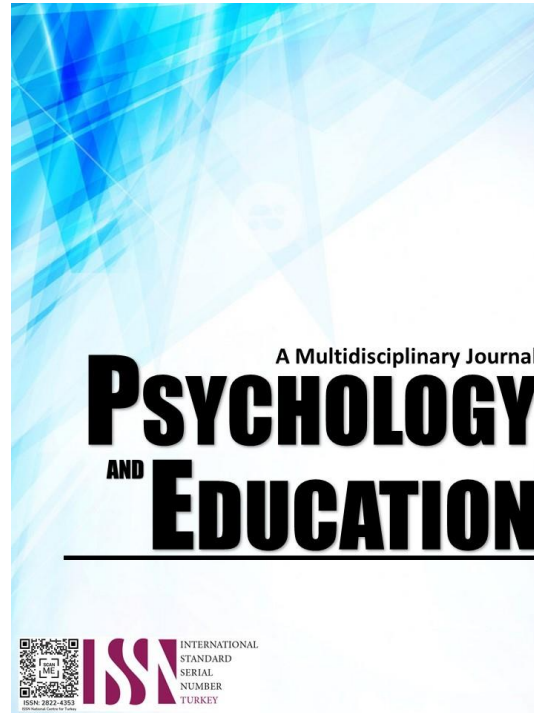


**E-LEARNING MATERIALS IN AFRO-ASIAN
LITERATURE UTILIZING WAKELET FOR
GRADE 8 STUDENTS**



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E-Learning Materials in Afro-Asian Literature Utilizing Wakelet for Grade 8 Students

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Abstract

This study aimed to develop and evaluate e-learning materials in Afro Asian Literature utilizing Wakelet for Grade 8 students in Dela Paz National High School, District I-C, City Schools Division Office of Antipolo, during the S.Y. 2022-2023. The researcher utilized descriptive methods approach in this study. The main respondents as evaluators were twenty (20) teachers of English in six schools in Antipolo and twenty (20) Wakelet Ambassadors/Experts throughout the country. Four (4) former teachers of English 8 were asked to answer a survey-checklist for the perception and ranking of the top ten (10) least-mastered competencies. Purposive sampling was employed to determine the respondents. Based on the findings, the researcher identified top ten (10) Least-Mastered Competencies (LMC) in English 8 based on the Most Essential Learning Competencies (MELCs) as perceived by the former Grade 8 teachers of English. The respondents evaluated the material Very Highly Acceptable in terms of Content Quality, Instructional Quality, and Technical Quality. Comments and suggestions were given by the respondents to improve the developed e-learning materials in English.

Keywords: *e-learning materials, afro-asian literature, wakelet, grade 8*

Introduction

Modern educational technology has ushered in an era of rapid technological advancements and changes in teaching methods. Over the years, various schools and universities started introducing distance and online education to meet the demands of the 21st century. Everything in the world changed as a result of the COVID-19 pandemic, from economies to social structures, became chaotic. A first-world country, such as the United States, will have an easier time dealing with the pandemic, but what about a third-world country, such as the Philippines? How about its educational system?

The Philippine government through DepEd Order 018, s.2020 entitled, "Policy Guidelines for the Provision of Learning Resources in the Implementation of the Basic Education Learning Continuity Plan (BE-LCP), "established the guidelines on the release, utilization, and liquidation of support funds for the printing and delivery of self-learning modules and other learning resources". In its rationale, "the public health emergency brought about by COVID-19 calls for the Department of Education (DepEd) to be innovative and resourceful in delivering quality, accessible, relevant, and liberating education. In response to this emergency, DepEd developed BE-LCP to ensure that learning opportunities are provided to our learners in a safe manner, through different learning delivery".

For the first time in 2018, the Philippines took part in PISA and finished bottom in reading and second to last in science and mathematics among 79 participating

countries and economies. The vast majority of pupils in the Philippines failed to meet minimum competency levels in all three PISA courses, with socioeconomic status having a significant impact. These findings highlight the critical need to improve basic education quality in the Philippines (World Bank, 2020). Alipio's (2020) study entitled, "Education during COVID-19 era: Are learners in a less- economically developed country ready for e-learning?", conducted a descriptive online survey with questionnaires to gather information on students' preparation for e-learning. In all of the e-learning preparedness questions, the majority of respondents said "No." School administrators may start by addressing students' lack of digital skills and developing programs to help them. If the financial, operational, and Internet connectivity difficulties of learners in the low-income sector and rural areas are solved, the possibility of a move to e-learning should be examined. More strategic planning and quality management procedures should be aimed at achieving an equal and inclusive education without jeopardizing learning quality."

