I. INTRODUCTION: Technology and the Teaching of Values Education
(Edukasyon sa Pagpapakatao)

This report details the technology integration process in teaching a module in *Edukasyon sa Pagpapakatao* 9 at Krus na Ligas High School. Technology may not be often associated to the teaching of Values Education as this subject focuses on personal reflection towards affective learning which includes valuing and appreciation. This LP with Technology project addressed two challenges: deciding on which technology suits the key objectives of a Values Education lesson, and adjusting to the limitations of the learning context (the school and its students).

A laptop and an LCD projector are the usual technology tools used in the Values Education class as film viewing and powerpoint presentation are often used in teaching the modules. This means that it is only the teacher who has a hand on using these tools so exploring other technologies was imperative for this project. Through the needs analysis we conducted we were able to make decisions on what technology will be used for the topic chosen, *Modyul 10: Kagalingan sa Paggawa*. Since the topic is all about excellence, we came up with
the idea of using a video of a relatable success story that is known here in the Philippines - Chef Pablo “Boy” Logro’s story, a renowned Filipino Executive Chef. A power point presentation was used to be a guide in the class discussion. To try out blended learning through the use of social media, we created a facebook group named ESP 9-Campos 2014-2015 where all the materials used for the lesson are uploaded and insights about the lesson may be shared by the students.

Being too idealistic in the planning stage cannot be helped, so taking the learning context into consideration is very important. Krus na Ligas High School accommodates 44 sections (all year levels) with an average of 50 students per section in two shifts everyday. There are 78 teachers including school heads and a principal. The relatively small land area which the school occupies only has two school buildings. The rooms are quite small, so varying student movement and interaction processes can be challenging. The school only has two LCD projectors that may be borrowed for classroom use. Another projector is in the computer laboratory which can only be used by classes with computer subjects. Students’ and teachers’ access to technology may be considered limited. However, these limitations are the very reasons why students and teachers should be more encouraged to explore the use of technology in teaching and learning. This project intends to prove that technology integration is workable in a
not so ideal learning environment and in a subject like Edukasyon sa Pagpapakatao.

II. METHODOLOGY

**Topic:** Success through excellence in work

**Learning outcomes:**
- Demonstrate an understanding of the characteristics of a person who exhibits excellence in work
- Identify indicators of quality in a product or work

**Audience**

The audience for this lesson plan was the Grade 9-Campos students of the Krus na Ligas High School, 48 in total. Through a survey, it was revealed that 47 out of the 48 students have Facebook accounts. The remaining student was assisted by the teacher in creating her Facebook account. 79.2% (38 students) of them are able to access the internet in computer shops and 91.7% (44 students) go online mainly to check their Facebook account. Most of the students also have smartphones that are able to take videos where they also access the internet. The survey also showed that the activity students like to do best in school is telling stories, followed by playing and/or listening to music.
Keeping in mind their resources and preferred activities, the lesson plan’s outputs were the video project and the reflections to be made on Facebook.

Learning Management System

Given that the students all have Facebook accounts, a group named ESP 9-Campos 2014-2015 was created so that students can easily access the materials for the lesson and the guidelines for their output. The students will also post their reflections on the lesson in the group, which they can access at home or at the registrar’s office in school, which has internet connection. Moreover, the registrar is also the teacher to implement the lesson plan.

Blended Learning Environment

The lesson plan is expected to be implemented in the course of three days. The first day would be devoted to discussing the key concepts of the lesson and explaining the group project. The second and third days would be given for the presentation of the students’ group work.

Technology was integrated by first showing a video about the success story of Chef Boy Logro to introduce the lesson and to pique their interest. Chef Boy Logro is the current host of GMA-7’s cooking show called “Kusina Master.”
The talk show program Showbiz Central interviewed him and featured his life story on one of their segments, where it was revealed that he learned a new language to be able to get a job in Metro Manila and also worked in Oman where he achieved financial stability. Chef Logro eventually returned to the Philippines and opened a culinary school to share the cooking techniques he learned abroad. The video was shown in the classroom using a projector, laptop, and speakers. While the students were watching, they were given a viewing worksheet where they put a check mark on true statements based on the video to ensure that they listen to the dialogue and narration. After the video, the teacher discussed which of the statements were correct. 15 minutes were allotted for this motivation part of the lesson plan.

