



TEACHERS' AND LEARNERS' EXPERIENCES IN USING MULTIMEDIA-BASED INSTRUCTION: BASES FOR TRAINING WORKSHOP

RHODA P. SANTOS

Teacher II

Dueñas General Comprehensive High School
rhodapsantos16@gmail.com

ABSTRACT

This qualitative study aimed at determining the experiences of teachers and learners in using Multimedia-based Instruction to serve as bases for a proposed training workshop. Findings revealed that teachers' experiences in using Multimedia-based Instruction (MBI) were: positive impact on teaching, boosts student engagement, makes lessons interactive, and game changer for lesson delivery. For learners, MBI helps them understand lessons easier and faster; makes lessons fun, engaging, and interesting, and aids in lesson retention and memory. Despite these benefits, hindering factors were identified. Teachers noted them as: time consuming, technical issues, and lack of resources. For learners, these factors were: technical issues, lack of available resources, and distractions when using multimedia gadgets. To overcome these challenges, teachers employ time management, prepare back-up plans, employ troubleshooting, and collaborate with teachers. For learners planning ahead of time before classes, following strictly the time allotted for classes, and using offline materials, and hard copies of activity sheets. A training workshop was formulated as a result of this study.

Keywords: *Multimedia- based Instruction, Teachers and Learners, Hindering Factors, Facilitating Factors*

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INTRODUCTION

The integration of technology in education has significantly transformed the way teaching and learning take place in modern classrooms. Due to the rapid growth of technology, educators use various forms of multimedia tools to enrich the way lessons are delivered to their students. Instruction based on multimedia is defined as the use of multiple media, including text, pictures, audio, videos, and animations, to convey knowledge. This instructional approach allows teachers to present complex concepts through different formats that cater to diverse learning styles, thereby improving learners' comprehension and retention of information.

According to Mayer (2021), multimedia learning occurs when individuals learn more effectively from words and pictures than from words alone. The cognitive theory of multimedia learning emphasizes that learners process information through both visual and auditory channels, allowing them to better understand and organize new knowledge. As a result, multimedia-based instruction can enhance students' ability to grasp complex ideas and improve overall learning outcomes. Similarly, the integration of multimedia technologies in the classroom promotes greater student engagement and participation in learning activities. Digital resources such as interactive presentations, videos, and simulations allow teachers to create more dynamic and interactive learning environments.

Sorensen (2021) emphasized that multimedia tools support collaborative and student-centered learning by encouraging interaction and active participation during lessons. Through

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these technologies, students become more involved in the learning process, which contributes to improved motivation and interest in academic activities.

According to Baloran and Hernan (2021), technology integration in education plays a vital role in improving teaching practices and promoting meaningful learning experiences among students. When teachers effectively utilize multimedia tools, they can create learning environments that foster critical thinking, collaboration, and creativity among learners.

Despite the numerous benefits of multimedia-based instruction, its implementation also presents several challenges for both teachers and students. Teachers often encounter difficulties related to limited technological resources, technical issues, and the additional time required to prepare multimedia materials for lessons. These challenges may affect the effective integration of multimedia tools in classroom instruction. Furthermore, some students may experience difficulties such as lack of access to technological devices, unstable internet connectivity, and potential distractions when using digital gadgets during learning activities.

The researcher, a teacher, has observed the continuous present gaps experienced by many teachers in the field of education and was motivated to further this study and propose appropriate training workshop.

MATERIALS AND METHODS

Research Methodology

This chapter presents the research method, research design, participants in the study, data-gathering procedures, research instruments, and data analysis to be used in this study.

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The purpose of this study was to identify teachers and learners' experiences, hindering factors encountered, and facilitating factors in using multimedia-based instruction.

Research Method

This study employed a descriptive qualitative research method using in-depth interview guide to explore the lived experiences of teachers and learners using MBI as bases for a school-based training workshop.