The studies above illustrate some of the difficulties that arose in converting traditional face-to-face education to e-learning paradigm. What's more concerning is the latter's learning quality for students. The country was still not ready for the transition for e-learning. The band-aid solutions were not sufficient. So, the Department of Education (DepEd) issued a statement recognizing the deficiencies in the country's basic education and highlighting Sulong Edukalidad, a nationwide effort aimed at providing high-quality basic education. The approach is made up of four parts: (1) a review and updating of K-12 curriculum,

(2) an improved learning environment, (3) teacher upskilling and reskilling, and (4) stakeholder engagement for support and collaboration (Jr et al., 2021).

The DepEd, which focuses on K-12 schooling, addressed the learning issues of the mentioned cases above by creating a Budget of Work (BOW) and MELCS (Most Essential Learning Competencies) for standardized objectives of lesson teaching and assessment across learning areas. The BOW and MELCS compressed the scattered learning competencies from the K-12 Curriculum Guide. These were packaged into manageable yet essential lessons for all learners in all modalities. Adjustments were needed as learning was limited during the pandemic.

Particularly, this study aligns with the BOW created by the Curriculum and Learning Management Division (CLMD) of Region IV-A, where the division-station of the proponent of the study is located. To integrate the competencies (before MELCS) with blended and e-learning, DepEd created the DepEd Commons in 2020. According to DepEd Region IX (2021), “DepEd Commons is an online learning delivery platform which is primarily developed for public and private school learners. It is an online-based alternative learning modalities which aims to be receptive and beneficial to learners amidst the enhanced community quarantine (ECQ) period. This serves as a learning vehicle for students to continue learning without compromising their health and safety”. The MELCS were integrated in DepEd Commons during 2021-2023.

In relation, this study intends to develop evaluated e-learning materials for teaching and learning in Afro-Asian Literature with regards to MELCS through Wakelet, an online curation and sharing platform. Wakelet was chosen by the proponent of the study because it has the following features (<https://features.wakelet.com/>): 1) The complete learning platform; 2) Can save materials into stunning collections; 3) Can share learning resources in seconds; 4) Can collaborate in real-time; 5) A portfolio that grows with you; 6) Safe and secure; and most of all, 7) Free.

Another reason Wakelet will be utilized is because of the Multimedia theory of Learning of Robert Mayer. According to DeBell (2019) as adapted from Mayer in 2009, “separate channels of working memory process auditory and visual information during any lesson. Consequently, a learner can use more cognitive processing capacities to study materials that combine

auditory verbal information with visual graphical information than to process materials that combine printed (visual) text with visual graphical information.” Overall, Wakelet will be utilized as a e-learning hub to create, curate, store, and share the developed and evaluated e-learning materials in Afro-Asian Literature. The proponent intends to utilize the completed study to bridge learning and to model how to develop and evaluate e-learning materials.

Research Questions

This study was conducted to develop and evaluate e-learning materials in Afro Asian Literature utilizing Wakelet for Grade 8 students in Dela Paz National High School, District I-C, City Schools Division Office of Antipolo, during the S.Y. 2022-2023. More specifically, it sought answers to the following questions:

1. What were the top ten (10) least-mastered competencies (LMC) in English 8 which were used in developing e-learning materials in reference to the Most Essential Learning Competencies (MELCS) as perceived by the former Grade 8 teachers of English through survey-checklist?
2. What was the evaluation of the Wakelet Ambassadors/Experts and the English teachers on the developed e-learning materials based on the following criteria?
 - 2.1 Content Quality;
 - 2.2 Instructional Quality; and
 - 2.3 Technical Quality?
3. Was there any significant difference between the evaluation of the two groups of respondents based on the aforementioned criteria?
4. What comments and suggestions were given by the respondents to improve the developed e-learning materials?