Next, a powerpoint presentation was used to introduce the key concepts of the lesson: the importance of excellence in work and the characteristics of successful people. The presentation served as a visual aid to reduce the time writing on the board. 15 minutes were also allotted for this discussion, to which students were expected to contribute.

In order to deepen the discussion, using the life story of Chef Boy Logro as a springboard, the students were told they would be making a similar video. They would be interviewing someone who they think exhibit the characteristics of a successful person, as discussed previously. The class was divided in seven
groups to do the project. The guidelines for making the video were given. The teacher also guided the students in making a rubric to evaluate their group project by showing a sample. In this way, they themselves would identify the hallmarks of quality work, a skill that is essential in striving for excellence. 20 minutes were given for this knowledge deepening and assessment part of the lesson plan.

In the interim, all materials (video on the life story of Chef Boy Logro, powerpoint presentation, guidelines for making the video presentation, and the rubric) were uploaded to the Facebook group made in preparation for the lesson. Given that all the students have a Facebook account, it was deemed best to make use of their existing social media account and create a group instead of having them register to a new platform.

Video presentations on the second and third days of implementation would be shown in class using a projector, laptop, and speakers. The seven groups were given the order in which they would present. After every video, a representative from the other groups would give comments on the video based on the rubric they made, and the teacher would give an overall comment.

On the last day, the students were tasked to share their reflections in the Facebook group. They must answer the question, “What do you want to
achieve in life ten years from now? How will you attain this?” Students may reply at home, or they can access their Facebook account at the registrar's office.

Research Instruments

After the implementation, the students were given a survey to fill out to gauge their reactions on the activity. Below is the survey:

A. Lagyan ng check ang column na tumutukoy sa iyong saloobin tungkol sa mga sumusunod na pahayag tungkol sa Modyul 10.

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Nakatulong ang powerpoint upang maging epektibo ang presentasyon ng mga batayang konsepto.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Na-engganyo akong lumahok sa talakayan dahil sa paggamit ng guro ng powerpoint.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Naging angkop ang paggamit ng video ng panayam kay Chef Boy Logro upang maunawaan ang mga batayang konsepto.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nagamit ang video ng panayam kay Chef Boy Logro upang magkaroon ng idea sa paggawa ng pangkatang gawain.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Naging madali ang paggawa ng pangkatang gawain (video</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
B. Sagutan ang mga sumusunod na tanong. Gamitin ang likod ng papel para sa mga sagot.

1. Ano ang mga nagging suliranin ng iyong grupo sa paggamit ng cellphone upang makabuo ng video? Paano ninyo ito natugunan?
2. Kumpara sa pagtalakay ng ibang modyul, ang Modyul 10 ay gumamit ng teknolohiya. Ano ang masasabi mo tungkol dito?
3. Ano ang iyong naramdaman nang mabasa mo sa facebook group ang mga plano sa buhay ng iyong mga kaklase?

Aside from the survey, the researchers will also observe and reflect upon the implementation of the lesson plan.

III. RESULTS AND DISCUSSION

A. Class Observation: Observer's Perspective

Day 1: November 11, 2014
The one-hour class of Edukasyon sa Pagpapakatao with Grade 9 –
Campos started at 9:00 am on a Tuesday. Module 10: Kagalingan sa Paggawa
was introduced. The said module highlights the qualities of a person who
succeeds in life because of self-discipline, perseverance, industry, passion, and
faith in God. It aims to have students reflect on the said qualities through real-life
success stories and through creating a video presentation that features a
successful person they know.

There were 44 students present on the first day of the lesson. This
number coupled with the layout of the room posed challenges for the lesson plan
implementation. The classroom of 9-Campos serves as passage to another
room. In the middle of discussion, students and the teacher occupying the other
room walk right in the aisle of the room. The space is very small for more than 40
students. Adding to the limitations of the room are the chairs which are locked
together making it impossible for the teacher to create more flexible and
non-traditional seating arrangement.