The goal of descriptive research is to collect data that will provide a more thorough explanation of the situation and provide impartiality to present concerns (Naeem, 2023).

Research Design

This study utilized the qualitative design using phenomenological approach. Furthermore, phenomenology aims to describe experiences from the participants' frame of reference by emphasizing subjective reality and personal perception.

The phenomenological approach is a qualitative research design that focuses on exploring and understanding individuals' lived experiences. Its central aim is to capture the essence, meaning, and structure of a particular phenomenon as experienced by people, rather than explaining it through numbers of pre-existing theories (Creswell & Poth, 2023).

Moreover, this study aimed at to providing in-depth information by determining the teachers' and learners' experiences in using multimedia-based instruction as bases for a training workshop. To get the necessary data, the researcher requested the respondents to freely and meaningfully respond to the questions.

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Participants in the Study

The participants in this study were a total of twenty-four (24) participants, consisting of eight (8) selected Junior High school teachers and sixteen (16) Junior High School students who were purposively chosen on the basis of their active involvement in the integration of multimedia tools within the classroom setting at the schools' district of Dueñas during the schoolyear 2025-2026.

The selection of the participants of the study was based on a strategy called "purposeful sampling". This is a sampling technique used by qualitative researchers to find participants who can offer comprehensive and in-depth information about the study. To maintain confidentiality and anonymity of the participants, they were identified as Participant 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, and 24.

Sampling Design

Purposive sampling design was used in selecting participants based on a set criterion which was: Junior High School English and learners who have direct involvement in the integration of multimedia tools within the classroom setting at the Schools District of Dueñas.

The study focused on teachers and learners who met the following criteria: those teachers and learners who were purposively chosen on the basis of their active involvement in the integration of multimedia tools within the classroom to ensure they have solid foundation of experience using multimedia-based instruction.

Research Instrument

A researcher-made In-depth interview guide was the research instrument used.

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The questionnaire that allowed the participants to ensure a comprehensive understanding teachers' observation regarding multimedia-based instruction and learners' experiences. The instruments were designed to collect rich, descriptive, and meaningful data that reflect participants' lived experiences.

Validity of the Research Instrument

The researcher-made interview guide underwent validity to eliminate the possibilities of ambiguity among the questions and to maximize possible responses from the participants.

The researcher-made interview guide was submitted to the adviser for review and revision. The prepared interview guide was then submitted to a panel of experts for content-and-face validation. Revisions were carefully noted and suggestions and corrections were thoroughly incorporated.

Validity ensures that research findings accurately reflect the phenomena under investigation, while trustworthiness in qualitative inquiry emphasizes credibility, transferability, dependability, and confirmability (Tutar, I.,2023).

Data-gathering Procedure

When the interview guide was found valid and finalized; a letter of permission to conduct the actual study was signed by the Dean of the Graduate School, Phinma UI, the thesis adviser, and the researcher.

The researcher set a convenient schedule with the participants and asked each of them to answer the interview-guide questions. The researcher reassured the participants that their answers would be treated with utmost confidentiality.

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Once the data were complete, the researcher carefully examined the responses to find recurring themes, experiences, hindering factors and facilitating factors employed by the participants. Thereafter, the results were interpreted after analyzing all the comprehensive in-depth information that were collected.

Data Analyses

The data were transcribed, analyzed and interpreted using thematic approach. Emergent themes were identified and discussed comprehensively.

The researcher followed the six-step thematic analysis. These steps included becoming familiar with the data, generating initial codes, searching for themes, reviewing for the themes, defining themes, and reviewing the report.

Thematic analysis is an approach to analyzing qualitative data to answer broad or narrow research questions of people’s experiences, views and perceptions, and representations of a given phenomenon (Braun & Clarke, 2022).

RESULTS AND DISCUSSIONS

The main purpose of this study was to determine the experiences of teachers and learners in using multimedia-based instruction (MBI) as bases for a groundwork workshop training in one of the secondary schools in the district of Dueñas for the schoolyear 2025-2026.