Literature Review

Electronic learning or also known as e-learning is “the learning supported by digital electronic tools and media” (Kumar, Wotto, Belanger, 2018). In the former’s article titled, “E-learning, M-learning and D-learning: Conceptual definition and comparative analysis”, analyzed existing literature on the basis of the definition of the concepts, terminology used, differences, fundamental perspectives, benefits, disadvantages, and finally the similarities and differences of the e-learning (electronic learning), m-learning (mobile learning), and d-learning (digital learning). It reveals that e-learning and m-learning are

subsets of d-learning. On the other hand, some learning tools could be considered as m-learning as well as e-learning.

Abed (2019) elaborates e-learning as, “The concept of Electronical Learning was emerged which is a method of education in the delivery of information to the learner, depends on the latest technologies of the mathematics, the global network of information and multimedia, the fields of dialogue, discussion and virtual classes. But the field of electronic learning and its solutions will not be successful if there are lack of basic elements of the current traditional education.” In the case of the Philippines, how wonderful would it be if e-learning could be implemented and addressed for all learners. Yet, fate had other plans for the Philippines and the whole world.

Years before the pandemic began, Kristanto, Mustaji, and Mariono (2017) already inquired about e-learning. Their article in the journal, *International Education Studies*, experimented on the feasibility and effectiveness in creating instructional e-learning materials based on a blended learning audio/radio media development course. Respondents were learning experts, course professionals and media specialists. Based on the findings, developed instructional e-learning materials are practical. One of the earliest studies of e-learning about learning management systems (LMS) in the Philippines is Garcia’s study (2017) about e-learning technology adoption. The study aimed to determine the factors affecting students’ e-learning technology acceptance particularly on Learning Management Systems (LMS) in the Filipino context.

One example of the e-learning platforms is Diigo, a social bookmarking tool. The study of Dennen, Cates, & Bagdy (2017), discussed the design and formative evaluation findings of a learning unit using Diigo. The unit’s purpose was twofold, to teach a new tool and to facilitate learner interactions surrounding course content. During this unit, students shared and tagged relevant resources with their classmates and engaged in collaborative article annotation. Findings show that most students were active participants and had a favorable reaction to the learning activity. This study reflects the capability of Wakelet to share and bookmark information and links.

The second similar e-learning platform is Padlet. In the thesis of Kleinsmith (2017) found out that the use of Padlet may help increase the engagement and academic achievement of students in a fifth-grade basic skills mathematics classroom. Padlet was found

to increase the weekly mean engagement score for 4 out of the 6 students, and the weekly mean academic achievement score for 3 out of 6 students. Results also show that all students were satisfied with the use of Padlet. The criterion of engagement used in the thesis is similar to one of the sub-criteria utilized in this study.

Coles (2017) developed and evaluated a supplementary theme-based learning package in English 8 based on the K12 Curriculum for Grade 8 English for the selected secondary schools of the District I & II of San Mateo for the school year 2016-2017. Comparably, the study extracted the top 10 learning competencies as perceived as difficult by the English teachers. This also had two respondents, English teachers and English experts. The supplementary theme-based learning package were perceived by both English teachers and expert respondents as Very Highly Acceptable in terms of all the six criteria appropriateness, clarity, relevance, content, manner of presentation and technical quality.

Another study, Arce (2020) developed and evaluated educational videos in media and information literacy for senior high school students of District 1 of the Division of Antipolo City during the School Year 2020-2021. It almost had the same criteria as this study. Least-mastered competencies were also used for basis of the study. The evaluations of the two groups, teachers and experts, on the educational videos in Media and Information Literacy for Senior High School relative to the following aspects such as Content, Structure, Instructional Design, and Technical Design got the computed overall weighted mean of 4.88 and 4.82 which are both interpreted as “Strongly Agree”. The two also utilized purposive sampling for selecting the respondents. The study of Arce utilized more statistical tools such as correct response, item analysis, and frequency.

Methodology

This study utilized the descriptive research design to determine the significant differences between the evaluations of the two groups of respondents about the created e-learning materials for English 8 in S.Y 2022-2023 at Dela Paz National High School. The criteria utilized is from the Guidelines and Processes for LRMS Assessment & Evaluation of which is modified and reflected in the revalidated survey-questionnaire. According to Adedoyin (2020), quantitative research is known as the study of phenomena using numerical data and statistical,

analytical, or computing tools. Quantitative research is based on the positivist paradigm, which argues for techniques based on statistical breakdown and includes additional tactics such as inferential statistics, hypothesis testing, mathematical exposition, and surveys with a limited number of predetermined responses. The researcher chose the research design because it gauged the two groups' evaluation on the e-learning materials for significant differences as the focus where it will also be supported by the comments and suggestions.

