



THE DEVELOPED SELF-LEARNING MODULES IN ARLING PANLIPUNAN 8

JOSELITO T. HERRERO

TEACHER I

LECHERIA INTEGRATED SCHOOL

09759156734

herrerojoselito1985@gmail.com

ABSTRACT

The main thrust of this study was to develop self-learning modules in Araling Panlipunan 8. This study followed the design and development research method. Through a simple random sampling technique, the respondents of the study were 70 Grade 8 learners from the Division of Calamba and 28 Araling Panlipunan secondary school teachers composed of Head Teacher, Master Teacher, Coordinator, and Araling Panlipunan Teachers from the East District of Calamba. Using the four-point Likert Scale simple mean, and t-test for independent samples, findings revealed that the developed self-learning modules in Araling Panlipunan 8 were based on the assessment of the Araling Panlipunan teachers in terms of objectives, directions, topics, and practical exercises were all highly valid. Meanwhile, the level of acceptability of the developed self-learning modules in Araling Panlipunan 8 were all highly accepted based on the assessment of the Araling Panlipunan teachers in terms of clarity, usefulness, presentation, and suitability. There was a significant difference in the academic performance level of the learners comparing the mean scores of the learners during the pretest and posttest. The developed self-learning modules in Araling Panlipunan 8 increased the acquisition of learning of Grade 8 learners based on the difference in their performance in the pretest and posttest.

Keywords: The Developed Self-Learning Modules in Araling Panlipunan 8, First quarter learning material.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban
Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume IV, Issue I

August 2022

Available online at <https://www.instabrightgazette.com>



INTRODUCTION:

The COVID-19 pandemic has wrought havoc on the lives and economy of almost all the countries in the world. The outbreak of the coronavirus infection known as COVID-19 has occurred at the marketplace in Wuhan China last December 2019 and in a few months, it spanned out as an exhaustive health dispute hastily killed individuals, and forced the governments to impose lockdown, travel restrictions, and closure of schools. Many countries in the world temporarily suspended the face-to-face classes of educational institutions to counter the rapid spreading of the coronavirus so that there will be less children to get infected. However, on the day before October 5 of school year 2020-2021, Education Secretary Leonor M. Briones mentioned that she was pleased with DepEd's headways where changes occurred in different matters like the method of education, learning delivery, and the curriculum in just a few months. The Department of Education pursued to discover which among the arrays of off-school academic approaches were the most suitable for learners depending on their locality in the society where they belonged with. Eventually, they learned that most of the learners' parents or guardians preferred the Modular Distance Learning Modality for their youngsters compared to other choices. Results centered on the primary count of learners' enrollment and the Survey Form (LESF). There must be an emphasis on why it was very important to validate the Self-Learning Modules. DepEd assured to address errors that could be found in the Self-Learning Modules (SLMs) for the first production of these was on rushed. The said SLMs needed to be printed immediately for the first trial of MDLM during the school year 2020-2021. The immediate printing was understandable, SLMs needed to be readily available because face-to-face classes were prohibited and only these modules could be presented to students as they stayed home and kept themselves safe from the virus. As it was, Director San Antonio disclosed that the remissness to review all self-learning modules was because of rushed preparation for the opening of classes. Senator Risa Hontiveros believed that it was highly unfair to put criticism over teachers regarding the purported inaccuracies and baffling queries found in the self-learning modules. However, the said modality turned out to have a reputable share in the educational system, which showed an unstoppable uninterrupted development. For students who lacked digital gadgets and an Internet connection, modular learning was recommended. Modular Distance Learning catered to the common problem that the public institutions in the Philippines encounter because here, most students could not afford to buy gadgets like laptops and tablets for learning (Malipot 2020). Self-learning materials like learning modules contain activities that were used to improve the learning outcomes of the students. The researcher chose the Validation of Self-Learning Modules as the focus of the study

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban
Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto



because he believed that it was apt and relevant in this time of the pandemic. This study was considered very useful in the school where the researcher teaches. There, he witnessed the insufficiency of learning materials that became a challenge to every teacher in making lessons easier to understand even in the absence of face-to-face. The majority of learners in public schools could not afford to buy gadgets for online learning that was why self-learning material is considered valuable. The researcher chose the Grade 8 level as respondents of the study because he believed that he already had the mastery of the subject Araling Panlipunan 8, since he has been teaching World History (Kasaysayan ng Daigdig) for eight years. In addition, the use of a self-learning module is an advantage in attaining quality education and the assurance that no student would be left behind or be neglected.