The lesson began with a prayer. The teacher went on to introduce the
lesson’s theme through a viewing activity.

Students had fixed groupings in class. The same grouping is used in other
activities. However, Day 1 included individual tasks in the form of viewing
worksheets and oral recitation. Engagement during viewing was evident. This may be attributed to the video used, familiarity with Chef Boy Logro, and viewing worksheet. Students also actively participated in the discussion. The teacher had full control of using the projector and laptop, but the students assisted in setting up. When the projection was not big enough, the students requested that it be adjusted. But there was a problem with a secure electrical connection as the projector went off more than twice because of the loose electrical socket.

The strengths of the lesson delivery include the use of the video which was an effective starting point to highlight the key concepts in the module. It clearly contextualized the abstract concepts so it was easier for students to share their ideas during the discussion. It must also be noted that the teacher displayed good questioning skills. She was able to weave the lesson parts together through her questions which connected the viewing task to the concepts of the lesson to the group task.

When the group task was explained, a number of students immediately asked about the groupings. Students were to work with their fixed groups and were given a week to accomplish the task. They were told that the guidelines for the task will be uploaded in the class’ facebook account.
Though the lesson may be considered successful, the classroom layout and level of students’ noise caused some serious problems.

**Day 2: November 18, 2014**

The second day of the lesson implementation was Tuesday, one week from the first day due to the teachers’ sit-down strike last Friday, November 14. This meant that the students had one week to do their group project. The second day of the implementation marked the first day of the video presentations. The teacher and the observer went up to the classroom at 9:00 am. Inside, the noise was overwhelming. Upon seeing the teacher, the class greeted the teacher and the lesson started with a prayer.

When the teacher asked about their projects, it became clear that all the groups were not ready yet. Three of the groups were already in the editing stage of their videos, and the others cited lack of cooperation from their groupmates and difficulty in looking for subjects who would agree to filming as reasons why they were not able to create a video. It seemed that the students were especially rowdy this day because there would be no video presentations to be shown.

The teacher then told the students to sit with their respective groups, a process which took 15 minutes. The students were still engrossed with talking to their classmates, but the noise level dropped when the teacher raised her voice.
She asked for a commitment to the project, and reminded the students of a previous module they had discussed, which was about teamwork. She gave the rest of the time for a group meeting. The students occasionally consulted with the teacher, who responded to their questions. However, it can be observed that there were still some students who were not cooperating with their groups.

This should in no way be construed as a mistake on the part of the teacher nor the students. The students are unused to making group projects and they usually have other responsibilities outside of school. Giving the time for a group meeting will be good practice for the students to work with a group, which is a useful skill in college and in the workplace.

After the class, the teacher ushered all the students out of the room for break time.

Day 3: November 21, 2014

The lesson started with a prayer and the usual noise from the students. Only 36 students were present. The teacher distributed the rubric to the groups and explained the group presentation and peer critiquing procedure. Three groups were able to present and below is the summary of the group critiques.
GROUP 4 showed a video of their interview with one of their teachers. There were problems with clarity of sound. The shot was very simple, but the interviewer made a good intro and extro.

Group 2 and Group 1 noted the need for better editing and sound quality but they also said that despite this, they were able to understand the message of the video.

Group 4 and Group 7 liked the video but wished that it were longer. Group 4 suggested that more questions may be asked.

Group 3 and Group 6 expressed their appreciation for Group 4 because the group was able to come up with the project.

GROUP 2 chose to feature a parent who was not able to finish college but is able to support her family and send her children to school. The group leader said in her introduction, “Sana po kahit ‘di siya nakapagtapos ng pag-aaral, sana po ma-inspire n’ya kayo.”

Group 3 commented on the sound of the video which had a lot of background noise and registered as quite low.