Participants of the Study

The main sources of data were the two groups of respondents, Wakelet Ambassadors/Experts and Teachers of English. Twenty (20) Wakelet Ambassadors/Experts and twenty (20) Teachers of English were chosen as specialists because the respondents are specialists in evaluating the study's developed e-learning materials and platform. Thus, purposive sampling was utilized. The evaluation was done through the significant differences between the respondents with regards to the given criteria used in the revalidated survey instrument. For the perception and ranking of the top ten (10) least-mastered competencies, four (4) former teachers of English 8 were asked to answer a survey-checklist.

Instruments of the Study

The primary tools used in gathering data are: the identified top 10 Least Mastered MELCs as perceived by the former teachers of English in Grade 8 through a survey-checklist (Appendix H), the developed e-learning materials in Grade 8 aligned using Wakelet as platform and the revalidated survey instrument (Appendix F).

First, the Least Mastered MELCS perceived in all quarters in reference to the CLMD 4A BOW-Version 3.0 were identified. Next, the Least Mastered MELCS were ranked. These served as bases for developing the e-learning materials. Then, the developed e-learning materials was gauged by a revalidated survey instrument (modified evaluation rating form) from the DepEd Guidelines and Processes for LRMDS Assessment & Evaluation to show if there are significant differences between the two respondents' evaluation and their comments and suggestions for recommendation.

Procedures

The researcher asked specific authorities with regards

to the operation of the study. First, branding and the use of Wakelet, was asked from the parent company. Next, permission to conduct the study was requested from the Division Office. While waiting to be approved, the survey instrument was revalidated by teachers of English to have it updated with the current curriculum and learning contexts. After approved by the Wakelet Company and the Division Office, four (4) former teachers of English 8 were asked to rank the top ten (10) least-mastered MELCS through a survey-checklist. Next, specific schools and School Heads were asked permission to have their teachers participate in study. On the other side, the Wakelet Ambassadors/Experts were notified ahead of time through a group chat as this is the only method of contacting the group. The two groups of respondents were notified that the study is voluntary, and their identities will be kept confidential. The revalidated survey-questionnaire (modified evaluation rating form) was systematically administered by the researcher to the two respondents in digital and paper forms so that these were answered and evaluated completely. Weighted mean, t-test results, and comments/suggestions of the revalidated survey instrument were documented. Last, results about the significant differences between the two respondents were tabulated, analyzed and interpreted correspondingly. To note, the results of the study will be shared to Marikina Polytechnic College, Dela Paz National High School, participating schools in Antipolo and the Division Office of Antipolo as per agreement in the letters (Appendices C-E).

Ethical Considerations

The researcher himself explained and gave the informed consent to each participant before the conduct of the study. He ensured them that the information would be used with utmost confidentiality and within the purpose of the study only.

Results and Discussion

Perceived Ranking of Top 10 Least Mastered Competencies

It could be gleaned that the three best performing MELCS even though labeled as least mastered belong to the 2nd Quarter. For the body or middle portion of the table, it is a mixture of 3rd and 4th Quarter MELCS. Surprisingly, the hardest or the worst of the least-mastered MELCS could be found in the 1st Quarter. This signifies a proper re-alignment of topics of MELCS.



Table 1. Top ten (10) Least-Mastered Competencies (LMC) as perceived by former Grade 8 teachers in English through survey-checklist

Melc No And Competency	Average Of Total Rank	Arranged Rank (Easiest To Hardest)	Quarter
MELC 9: Compare and contrast opinions with those presented in familiar texts	9.75	10	2
MELC 6: Explain visual-verbal relationships illustrated in tables, graphs, and information maps found in expository texts	8.75	9	2
MELC 8: Compare and contrast the presentation of the same topic in different viewing genres	8	8	2
MELC 18: Expand the content of an outline using notes from primary and secondary sources	6	7	4
MELC 20: Compose effective paragraphs	4.75	6	4
MELC 15: Use appropriate cohesive devices in various types of speech	4.25	5	3
MELC 16: Use parallel structures	4.25	4	3
MELC 21: Develop paragraphs that illustrate each text type (narrative in literature, expository, explanatory, factual and personal recount, persuasive)	4.25	3	4
MELC 4: Identify and use signals that indicate coherence	4	2	1
MELC 2: Use conventions in citing sources	1	1	1