MATERIALS AND METHODS:

The study utilized the Design and Development Research Method which was defined by Richey and Klein (2007, as cited in Tracey, 2019). The study utilized the design and development research approach and established the basis for validation of self-learning modules in Grade 8 – Araling Panlipunan. In particular, the research utilized the ADDIE (Analysis, Design, Development, Implement, and Evaluate) model in developing and validation of self-learning modules in Grade 8 - Araling Panlipunan. Furthermore, this study used the quantitative research designed since it sought to quantify the validity and acceptability of self-learning modules in Grade 8 - Araling Panlipunan. The paper utilized quantitative design for the research in administering two standardized tests for Grade 8 AP teachers and pretest and posttest for Grade 8 as learner-respondents. Numerical data were collected and interpreted for the further discussion, evaluation and revision of validated module.

RESULTS AND DISCUSSION:

Discussion per problem and per table/thematic chart followed by discussion, interpretation/reflection, and supporting literature.

Purpose Statement 1. Design a self-learning module in Grade 8-Araling Panlipunan aligned with the K to 12 Most Essential Learning Competencies curriculum.

The developed self-learning module in Grade 8-Araling Panlipunan was researcher-made self-learning material based on the K to 12 Most Essential Competencies composed of one quarter which included different activities and exercises to improve the learner’s knowledge about World

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban
Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto



History.

Purpose Statement 2. Establish the content validity in terms of objectives, directions, topic, and practical exercises and acceptability in terms of clarity, usefulness, presentation, and suitability of the designed self-learning modules in Araling Panlipunan 8.

Table 2.1

Level of Validity of the Developed Self-Learning Modules in Grade 8 Araling Panlipunan in terms of Objectives

Indicators in terms of Objectives	\bar{X}	VI
Relevant to the topics in Grade 8.	3.82	HV
Specific and clearly stated.	3.64	HV
Measurable, attainable, and result-oriented.	3.71	HV
Well-planned, formulated, and organized.	3.75	HV
Time bound.	3.61	HV
GENERAL ASSESSMENT	3.71	HV

Legend: 3.25 – 4.00 Highly Valid (HV)
2.50 – 3.24 Valid (V)

1.75 – 2.49 Slightly Valid (SV)
1.00 – 1.74 Not Valid (NV)

Table 2.1 showed the level of validity of the developed self-learning modules in Grade 8 Araling Panlipunan in terms of Objectives. The general assessment was 3.71 which was verbally interpreted as Highly Valid. All indicators were verbally interpreted as Highly Valid. Furthermore, the indicator "Relevant to the topics in Grade 8" had the highest computed mean of 3.82 while the indicator "Specific and clearly stated" attained the lowest computed mean of 3.38. Moreover, Wengroff (2019) mentioned that the objective must be clear and well-defined to achieve a good outcome in terms of skill and knowledge. It is provided to students to focus and learn what is necessary. Objective also served as the source of a selection of instructional activities and assessment of the students.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban
Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto



Table 2.2

Level of Validity of the Developed Self-Learning Modules in Grade 8 Araling Panlipunan in terms of Directions

Indicators in terms of Directions	\bar{X}	VI
Simple and clear.	3.86	HV
Easy to follow.	3.86	HV
Properly sequenced.	3.75	HV
Can be done independently.	3.71	HV
GENERAL ASSESSMENT	3.80	HV

Legend: 3.25 – 4.00 Highly Valid (HV) 1.75 – 2.49 Slightly Valid (SV)
2.50 – 3.24 Valid (V) 1.00 – 1.74 Not Valid (NV)