All the other groups including Group 3 noted the inspiration the video brought. Here are some of their comments:

“Ok, kahit hindi nakapagtapos, nakapagpatayo ng negosyo, nakapaga-aral ng anak. Nakaka-inspire din po.”

“Kahit walng narrating, kaya pa ring agapayan ang mga anak tungo sa kaunlaran.”
“Maganda at kapupulutan ng aral.”

GROUP 5 presented a very good output. They chose to feature the school’s guidance counselor and used the wondershare.com video editor. They used background music, experimented on shots, and included credits and bloopers. The other groups were all praises to Group 5’s output. Here are their comments:

“Maganda po. Nakita po ang pagkakaisa at pagtutulungan ng bawat grupo.”

“Naintindihan naming from beginning to end.”

“Magaling mag-edit.”

“Ang ganda. Proud ako sa kanila.”

“Ang ganda. Excellent.”

B. Class Observation: Teacher’s Perspective

On the first day, students were engaged on what they were watching. It served as their motivation in the class discussion and they were able to use it as a model in their project. The use of viewing worksheet helped focus their attention to the video. The powerpoint presentation helped the student and the teacher as well in maintaining the flow of the lesson.
The students were interested in their group work but on the second day, which was scheduled for presentation, only three groups were on the editing stage and the remaining groups had none. I felt a bit of disappointment but I could not blame them; it was their first time to make a video presentation. It was a challenge for them. They said that they lacked time, cooperation and knowledge in editing. I gave them advice on how they will make the video presentation. I reiterated to them the past lessons in their Grade 8 which were *Pamumuno at Taga-sunod*; they should have teamwork and cooperation to be able to make an output. I asked them if they could do it and present it on the third day and we all agreed to it.

On the third day, I was surprised that among the seven groups, three of them presented. All of their efforts have paid off. I am proud of them. As the facilitator, the use of technology in the lesson was of great help though it took time and preparation. What mattered most was whether the students reflected and applied the values integrated to them.

### C. Students’ Perceptions on Integrating Technology in EsP

**Table 1. Students’ Perceptions on Integrating Technology in EsP**

<table>
<thead>
<tr>
<th>Item</th>
<th>5 Strongly Agree</th>
<th>4 Agree</th>
<th>3 Undecided</th>
<th>2 Disagree</th>
<th>1 Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Nakatulang ang powerpoint upang</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Items 1 and 2 sought to assess how students perceive the use of powerpoint in the presentation of concepts. Students are more than convinced that the powerpoint helped engage them in the lesson with 61.1 % and 66.7 % percent of the responses in the first two items respectively. The use of the Youtube video is also seen by the students as effective in helping them understand the lesson and in work on the video. This is based on the 47.2 % and 40 % responses of strong agreement to statements 4 and 5.
Item 5 reflected the students’ difficulty in accomplishing the task which is to come up with a video presentation. 40 % agreed that the process was easy but the rest of the students’ responses were distributed to strong agreement, neutral position, and disagreement. However, majority of the students agree that the video is an appropriate output for the lesson as evidenced by 61.8 % of the students expressing strong agreement to item 6.

Items 7 and 8 intend to describe students’ perception on the use of facebook for the reflection activity. However, it must be noted that when the students answered the questionnaire, they have not yet done the reflection task on facebook. This must explain the equal distribution of responses.

Table 2 below categorized the students’ responses to the question on the problems met and solutions done by students while doing the video presentation, while the Table 3 which follows shows the themes of students’ responses to the question on how Module 10 compares to other lesson which did not utilize technology.

**Table 2. Students’ Responses in Part B Question 1: Ano ang mga naging suliranin ng iyong grupo sa paggamit ng cellphone upang makabuo ng video? Paano ninyo ito natugunan?**

