Learning Tool in Student Centric Technology and Livelihood Education(TLE) Approach

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Abstract:-
The research sought to explore the effect of utilizing social media particularly Facebook as a blended learning tool in teaching Technology and Livelihood Education exploratory. The majority of Americans learn most of what they know about science engineering as middle and high school students. During these years of rapid change for students' knowledge, attitudes, and interests, they can be engaged in learning science and engineering through schoolwork that piques their curiosity about the phenomena around them in ways that are relevant to their local surroundings and to their culture. Many decades of education research provide strong evidence for effective practices in teaching and learning of science maintain of kitchen tools equipment history equipment used in contact center services. Moreover, all of the students have their own Facebook account used in their blended learning instructions capable to get connected to the internet using their gadget and equipment. The study implies that Facebook is a user-friendly, accessible and effective blended learning instructional tool which can be done as a supplementary, integrative interventional mechanisms in teaching Technology and Livelihood Education *Investigations in High School Science* in order to consider its discussion of laboratory experiences and teacher and school readiness in an updated context

I.   INTRODUCTION

This means that planning often begins with the student in mind as opposed to a school policy or curriculum artifact, for example. Done well, it can disarm some of the more intimidating parts of academia, while also shortening the distance between the student and understanding. Put another way, student-centered teaching is teaching that is 'aware' of students and their needs above and beyond anything else. It places students at the center of the learning process."While it is not yet known if alternate instructional modalities disproportionately impact students, teachers and administrators should think creatively about crafting scaffolded supports for students who do not enter with the skills necessary to be successful in a blended learning format (Kassner, 2013). Whether online learning becomes a disruptive innovation to today's brick-and-mortar classrooms or a sustaining innovation for education or if the blending of online learning into schools takes place obtrusively, it will transform the sector (Staker, 2011).

Teachers as 21st-century technology-driven educators are empowered to maximize the use of any available new technology in redefining classroom instructions with the combining traditional and online learning formats which create a comprehensive learning experience (Deepika, 2015). This study examines the possibilities of differential impacts on students' earth science learning outcomes between different preferred–actual learning environment spaces by using a newly developed ESCLEI (Earth Science Classroom Learning Environment Instrument). Many blended learning practices already fit well with a vast array of personalized learning, face-to-face and digital experiences that students encounter in K to 12 schools, including distributed learning, distance learning, or e-learning (Friesen, 2012). It can be said that technology-infused to online learning is blended learning and the concept of anytime and anywhere education is optimized through the availability of computer equipment or gadget and internet connection (Mancao et al., 2014). Social media tools allow online students to share information and build a sense of community (Friedman, 2014). The Internet plays a major role in the lives of the youth. Learning institutions can motivate students with the use of ICT tools to make learning more relatable, enjoyable, and sustainable (Navarette, 2013). DepEd always pronounced the innovative 21st-century teaching-learning strategies anchored on adhering technology-mediated instruction such as Quipper school, blended platforms, and other online learning mechanisms. The transition of education system creates flexibility that allows students to progress to master skills at their own pace, time and place. Like blended learning itself, achieving a balance between access and flexibility, as along a continuum encompassing from maximum flexibility to maximum quality or value is the goal of educational providers (Friesen, 2012). Hence, the use of technology presents an opportunity to achieve better efficiency and upturn productivity.

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Teacher as transformative classroom leader in adopting change must be an agent in redefining, reshaping, restructuring and redesigning classroom and embrace enriched curriculum as predictors of best pedagogical practices in the 21st-century global perspective. Nevertheless, teachers' and students' engagement in an enriched curriculum is the key towards optimal educational outcomes. Whereas, it allows students to acquire learning according to their own path, pace, time and place. With the continuous need to employ relevant innovative teaching-learning strategies that can strengthen the traditional and online learnings in General Emilio

Aguinaldo National High School, a contextualized blended learning tool to be integrated as intervention and supplementary instructions in teaching Technology and Livelihood Education exploratory (TLE).

II.   METHODOLOGY

This study used the experimental and descriptive method of research. The experimental method used the pretest and posttest for the control and experimental group. This was used to determine the significant effect of social media as a blended learning tool on students' learning outcomes. While the descriptive method used a survey questionnaire. This method was purposely used to determine the internet access profile and the level of readiness and attitude of the grade 8 students towards social media as a blended learning tool. This method concerned with the prevailing condition, practices, and trends to gather empirical information about the current and existing condition of the variables involved in the study.

The study used two sets of teacher made test, one for the pre-post assessment based on the learning outcomes and performance criteria stated on the Training Regulations (TR) prescribed from Technical Education and Skills Development Authority (TESDA) for the TLE exploratory curriculum as adopted by the DepEd. The questions were modified-parallel to each other which covered the following common learning competencies in Cookery and Contact Center Services Exploratory Course. This study assured that the test items constructed are according to content and performance standards specified in the K to 12 Curriculum and was presented validated by the school head upon the approval of the self-made research instruments. The other seat of instrument was a survey questionnaire embedded the data regarding the internet access profile of the subject students about the device they own, the means to access or connect to the internet, the social media account they maintain and the average amount of time they access internet and the amount of money they spend on social networking sites. The questionnaire also includes the extent of readiness and attitude towards the utilization of social media as a blended learning tool.