As shown in table 2.2, the general assessment on level of validity of the developed self-learning modules in Grade 8 Araling Panlipunan in terms of Directions was 3.80 which was verbally interpreted as Highly Valid. All indicators were verbally interpreted as Highly Valid. Moreover, the indicators “Simple and clear” and “Easy to follow” obtained the highest computed mean of 3.86, while the indicator “Can be done independently” had the lowest computed mean of 3.71. Accordingly, Kanchan (2016) explained that self-learning materials will improve the study habit and self-confidence of the learner and will rely on their own understanding because of that good and easy-to-understand directions is very important.

Table 2.3

Level of Validity of the Developed Self-Learning Modules in Grade 8 Araling Panlipunan in terms of Topics

Indicators in terms of Topics	\bar{X}	VI
Sequenced according to Curriculum Guide.	3.86	HV
Logically presented.	3.68	HV
Address the learners’ needs.	3.68	HV
With background and concepts.	3.61	HV
GENERAL ASSESSMENT	3.71	HV

Legend: 3.25 – 4.00 Highly Valid (HV) 1.75 – 2.49 Slightly Valid (SV)
2.50 – 3.24 Valid (V) 1.00 – 1.74 Not Valid (NV)

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban
Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto



Table 2.3 showed the level of validity of the developed self-learning modules in Grade 8 Araling Panlipunan in terms of Topics. The general assessment was 3.71 which was verbally interpreted as Highly Valid. All indicators were verbally interpreted as Highly Valid. Furthermore, the indicator "Sequenced according to Curriculum Guide" had the highest computed mean of 3.86 while the indicator "With background and concepts" attained the lowest computed mean of 3.61. On the other hand, Bolos (2020) stated that topics and MELCs were defined as needed in the teaching-learning process in building skills for long-life learners and it will assure to lessen the burden of the student in the modular distance learning and give the best quality education and no student will be left behind.

Table 2.4

Level of Validity of the Developed Self-Learning Modules in Grade 8 Araling Panlipunan in terms of Practical Exercises

Indicators in terms of Practical Exercises	\bar{X}	VI
In consonance with the objectives.	3.75	HV
Appropriate to learners' abilities.	3.71	HV
Adequate to enhance learners' comprehension and reading skills.	3.75	HV
Sufficient to determine the mastery level of learners	3.79	HV
Stimulate higher order thinking skills.	3.71	HV
GENERAL ASSESSMENT	3.74	HV

Legend: 3.25 – 4.00 Highly Valid (HV) 1.75 – 2.49 Slightly Valid (SV)
2.50 – 3.24 Valid (V) 1.00 – 1.74 Not Valid (NV)

As shown in Table 2.4, the general assessment on level of validity of the developed self-learning modules in Grade 8 Araling Panlipunan in terms of Practical Exercises was 3.74 which was verbally interpreted as Highly Valid. All indicators were verbally interpreted as Highly Valid. Moreover, the indicator "Sufficient to determine the mastery level of learners" had the highest computed mean of 3.79 while the indicators "Appropriate to learners' abilities" and "Stimulate higher order thinking skills" acquired the lowest computed mean of 3.71. Moreover, Vergara (2017) mentioned that the good examples of exercises in the self-learning modules will help also to develop responsible and independent learners. The developed self-learning modules in Grade 8 Araling Panlipunan established its acceptability based on the assessment of the Araling Panlipunan teachers in terms of clarity, usefulness, presentation, and suitability.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban
Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto



Table 2.5

Level of Acceptability of the Developed Self-Learning Modules in Grade 8 Araling Panlipunan in terms of Clarity

Indicators in terms of Clarity	\bar{X}	VI
1. Information is clear and simple.	3.82	HA
2. Language used is clear and easy to understand.	3.86	HA
3. The concepts for each activity are re-arranged logically and ensure that there is no duplication.	3.64	HA
4. Information suits learners' interest.	3.68	HA
GENERAL ASSESSMENT	3.75	HA