<table>
<thead>
<tr>
<th>Themes</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Problems with the cellphone speaker’s volume</td>
<td>● Pagiging mahina yung volume ng speaker. Pero ang ganda ng mga videong ipinakita na nila.</td>
</tr>
<tr>
<td></td>
<td>● Yung mahina na volume sapagkat di nila ito marining, pero ginawan naman po naming ng paraan nilakasan po naming ang</td>
</tr>
<tr>
<td><strong>Cooperation within the group as means to deal with difficulties</strong></td>
<td><strong>Solutions done</strong></td>
</tr>
<tr>
<td>---------------------------------------------------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>Napadali dahil vivideohan mo lang ang mga sinabi ng yong guest sa aming project.</td>
<td>Nagtulungan at nagkaisa ang mga group sa paggawa ng aralin na ito</td>
</tr>
<tr>
<td>Pinagusapan ng maayos hanggang mapagdesisyonen ng maganda at tama</td>
<td>Sa video gumamit po kami ng iba’t ibang tools</td>
</tr>
<tr>
<td>Lalong napadali ng paggamit ng teknolohiya ang paginterview</td>
<td>Sa pagtutulong tulong nagawa namang po naming ng maayos</td>
</tr>
<tr>
<td>Dahil po nakatulungan po ang bawat isa grupo.</td>
<td>Magtutulong po kami para mkaagawa ng isang video</td>
</tr>
<tr>
<td>Nang dahil sa group nakagawa ng magandang video dahil sa pagtutulungan.</td>
<td></td>
</tr>
<tr>
<td>Sa pamamagitan ng aking kaklase ay nakagawa kami ng video.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Availability of tools (cellphone or camera)</strong></th>
<th><strong>Shooting the video</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Minsan yung ibang member walang cellphone kaya nagging mahirap ang pagvivideo ng member.</td>
<td>Upang makuhanan ng maayos ng iniinterbyu at para mapanood din ng iba ang presentasyon.</td>
</tr>
<tr>
<td>Malaking tulong dahil wala kaming camera na para aksyon talaga mas mabuti ng c.p. naming ginawa dahil na choice</td>
<td>Yung kailangan at di magawa ang mga video sa cellphone</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Usefulness of technology</strong></th>
<th><strong>Editing</strong></th>
</tr>
</thead>
</table>
Table 3. Students’ Responses in Part B Question 2: Kumpara sa pagtalakay ng ibang modyul, ang Modyul 10 ay gumamit ng teknolohiya. Ano ang masasabi mo tungkol dito?

<table>
<thead>
<tr>
<th>Themes</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>How technology makes things easy</td>
<td>• Mas napapadali ang proseso ang pagkuha ng mga video.                                                                                                                             • Mas mapapadali po sapagkat teknolohiya nap o ang katulong sa paggawa. • Maganda kasi lahat ng kailangan mong gawin sa ating tecknolohiya ay mapapadali • Ito ay napapadali sapagkat ang teknolohiya ay napapadali talaga ang nais gawin. • Para mapadali at para rin mapanood ang kanilang ginawang vide • Mas napadali ang paggawa ng proyekto at mabilis na magkaroon ng idea upang sa pag iinterview. • Napadali dahil wala pang isang oras tapos na ito dahil ito ay peg-edit lamang • Mas napapadali ang pagproseso ng video at mas pinapaganda ang kinalabasan ng nagawa.</td>
</tr>
<tr>
<td>Technology as effective tool to show the concepts in the module</td>
<td>• Ang paggamit ng teknolohiya sa modyul ay naging malaking epekto upang maipakita ang nais sabihin ng Modyul 10. • Ang paggamit ng teknolohiya ay maganda para maiparating at Makita sa ibang tao ang video ng bawat paggamit. • Sang-ayon ako dahil malaki ang naitutulong ng teknolohiya sa mga ganito. Maliban nga lang sa ibang paraan. • Maganda dahil gumamit sila ng teknolohiya • Maganda kasi gumamit ng teknolohiya sapagkat para maklaro mo ang lahat ng mga sinasabi. • Maganda po, dahil mas lalo kaming nagandahan mag-arl. • Mas maging kaaya-aya ang paggamit ng teknolohiya dahil lubos na nauunawaan. • Mas maganda ang nagamit na teknolohiya sa modyul 10.</td>
</tr>
<tr>
<td>Importance of technology</td>
<td>• Maganda dahil maipapahiyag ang kahalagahan ng teknolohiya • Maganda dahil maipapanayam ang kahalagahan ng teknolohiya • Ok lang po. Kase para makasabay sa paggamit ng teknolohiya ng mga tao ngayon. • Masaya dahil naipapahayag ang kahalagahan ng teknolohiya • Nakatutulong po ito dahil po sa teknolohiya na ating nagagamit sa araw-araw • Nakakatulong po ito sa gamit ng teknolohiya. • Ipinapakita lang po dito ang paggamit at kahalagahan ng teknolohiya para sa ating pag-araw araw na gawain. • Ang masasabi ko na mas maganda yong pagkakagawa.</td>
</tr>
</tbody>
</table>
D. Reflection and Insights on Planning and Implementation