Evaluation of the Wakelet Ambassadors/Experts and the English Teachers on the Developed E-Learning Materials Based on the Content Quality, Instructional Quality, and Technical Quality

It is revealed in Table 2 that both groups of respondents, Teachers and Experts, had the same evaluation of Very Highly Acceptable as shown in the Overall Weighted Mean of 3.75 and 3.75 with both verbal interpretation of Very Highly Acceptable with regard to the content quality of the developed e-learning materials. It implies that regardless of respondents, the overall content adheres to the aforementioned criteria.

The highlights for content quality are; alignment of skills and topics to DepEd Learning Competencies; promotion of critical thinking; and promotion of values for formative growth. On the other hand, the lowest evaluations are: cultural, gender, racial, and ethnic bias-free; and; appropriate to real-life situations.

Table 2. Respondents' Evaluations on the Developed E-Learning Materials in English 8 Utilizing Wakelet as to Content Quality

CONTENT QUALITY	Respondents			
	Teachers		Experts	
	WM	VI	WM	VI
1. Content is consistent with topics/skills found in the DepEd Learning Competencies for the subject and grade level it was intended.	3.90	VHA	3.90	VHA
2. Concepts developed contribute to enrichment, reinforcement, or mastery of the identified learning objectives.	3.75	VHA	3.75	VHA
3. Content is accurate.	3.75	VHA	3.75	VHA
4. Content is up-to-date.	3.75	VHA	3.75	VHA
5. Content is logically developed and organized.	3.65	VHA	3.70	VHA
6. Content is free from cultural, gender, racial, and ethnic bias.	3.65	VHA	3.65	VHA
7. Content stimulates and promotes critical thinking.	3.85	VHA	3.85	VHA
8. Content is relevant to real-life situations.	3.65	VHA	3.65	VHA
9. Language and vocabulary is appropriate to the target learner level.	3.75	VHA	3.70	VHA
10. Content promotes positive values that support formative growth.	3.85	VHA	3.85	VHA
11. Content is free from copyright violations and sources were properly cited.	3.75	VHA	3.75	VHA
Overall Weighted Mean	3.75	VHA	3.75	VHA
Standard Deviation	0.36		0.36	

Table 3. Respondents' Evaluations on the Developed E-Learning Materials in English 8 Utilizing Wakelet as to Instructional Quality

It is revealed in Table 3 that both groups of

INSTRUCTIONAL QUALITY	Respondents			
	Teachers		Experts	
	WM	VI	WM	VI
1. Purpose of the material is well defined.	3.65	VHA	3.65	VHA
2. Material achieves its defined purpose.	3.65	VHA	3.70	VHA
3. Learning objectives are clearly stated and are measurable.	3.65	VHA	3.65	VHA
4. Level of difficulty is appropriate for the intended target learner.	3.65	VHA	3.60	VHA
5. Graphics, colors, and sounds are used for appropriate instructional reasons.	3.75	VHA	3.70	VHA
6. Material is entertaining, stimulating, challenging, and engaging.	3.75	VHA	3.75	VHA
7. Material effectively stimulates creativity of target learner.	3.65	VHA	3.60	VHA
8. Feedback on target user's responses is effectively employed.	3.75	VHA	3.75	VHA
9. Target learner can control the rate and sequence of presentation and review.	3.70	VHA	3.70	VHA
10. Instruction is integrated with target learner's previous experience.	3.65	VHA	3.60	VHA
11. Assessment is suitable and is aligned with objectives and content.	3.75	VHA	3.75	VHA
Overall Weighted Mean	3.69	VHA	3.68	VHA
Standard Deviation	0.39		0.38	

respondents, Teachers and Experts, had the same evaluation of Very Highly Acceptable as shown in the Overall Weighted Mean of 3.69 and 3.68 with both verbal interpretation of Very Highly Acceptable with regard to the instructional quality of the developed e-learning materials.