Frequency Count was used in answering the internet access profile, readiness and attitude of the students' subject for experimentation. Mean was used to determine the difference between the means pre-test and post-test performance of the experimental and control group. It was also used to describe the level of readiness and attitude of the subjects. T-test for the independent variable was used in determining significant differences between the post-assessment mean score of a control group against the post mean score of the experimental group while T-test for the dependent variable used in determining significant differences between the pre-assessment mean score and the post-assessment mean score of either control or experimental group.

Using t-test, the difference obtained between the mean pretest performance of the experimental and control group in the two topics in TLE exploratory was not significant at .05 level of significance. Hence, the computed p-value was greater than .05. It means that the prior knowledge of the students in both experimental and control was equivalent. This findings yielded the ground basis to conduct the study. To be able to successfully integrate technology in the classroom, a teacher needs to be tech-savvy but also technology-fluent (Ayao-ao, 2017).

It was supported by the study of (Chio, et al., 2013) stated that the combination of a variety of learning media such as face-to-face, online, print, social media and learning environments such as instructor-led, teamwork, peer-to-peer interaction, self-study and individual work, enables more opportunities for application of new knowledge and on-going support for learners than conventional modalities.

Facebook as a contextualized blended learning tool provided students with more agreeable learning experiences. Mancao, et al. (2015), teacher factor can be significantly influenced student's attitude towards the use of the blended platform. Face-to-face learning activities increase motivation of the subject, to use online learning tool as the lessons learned from online learning were used in face-to-face learning which indeed a right blend of online and face-to-face learning activities results to successful blended learning (Aguinaldo, B. 2013).

Majority of the students have a cellphone or mobile phone; followed by the gadgets such as laptop and tablet own by the students. 18 or 60% of the total student respondents have an internet connection at home where they can engage in integrative blended instruction. On the other hand, 14 or 40% of the student respondents don't have an internet connection at home. The study discloses that all of the students have internet access connection through WLAN/WIFE, data connection and computer shop where they can access software applications they used to engage on social media and online computer applications. The data yielded that the number of hours per week spends online by the students obtain an average of 12 hours a week or 1.7 hours a day.

The number of hours spends by students on social networking site garnered an average of 15 hours per week or 2.1 hours per day. It shows that regardless of the time they spend per week, students are capable to engage on social networking sites using different

gadgets they acquired. The data also revealed that the number of hours spent by students on social networking site garners an average of 15 hours per week or 2.1 hours per day.

III.   CONCLUSION

The propagation of digital tools in the teaching endeavor indicates that K to 12 learners experience in social media as blended learning instructional tool can better improve students learning outcome. Facebook as user friendly innovative strategy enable students to access learning resources in their own time, pace and place which instill an opportunity and engagement towards learning the TLE exploratory common competencies.

Blended learning is highly dependent to internet connectivity and digital tools. Cellphones were predominantly used by students for social networking sites and online surfing and the data connection or internet was accessible to the students. Students' readiness towards utilizing social media as blended learning tool shows highly agreeable response from the respondents despite of limited access to public WIFI. These characteristics were pervasive across levels, in the ways central administrators and classroom teachers lived their professional lives and in the features they considered evidence of professional excellence. Moreover, an effective 21st century pedagogical approach adapts to change and considers new ways to accomplish tasks, remains flexible with changing demands of the curriculum and commits to empowering students to engage with the combination with utilization digital tools and face-to-face instruction. In today's world, where students have exceptional access to computer technology and a variety of online information available, they will always be the core of inclusive education. This requires collaborative initiatives of schools personnel at all levels to fully engage learners with variety of technology-mediated pedagogic instructional tool that will optimize student learning outcomes and that is significant indicator towards a sound blended learning approach.

IV.   RECOMMENDATIONS

Based on the preceding data, findings and analysis, the following recommendations are presented:

1. Teachers instead might adopt the social media as an alternative contextualized user-friendly blended learning platform to supplement and integrate or intervene to teaching-mechanism that will engage millennial learners on blended learning approach.
2. The teacher should utilize technology-mediated instruction from combining face-to-face and online learning pedagogies as a new frontier of the K to 12 curriculum realm and engage students in blended learning-teaching approaches suitable for diverse learners.
3. The school must strive to optimize the provision of adequate digital tools and in maintaining internet or WIFI connection.
4. School manager/personnel should efficiently and effectively manage the implementation and progress monitoring of the blended learning mechanisms as supplementary instruction, integration, and intervention.
5. Enhance teachers' knowledge and skills through professional development training, seminar and workshop in utilizing a different program or design feature software used for blended learning approach prominently beneficial to acquire such competency that encompasses significant predictors for student learning outcomes.

V.   REFERENCES

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