Teacher 1

I believe we were successful in the planning process following the ASSURE model. We made a survey questionnaire for need analysis and incorporated the results in the lesson plan. The survey influenced a lot of our decisions during the lesson planning. However, I realized that there is no amount of planning that can prepare you for the actual implementation, considering the learning environment we chose – the public school. The layout of the classroom, students’ motivation, and schedule caused some serious challenges. However, challenges are inevitable and should not prevent teachers to integrate technology. It is still worth the try.

Day 2 is supposed to be the video presentation day; however, none from the groups was ready with a video. This required a lot of adjustments. Day 2 was used to give groups time to discuss how they can go about accomplishing the task. External issues also arose like the sit-down protest of teachers and the National Career Assessment Examination which were both scheduled within the weeks the lesson was scheduled. But on Day 3, students surprised us with their
outputs. I have to admit I doubted the students' capability to accomplish the task because of what happened during Day 2. They did not disappoint us. The outputs achieved the lesson's key objective which is to use technology as tool to deepen understanding of the concepts taught. In this regard, the students are successful and the lesson is too.

The evident challenges posed by the limitations of the learning environment, students' motivation, and difficulty of the task allowed me to look at technology integration in two perspectives. On the one hand, technology is only secondary to key teaching principles. It cannot guarantee learning unless coupled with support strategies to aid and guide learners in effectively using technology tools. On the other hand, technology creates opportunities for students to challenge themselves and explore other ways of learning. Despite inevitable challenges, integrating technology will always be worth the try.

**Teacher 2**

Upon reflection, I would say that the element which affected the lesson plan the most was time allocation. When we designed the lesson plan, we gave a few minutes' leeway for every part. However, we did not take into account the time for the setup of every video. The teacher had difficulty splitting her attention between locating the files and asking each group for comments. Maybe it would
be a good idea to either let the students set up their own video, or ask them to be near the teacher’s table as the current video is ending.

The implementation plan was not followed; the second day was allotted for a group meeting. As an observer, I do not know the full extent of the students’ responsibilities outside school and for their other classes, so for me, having the group meeting during class time is a very good idea especially since they are not used to doing group projects outside of class. I see it as a step towards learning and working independently. However, the classroom setup proved to be a challenge since it affords little room for students to move around. It is not conducive to holding group meetings since the chairs cannot be rearranged.

The videos shown on the third day were a pleasant surprise, especially the last video which made use of music, artistic footage, transitions, credits, and bloopers. Even though the sound quality of all three videos was decidedly poor, the students sitting near the speakers were able to understand so their comments were helpful to the rest of their classmates. Since they were able to show their videos, the remaining groups would be more inspired to come up with videos and maybe do better.
Overall, I think our lesson plan was a success. Even though the second day did not go as expected, the teacher still made productive use of her and the students’ time.

Teacher 3

The objective of having students make a video presentation is to showcase their creativeness using technology in highlighting the key concept “Kagalingan sa Paggawa.” It was a great experience because I knew that it would not be perfect. It was like a zigzag ride, problems were encountered in creating the video presentation that would feature a successful person they knew. Along the way, the values integrated from the previous lessons are evident. Blended learning is very useful both on the student and teacher. Change is the only permanent thing in the world. You need to know how your students are and be able to adapt with them for them to maximize their learnings. Learning should be done together to leave a lasting legacy and be transferred to the succeeding generations.