Legend: 3.25 – 4.00 Highly Accepted (HA) 1.75 – 2.49 Slightly Accepted (SA)
2.50 – 3.24 Accepted (A) 1.00 – 1.74 Not Accepted (NA)

Table 2.5 showed the level of acceptability of the developed self-learning modules in Grade 8-Araling Panlipunan in terms of Clarity. The general assessment was 3.75 which was verbally interpreted as Highly Accepted. All indicators were verbally interpreted as Highly Accepted. Furthermore, the indicator “Language used is clear and easy to understand” had the highest computed mean of 3.86, while the indicator “The concepts for each activity are re-arranged logically and ensure that there is no duplication” had the lowest computed mean of 3.64. Balderas (2016) also emphasized that modules should be self-delimited, self-paced, simple, and well defined along with encouraging proper sequence, providing opportunities for interaction with learners, writing correct language, not conflicting with other subjects’ areas and ideas and utilizing the opportunity to achieve better outcomes.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban
Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto



Table 2.6

Level of Acceptability of the Developed Self-Learning Modules in Grade 8 Araling Panlipunan in terms of Usefulness

Indicators in terms of Usefulness	\bar{X}	VI
1. The material prepares the learners to think logically and critically.	3.64	HA
2. The concepts in the material are simple and comprehensible.	3.79	HA
3. The material helps the students master the topics at their own pace.	3.80	HA
4. The material provides opportunity for the development	3.79	HA
5. The learning contents provide adequate information on the topics presented	3.68	HA
6. The material motivates learners to become actively involved in the learning activities	3.71	HA
7. The material stimulates the learners to intellectual activities which help them master the least learned competencies	3.68	HA
8. The activities seek to relate new concepts from previous learning.	3.79	HA
GENERAL ASSESSMENT	3.73	HA

Legend: 3.25 – 4.00 Highly Accepted (HA) 1.75 – 2.49 Slightly Accepted (SA)
2.50 – 3.24 Accepted (A) 1.00 – 1.74 Not Accepted (NA)

As shown in Table 2.6, the general assessment on level of acceptability of the developed self-learning modules in Grade 8 Araling Panlipunan in terms of Usefulness was 3.73 which was verbally interpreted as Highly Accepted. All indicators were verbally interpreted as Highly Accepted. Moreover, the indicator “The material helps the students master the topics at their own pace” attained the highest computed mean of 3.80 while the indicator “The material prepares the learners to think logically and critically” had the lowest computed mean of 3.64. Particularly, Sequiera (2016) mentioned that self-learning modules can certainly aid the student in acquiring knowledge on their own and encourage the learners to absorb knowledge, these ways of learning are becoming more significant these pandemic days.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban
Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto



Table 2.7

Level of Acceptability of the Self-Learning Modules in Grade 8 Araling Panlipunan in terms of Presentation

Indicators in terms of Presentation	\bar{X}	VI
1. Topics are presented in logical and sequential order.	3.71	HA
2. The direction is concise, readable, and easy to follow.	3.82	HA
3. The topics fit the learners' needs	3.79	HA
4. The presentation of each lesson is attractive and interesting.	3.57	HA
GENERAL ASSESSMENT	3.72	HA

Legend: 3.25 – 4.00 Highly Accepted (HA) 1.75 – 2.49 Slightly Accepted (SA)
2.50 – 3.24 Accepted (A) 1.00 – 1.74 Not Accepted (NA)

Table 2.7 illustrated the level of acceptability of the developed self-learning modules in Grade 8 Araling Panlipunan in terms of Presentation. The general assessment was 3.72, which was verbally interpreted as Highly Accepted. All indicators were verbally interpreted as Highly Accepted. Furthermore, the indicator “The direction is concise, readable, and easy to follow” had the highest computed mean of 3.82 while the indicator “The presentation of each lesson is attractive and interesting” obtained the lowest computed mean of 3.57. Accordingly, Yue-Yi-Hwa (2020) stated that instructional materials must suit the users, not only the quantity but the quality of the material is one of the most needed to facilitate the learning need of the students.