The highlights for instructional quality are: material is entertaining, stimulating, challenging, and engaging; feedback on target user’s responses is effectively employed; and assessment is appropriate and is lined up with objectives and content. It also implies that the developed e-learning materials have cohesion of its purposes at the same time, have directions and assessment on point. On the other hand, the lowest evaluations are: level of difficulty is suitable for the intended target learner; material effectively stimulates creativity of target learner; and instruction is involved with target learner’s previous experience.

Table 4. Respondents’ Evaluations on the Developed E-Learning Materials in English 8 Utilizing Wakelet as to Technical Quality

Factors	Respondents			
	Teachers		Experts	
	OWM	VI	OWM	VI
A. Content Quality	3.75	VHA	3.75	VHA
B. Instructional Quality	3.69	VHA	3.68	VHA
C. Technical Quality	3.74	VHA	3.71	VHA
Grand Weighted Mean	3.73	VHA	3.71	VHA

It is revealed in Table 4 that both groups of respondents, Teachers and Experts, had the same evaluation of Very Highly Acceptable as shown in the Overall Weighted Mean of 3.74 and 3.71 with both verbal interpretation of Very Highly Acceptable with regards to the instructional quality of the developed e-learning materials.

The technical highlights are: the target learner’s enhancement materials (if any) are effective; the design enables the target learner to freely explore the material; and the material can be simply and autonomously utilized. It also implies that the developed e-learning materials have enough supplemental material and a user-friendly experience. On the other hand, the lowest evaluations are: speech and narration (correct pacing, intonation, and pronunciation) is apparent and is easy to comprehend; and graphics provide accurate representation of the concept discussed.

Summary of the Respondents’ Evaluations on the E-learning Materials based on the Content, Instructional, and Technical Quality

Overall, Table 5 showed that both groups of respondents, Teachers and Experts, had an evaluation of Very Highly Acceptable as shown in the Grand Weighted Mean of 3.73 and 3.71 with both verbal interpretation of Very Highly Acceptable with regard to the totality of the crafted e-learning materials. By

way of ranking, Content Quality has the best rating among the three followed by Technical Quality and Instructional Quality as last place. It implies that the respondents were appreciative of the aligned content and user-friendly approach of the developed e-learning materials.

Table 5. Summary of Respondents’ Evaluations on the Developed E-Learning Materials in English 8 Utilizing Wakelet

Factors	Respondents			
	Teachers		Experts	
	OWM	VI	OWM	VI
A. Content Quality	3.75	VHA	3.75	VHA
B. Instructional Quality	3.69	VHA	3.68	VHA
C. Technical Quality	3.74	VHA	3.71	VHA
Grand Weighted Mean	3.73	VHA	3.71	VHA

Test of Significant Difference Between the Evaluations of the Two Groups of Respondents on the Developed E-Learning Materials in English 8 Utilizing Wakelet

Table 6. Test of Significant Difference in the Evaluation of the Two Groups of Respondents on the Developed E-Learning Materials in English 8 Utilizing Wakelet in regard to Content Quality

Respondents	n	OWM	SD	Computed t Value	Critical t value	Decision	Interpretation
Teachers	20	3.75	0.36	0.00	2.02	Failed to reject the H ₀	Not Significant
Experts	20	3.75	0.36				

Table 6 exhibited the following data: at 5% significance level with 38 degrees of freedom, the critical t value was 2.02, and the computed t value was 0.00. Since the computed t value is lower than the critical t value, the statistical decision is not to reject the null hypothesis. This implies that there is no significant difference between the evaluations of the two groups of respondents on the crafted e-learning materials in English 8 employing Wakelet with respect to content quality.

Table 7 perceived that the computed t value of 0.11 is below the critical t value of 2.02. This meant that the null hypothesis cannot be rejected. As a result, there is no significant difference between the evaluations of the two groups of respondents on the crafted e-learning materials in English 8 using Wakelet with respect to instructional quality. Also, this corresponds to their



evaluation of the developed e-learning material as both Very Highly Acceptable.