The participants in this study were a total of twenty-four (24) participants, consisting of eight (8) selected Junior High school teachers and sixteen (16) Junior High School students

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who were purposively chosen on the basis of their active involvement in the integration of multimedia tools within the classroom setting.

The study used an In-depth Interview guide under the qualitative research method.

A researcher-made interview guide was used to obtain the information. The instrument was subjected to content-and-face validation by a panel of expert jurors and was found by the validators to be valid and appropriate to use. Thematic analyses were used to analyze and interpret the responses of the participants.

The following are the findings of the study:

The experiences encountered by the teachers were: (1) Positive Impact on Teaching, (2) Boosts Student Engagement, (3) Makes Lessons Interactive, and (4) Game changer for lesson delivery. On the other hand, learners' experiences were: (1) Helps understand the lessons easier and faster; (2) Makes lessons fun, engaging, and interesting; and (3) Aids in lesson retention and memory.

The following were generated hindering factors that teachers encountered in using multimedia-based instruction: (1) Time consuming, (2) Technical Issues, and (3) Lack of resources while learners encountered: (1) Technical Issues, (2) Distractions when using gadgets and (3) Lack of available resources.

The facilitating factors employed by the teachers in using multimedia-based instruction were the following: (1) Time Management, (2) Prepare back-up plans, (3) Employ troubleshooting, and (4) Co-teacher Collaboration. Learners on the other hand employed: (1) Practice Active Listening, (2) Planning ahead of time before classes, (3) Follow strictly the

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time allotted for classes and activities, and (4) Use offline materials, and hard copies of activity sheets.

Based on the results of the study, a proposed training workshop for teachers was formulated. This training workshop for teachers was envisioned to support and guide teachers who encounter challenges based on their experiences while using multimedia-based instruction for teaching and learning processes. The focus was on equipping 21st-century educators with practical skills and pedagogical strategies needed to effectively integrate multimedia-based instruction (MBI) into the modern classroom.

Conclusion

Based on the findings of the study, the following insights were gathered:

The findings revealed that both teachers and learners experience multimedia-based instruction as a meaningful enhancement to the teaching and learning process. From the teachers' perspective, multimedia tools positively impact instruction by increasing student engagement, thereby making lessons more interactive, and enabling more dynamic delivery strategies such as the use of games and varied digital resources. At the same time, learners perceive these approaches as beneficial because they help them understand lessons more easily and quickly, while also making learning more enjoyable and engaging. This shared experience highlights that multimedia-based instruction not only supports effective teaching practices but also promotes improved comprehension, retention, and active participation among learners.

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The findings also revealed that both teachers and learners encounter several challenges in the use of multimedia-based instruction, which can limit its overall effectiveness. Teachers experience difficulties such as the time-consuming nature of preparing multimedia materials, technical issues, and a lack of sufficient resources, all of which can disrupt lesson flow and reduce instructional efficiency. Similarly, learners face obstacles including technical problems, distractions when using gadgets, and limited access to necessary devices or materials. These barriers affect students' focus, participation, and equal access to learning opportunities, thereby highlighting the need for improved infrastructure, time management support, and resource availability in multimedia-integrated classrooms.

Despite these challenges, the findings also show that both teachers and learners employ various strategies that facilitate the effective use of multimedia-based instruction. Teachers enhance implementation through proper time management, preparing back-up plans, applying basic troubleshooting skills, and engaging in co-teacher collaboration, which help ensure continuity and efficiency during lessons. On the other hand, learners contribute by practicing active listening, planning ahead before classes, strictly following allotted time for tasks, and utilizing offline materials such as printed activity sheets when needed. These adaptive strategies demonstrate that proactive preparation, collaboration, and learner responsibility play a crucial role in maximizing the benefits of multimedia-based instruction and overcoming potential barriers in the teaching-learning process.

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