Table 2.8

Level of Acceptability of the Developed Self-Learning Modules in Grade 8 Araling Panlipunan in terms of Suitability

Indicators in terms of Suitability	\bar{X}	VI
1. Activities consider the varying attitudes and capabilities of the learner.	3.68	HA
2. Activities are appropriate to the subject matter.	3.79	HA
3. Activities are relevant, interesting, and self-motivating to the learners	3.57	HA
4. Enrichment activities cater the different learning needs of learners	3.75	HA
5. Language of the program is within the vocabulary range of the learners.	3.71	HA
GENERAL ASSESSMENT	3.70	HA

Legend: 3.25 – 4.00 Highly Accepted (HA) 1.75 – 2.49 Slightly Accepted (SA)
2.50 – 3.24 Accepted (A) 1.00 – 1.74 Not Accepted (NA)

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban
Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto



As shown in Table 2.8, the general assessment on the level of acceptability of the developed self-learning modules in Grade 8 Araling Panlipunan in terms of Suitability was 3.70 which was verbally interpreted as Highly Accepted. All indicators were verbally interpreted as Highly Accepted. Specifically, the indicator "Activities are appropriate to the subject matter" had the highest computed mean of 3.79 while the indicators "Activities are relevant, interesting, and self-motivating to the learners" attained the lowest computed mean of 3.57. Furthermore, it was said that learning material increase learners' achievement and different activities. Particularly, Nina Pak Lui (2021) mentioned that assessment served as the heart of the learning environment; it was used to assess the level of understanding of the learners.

Purpose Statement 3. Determine the pretest and posttest results of the developed self-learning modules in Araling Panlipunan 8.

The following Grade 8 students from Lecheria Integrated School took a 30-item pretest to measure their prior knowledge from the Most Essential Learning Competencies from the first quarter.

Table 3

Test of Significance between the Academic Performance in Pretest and Posttest

Test	Paired Differences			P value	Remarks	Decision
	Mean	SD	T			
Pretest and Posttest	-8.92857	4.22320	-17.688	.000	Significant	Reject H ₀

It implies that the developed self-learning modules in Grade 8 Araling Panlipunan evidently increases the acquisition of learning of Grade 8 students based on the difference in their performance in pretest and posttest. With this, Malipot (2020) pointed out that they have to choose to embrace the use of self-learning material to continue their education. It was supported by Dr. S. Radhakrishnan International School (2018) which explicated the benefits of self-learning materials which were promoting independent learning and responsibility, improving reading skills understanding, mastering the lesson, and scoring better. Ambayon (2020) mentioned that there was a significant improvement in their academic performance. Yazon (2017) also stated that there were significant differences between pretest and posttest and improvement in the academic performance of the learners.

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban
Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto



References

Ambayon, C. (2020). Modular based Approach and Students' Achievement in Literature. https://www.academia.edu/43832328/Modular_Based_Approach_and_Students_Achievement_in_Literature

Bada & Olusegun (2015). The Role of Constructivism in the Enhancement of Social Studies Education. <http://www.jcreview.com/fulltext/197-1589345933.pdf>

Bolos, D. L. (2020). Using MELC in new normal education. <https://www.pressreader.com/philippines/sunstar-pampanga/20201204/281706912251264>

Chang, G. C., & Yano, S. (2020). How are countries addressing the COVID-19 challenges in education? A snapshot of policy measures. World Education Blog: <https://gemreportunesco.wordpress.com/2020/03/24/how-are-countries-addressing-the-COVID-19-challenges-in-education-a-snapshot-of-policy-measures/>

Complete Literature (2020). How to write clear test construction (with six exaples) <https://completeliterature.com/how-to-write-clear-test-instructions-with-5-examples/>

Dangle & Sumaoang. (2020). Language Contents of Modules and Grade 7 to 10 Students Engagement during COVID-19 https://www.researchgate.net/publication/354373719_The_Implementation_of_Modular_Distance_Learning_in_the_Philippine_Secondary_Public_Schools