Table 7. Test of Significant Difference in the Evaluation of the Two Groups of Respondents on the Developed E-Learning Materials in English 8 Utilizing Wakelet in regard to Instructional Quality

Respondents	n	OWM	SD	Computed t Value	Critical t value	Decision	Interpretation
Teachers	20	3.69	0.39	0.11	2.02	Failed to reject the H ₀	Not Significant
Experts	20	3.68	0.38				

Table 8. Test of Significant Difference in the Evaluation of the Two Groups of Respondents on the Developed E-Learning Materials in English 8 Utilizing Wakelet in regard to Technical Quality

Respondents	n	OWM	SD	Computed t Value	Critical t value	Decision	Interpretation
Teachers	20	3.74	0.40	0.22	2.02	Failed to reject the H ₀	Not Significant
Experts	20	3.71	0.39				

Based on Table 8, the computed t value of 0.22 is less than the critical t value of 2.02. Hence, the statistical decision is not to reject the null hypothesis. This suggests that there is no significant difference between the evaluations of the two groups of respondents on the developed e-learning materials in English 8 utilizing Wakelet with respect to technical quality. Also, this corresponds to their evaluation of the developed e-learning material as both Very Highly Acceptable.

Table 9. Summary of Test of Significant Difference in the Evaluation of the Two Groups of Respondents on the Developed E-Learning Materials In English 8 Utilizing Wakelet

Factors	Teachers		Experts		t _{observed} Value	Decision	Interpretation
	OWM	S	OWM	s			
Content Quality	3.75	0.36	3.75	0.36	0.00	Failed to Reject the H ₀	Not Significant
Instructional Quality	3.69	0.39	3.68	0.38	0.11	Failed to Reject the H ₀	Not Significant
Technical Quality	3.74	0.40	3.71	0.39	0.22	Failed to Reject the H ₀	Not Significant

It is summarized in Table 9 that the evaluations of teachers and the expert respondents on the developed e-learning materials in English 8 utilizing Wakelet in terms of content quality, instructional quality and technical quality do not indicate significant difference as depicted in the respective computed t values which are smaller than the critical t value. There is enough evidence to support that the evaluation of the

respondents is the same. Also, this corresponds to their evaluation of the developed e-learning material as both Very Highly Acceptable.

Comments and Suggestions of the respondents to improve the developed e-materials

Out of twenty (20) teachers, only eleven (11) responded with comments where some were repeated. After removing duplicate comments, only seven (7) were retained for this study. And out of twenty (20) teachers, only two (2) gave suggestions.

First, the majority of comments praised the overall quality of the e-learning material. Three (3) teachers were specific with the qualities of the e-learning materials such as the style, leveling and organization of topics, and helpfulness to teachers. On the other hand, one (1) teacher said that the “program was just okay.” Second, the suggestions of the teachers were divided. The first one mentions that some parts of the developed e-learning material should be contextualized and localized. On the positive side, the second one mentions the study to continue as it has a good future ahead where it could be improved by incorporating innovations.

For the experts’ evaluation, four (4) out of the five (5) respondents had a positive review of the developed e-learning material. The majority described Wakelet as interactive, a safe space, accessible, and easy to use. Whereas the developed e-learning material is suitable for distance learning and learning recovery. The only suggestion of all the experts is that the e-learning materials must have brighter colors.

Overall, the comments and suggestions of both respondents reflect the result of the survey, a Very Highly Acceptable evaluation of the developed e-learning material.

Conclusion

Based on the findings of the study, the following conclusions are: (1) Those competencies in Afro-Asian Literature perceived Least-Mastered maybe made more interesting by using other platform like Wakelet in presentation for instruction. (2) That the developed e-learning materials met the standard quality of an ICT-based instructional material as evaluated by the respondents. (3) That the developed e-learning material may be an effective tool in enhancing the students’ competencies perceived need to be given attention.



In view of the conclusions formulated in this study, the following are hereby recommended: (1) The developed e-learning material may be utilized not only school-wide but district-wide or division-wide in the Division of Antipolo to help Grade 8 students improving their learning competencies in Afro-Asian Literature. (2) Utilization of the developed e-learning materials among the G8 students may also be considered for the purpose of validation. (3) English teachers may also be mandated to develop e-learning materials to help address the needs of their students in other grade levels. (4) Future researchers may also conduct similar study to other locality to find out the validity or reliability of their developed e-learning materials.

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