The integration of technology in Values Education varies on the topic and takes consideration of its availability and accessibility. Students encountered problems especially in using technology. The lack of knowledge in its utilization is one factor. Not all of the students are fortunate enough to have such devices. As a teacher, the quotation “Education for all” should come first in mind. In general,
this lesson is a success; it only takes time for preparation. The students were able maximize their creativeness and teamwork given the resources that they know. As for me, as long as they bear in mind all the values integrated in that lesson with or without technology, they will be able to become a better person.

IV. CONCLUSION AND RECOMMENDATION

Based on the classroom observations, examination of students’ outputs and engagement, and analysis of students’ and teacher’s perceptions on the technology integration done, the following conclusions were made:

1. The objectives of the lesson and of technology integration were achieved.

2. Students recognize the usefulness of technology to make tasks easier and to make lessons interesting. They also see the problems with using
technology given the limitations of available tools and lack of skills in manipulating these tools.

3. Anticipating problems in lesson plan implementation and preparing for ways and means to address them should be an integral part of instructional planning.

4. Technology does not only stimulate and engage students. It can also deepen understanding of concepts if used to create meaningful tasks that will immerse students in reflective thinking and collaborative learning.

The following are recommendations given in the context of the technology integration done in this research project.

1. Implementing support strategies is essential to ensure student engagement. The success in using technology still depends on instructional support. Some technology-based tasks may be too difficult for students considering their level of proficiency and motivation. To facilitate the task (creating a video presentation), the teacher may:
   - ask the possible personalities students have in mind to be interviewed
   - help in drafting questions and creating a timetable for accomplishing all the tasks related to the product (video presentation)
• guide students in distributing tasks to the members of the group
• monitor (may be done online or offline) preparations being done by
  and progress of the students

2. Students’ readiness to handle tasks independently should be checked. Some lessons may appear to be too ideal or only suit students in more advanced levels. Alternatives and adjustments must be included in the plan.

3. Include in the lesson plan possible challenges and ways to address them. This will help the teacher make immediate responses to difficulties that may arise during the implementation (e.g. when students needed more time to complete the task because they found it challenging to work as a team).

4. Work on improving student motivation and cooperative-collaborative learning. The idea of using technology may not be enough to engage students in the learning tasks. Ways of making the task more interesting and rewarding must be explored. Additional merits and encouragement may help.

5. Other projects may be explored for the lesson featured in this study. If technology tools are limited, a sound recording of the interview or pictures
The technology to be used may not be as sophisticated as a camera, but it still utilizes technology.

Reference:

**APPENDIX A: Classroom Observation Form**

<table>
<thead>
<tr>
<th><strong>School:</strong></th>
<th>Krus na Ligas High School</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teacher:</strong></td>
<td>Miss Marup De Guzman</td>
</tr>
<tr>
<td><strong>Grade/Subject:</strong></td>
<td>Gr 9-Campos / EsP</td>
</tr>
<tr>
<td><strong>Amount of time designated for a lesson:</strong></td>
<td>1 hour</td>
</tr>
<tr>
<td><strong>Class size:</strong></td>
<td>44</td>
</tr>
</tbody>
</table>
**Observer:** Miss Maria Teresa Manicio  
**Date:** November 11, 2014

## I. Observed Lesson

### Brief Description of Lesson:

The lesson covers Module 10 of Edukasyon sa Pagpapakatao 9 with the title "Kagalingan sa Paggawa." The lesson content highlights the qualities of a person who succeeds in life because of self-discipline, perseverance, industry, passion, and faith in God. Students will be encouraged to reflect on the said qualities through real-life success stories and through creating a video presentation that will feature a successful person they know.

### Student Groupings and Interactions:

Students had fixed groupings in class. The same grouping is used in other activities. However, Day 1 included individual tasks in the form of viewing worksheets and oral recitation.

### Degree to which teacher is employing direct instruction:

Since this is the first day of the lesson, teacher-directed instruction is high. The teacher served as source of input and directed the discussion.

