *SA or SA feedback from the respondents |
| Reduced Interactivity: Without TVs, it can be challenging to facilitate interactive activities and engage students in hands-on learning experiences. | To overcome the challenge in facilitating interactive activities and to engage students in hands-on learning experiences (Rank 1.5 as identified from the students' response) | | | |

**6. Extent on how video conferencing technologies serve as an effective alternative for facilitating ICT discussions and collaborative learning when traditional television screens are not available.**

Table 10 indicates the extent on how video conferencing technologies serve as an effective alternative for facilitating ICT discussions and collaborative learning when traditional television screens are not available.

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**Table 10**

***Extent on how video conferencing technologies serve as an effective alternative for facilitating ICT discussions and collaborative learning when traditional television screens are not available***

| INDICATORS | W.M. | V.I. | RANK |
|---|---|---|---|
| 1. Video conferencing applications like Google Meet and Zoom serve as an effective alternative for facilitating ICT discussion and collaborative learning when traditional television screens are not available to make the use visual aids, such as videos, graphics, and presentations much easier which can enhance learning. | 3.15 | SA | 1 |
| 2. Video conferencing applications like Google Meet and Zoom serve as an effective alternative for collaborative learning when traditional television screens are not available to overcome the challenge in facilitating interactive activities and to engage students in hands-on learning experiences | 2.97 | A | 2 |
| Average Weighted Mean | | | |

***Legend**: **W.M.**-Weighted mean, **V.I.** - Verbal Interpretation, **SA**- Strongly Agree, **A**- Agree, **D**- Disagree, **and SD**- Strongly Disagree*

Table 10 shows that video conferencing applications like Google Meet and Zoom serve as an effective alternative for facilitating ICT discussions when traditional television screens are not available to make the use visual aids, such as videos, graphics, and presentations much easier which can enhance learning which ranked first as supported by 3.15 weighted mean. This is followed by 2.97 weighted mean for video conferencing applications like Google Meet and Zoom which can serve as an effective alternative for collaborative learning when

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traditional television screens are not available to overcome the challenge in facilitating interactive activities and to engage students in hands-on learning experiences.

In general, Video conferencing applications like Google Meet and Zoom serve as an effective alternative for facilitating ICT discussions and collaborative learning when traditional television screens are not available. This is supported by a study made by (Knapp 2018) stating that the student response to these video conferencing structures was overwhelmingly positive.

**Reflection**

**Conclusions**

Based on the significant findings revealed in the study, the following conclusions were drawn:

1. The Grade 11 ICT students at Pantalan Senior High School have negative perception in the absence of television on the effectiveness of ICT discussions and collaborative learning experiences in terms of the context of global communication for specific professional track, advanced tools and techniques found in common productivity and software applications in developing ICT content for specific professional tracks, manipulating text, graphics, and images to create ICT content intended for an online environment, principles and techniques of design using online creation tools, platforms, and applications to develop ICT content for specific professional tracks, and key learnings from the previous weeks, which they synthesize into an integrated ICT content through collaboration with classmate and teacher as both peer and partner.

2. The challenges experienced by students when engaging in ICT discussions and collaborative learning in a classroom environment without traditional television screens are limited visual aids, technology skill development, limited access to online resources, access to current, reduced interactivity, dependency on traditional methods, and lack of engagement.

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3. The strategies can be implemented to optimize the use of video conferencing technologies for enhancing ICT discussions and collaborative learning in a classroom setting without traditional television screens are to select the right video conferencing platform, access to devices, ensure adequate connectivity, preparation and training, engaging content, recording discussions, interactive tools, regular assessment, feedback mechanisms, backup plans, collaborative tools, and breakout rooms

4. Video conferencing applications like Google Meet and Zoom serve as an effective alternative for facilitating ICT discussions when traditional television screens are not available to make the use visual aids, such as videos, graphics, and presentations much easier which can enhance learning, and to facilitate interactive activities and to engage students in hands-on learning experiences.

**Recommendations**

Based on the findings of the study and conclusions derived from the study, the following recommendations are hereby forwarded.

1. Students from other strands should also be used as respondents in order to have a bigger picture of the problem and propose more effective strategies.

2. Add more variables/indicators to better assess the effectivity of the utilization of video-conferencing applications during ICT subjects discussion and collaborative learning.

3. Teacher's assessment and opinion about the utilization of video-conferencing applications during ICT subjects discussion and collaborative learning should also be included in the gathering of data.

4. Conduct a comparative survey to the respondents before the enhancement plan is executed and after it has been implemented.

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**ACTION PLAN**

| Research Output/ Innovation | Scheme of Dissemination | Resources Needed | Time Frame |
|---|---|---|---|
| Beyond the TV Frame: ICT Discussions and Collaborative Learning and Collaborative Learning Elevated by Video Conferencing | 1. Inform the principal about the action plan for Grade 11 TVL-ICT students<br><br>2. Present the enhancement plan to the Principal<br><br>3. Implement the enhancement plan in Grade 11 TVL-ICT students and get feedback from the students | * Principal<br><br>* Empowerment Technologies Teacher<br><br>* Learning Module where strategies activities can be based | August – October 2023 |

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