Fosnot. (2005). Emmanuel Kweku Mensah (2015) Exploring Constructivist Perspective in College Clasroom. https://www.researchgate.net/publication/283888678_Exploring_Constructivist_Perspectives_in_the_College_Classroom

Harper, M. (2020). 3 ways to elevate your students thingking using Higher order thingking skills. <https://www.yeseep.org/blog/3-ways-to-elevate-your-students-thinking>
<https://www.edutopia.org/discussion/how-important-subject-matter-knowledge-teacher>

Kanchan. (2016). New Learning Approach in the New Normal. <https://www.sunstar.com.ph/ampArticle/1883326>

Kamath, S. (2019). The most prepared student: 5 ways to promotebintentional self-discovery in learning. <https://www.k12dive.com/spons/the-most-prepared-student-5-ways-to-promote-intentional-self-discovery-in/556745/>

Macleod, S. (2019). Constructivism as a theory for teaching and learning. <https://www.simplypsychology.org/constructivism.html>

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban
Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto

INSTABRIGHT e-GAZETTE

ISSN: 2704-3010

Volume IV, Issue I

August 2022

Available online at <https://www.instabrightgazette.com>



Malipot, M. H. (2020). No need for parents and guardian to buy any gadget to participate in the learning program for the school year 2020-2021. <https://mb.com.ph/2020/06/19/no-need-for-parents-to-buy-gadgets-for-online-learning-deped/>

Open Learn Create. (2020). Purpose of teaching and learning materials. <https://www.open.edu/openlearncreate/mod/page/view.php?id=168509>

Sequeira, A. H. (2016). Self-Learning is the Future: A New Paradigm for the 21st Century. SSRN Electronic Journal. 10.2139/ssrn.2111057. https://www.researchgate.net/publication/256027472_Self-Learning_is_the_Future_A_New_Paradigm_for_the_21st_Century <https://www.britannica.com/topic/distance-learning>

Simonson, M. & Berg, Gary A. (2016). Distance learning. Encyclopedia Britannica. <https://www.britannica.com/topic/distance-learning>

Simon, (n.d). International journal of education. <http://www.macrothink.org/journal/index.php/ije/article/download>

Skilling India. (2020). Self-learning – Definition, importance and advantage. <https://skilling-india.net/self-learning-definition-importance-and-advantages/>

Suvin, C. (2021). Top 10 benefits of self-paced that you were not aware of. <https://www.creatrixcampus.com/blog/top-10-benefits-self-paced-learning-you-were-not-aware>

Tracy. (2019). Richey & Klein (2014). The Construction and Validation of an instructional system design model incorporating multiple intelligences., Design and Development research. https://www.researchgate.net/publication/319460269_Design_and_development_research

Vergara, A. (2017). Development of Module. https://www.researchgate.net/publication/329771095_DEVELOPMENT_OF_MODULE

Wengroff, J. (2019), What is learning objectives? <https://getsynapse.com/blog/what-is-a-learning-objective/>

Watershed. (2019). ADDIE: 5 step process for effective training and learning evaluation . <https://www.watershedlrs.com/blog/learning-evaluation/addie-instructional-design-model/>

Yazon, A. (2017). Validation and Effectiveness of Module in Assessment of Students Learning. <https://www.ijsr.net/archive/v7i11/ART20193221.pdf>

Editorial Team

Editor-in-Chief: Alvin B. Punongbayan

Associate Editor: Andro M. Bautista

Managing Editor: Raymart O. Basco

Web Editor: Nikko C. Panotes

Manuscript Editors / Reviewers:

Chin Wen Cong, Christopher DC. Francisco, Camille P. Alicaway, Pinky Jane A. Perez,
Mary Jane B. Custodio, Irene H. Andino, Mark-Jhon R. Prestoza, Keive O. Casimiro, Ma. Rhoda E. Panganiban
Rjay C. Calaguas, Mario A. Cudiamat, Jesson L. Hero, Albert Bulawat, Cris T. Zita, Allan M. Manaloto