### Layout of the room:

The room may be considered as a serious challenge to instruction. The classroom of 9-Campos serves as passage to another room. In the middle of discussion, students and the teacher occupying the other room walk right in the only aisle of the room. The space is also small for more than 40 students.

### Describe the comfort level of teacher and student with technology:

The teacher had full control of using the projector and laptop, but the students assisted in setting up. When the projection was not big enough, the students requested that it be adjusted.

### Problems noted:

It took some time to set up the projector due to a missing adaptor. The connection to the electric socket was not as secure so the plug got pulled twice. The projector had to be restarted. During the viewing, the students were very engaged, but they were quite noisy during the discussion.

### Other notes:
## II. Overall Units

**Would you describe the lesson as a success overall in terms of engaging students and increasing their enthusiasm for performing the activities? Why or why not?**

Engagement during viewing was evident. This may be attributed to the video used, familiarity with Chef Boy Logro, and viewing worksheet. Students also actively participated in the discussion. When the group task was explained, a number of students immediately asked about the groupings.

The teacher has good questioning skills. She was able to weave the lesson parts together through her questions which connected the viewing task to the concepts of the lesson to the group task.

**How did the technology affect the students’ understanding of the concepts?**

The video was an effective starting point to highlight the key concepts in the module. It clearly contextualize the abstract concepts so it was easier for students to share their ideas during the discussion.

**Do you think the use of technology (viewing, video presentation, Facebook) in this unit enhanced the level of student performance? How?**

I believe class participation was enhanced. There were many who raised their hands to recite. All were focused during the viewing activity.

**What additional support would be needed to make this lesson more effective?**

A better classroom will definitely help. The uneasiness and level of noise of the class may be controlled given a more conducive classroom.

### APPENDIX B: Lesson Plan in Edukasyon sa Pagpapakatao (Module 10)

The link below directs you to the lesson plan in Edukasyon sa Pagpapakatao Module 10. Contained therein are the link to the video used and other materials including...
sample rubric for video evaluation, viewing worksheet, guidelines for creating the video, and guidelines for video presentation and peer critiquing.

LINK:
https://docs.google.com/a/pnu.edu.ph/document/d/1dgAo3rPoD1Xbdrmt8ODELqflu425iSCKwNGEXgYacyY/edit

APPENDIX C: Survey Questionnaire for Needs Analysis

Pangalan: ____________________
Taon at Pangkat: ______ Petsa: ____________

I. Lagyan ng tsek ang patlang sa tabi ng iyong sagot o mga sagot.

1. Mayroon akong _____.
   _____ facebook account
   _____ email (___ Gmail, ___ Yahoo mail)
   _____ twitter account
   _____ instagram account
   _____ iba pang online account
   (mangyaring tukuyin ang mga ito)
      __________
      __________
      __________

2. Nakakapag-internet ako sa _____.
   _____ bahay
   _____ computer shop
   _____ piso net

   _____ desktop computer
   _____ laptop
   _____ cellphone
   _____ 1 – 2 oras
   _____ 3 – 5 oras
   _____ kung hindi araw-araw, gaano kadalas mag-internet

5. Ginagamit ko ang internet para _____.
   _____ mag-facebook
   _____ mag-email
   _____ maglaro ng online games
   _____ mag-research
   _____ mag-check ng assignment
   _____ iba pa (mangyaring tukuyin ang mga ito)

II. Alin sa mga sumusunod na gawain sa klase ang pinakagusto mo? Lagyan ng bilang ang patlang sa tabi ng mga item (bilang 1 para sa pinakagusto pababa).
   _____ pagkukuwento
   _____ pagsulat
   _____ pagkukuwenta
   _____ pag-awit at pakikinig ng musika
   _____ paggawa ng graphic organizer
   _____ pagguhit o paggawa ng mga poster
   _____ pagsasayaw at iba pang pagtatanghal
   _____ paggawa ng mga eksperimento sa Science
   _____ paggawa ng mga handicrafts
   _____ iba pa (mangyaring tukuyin ang mga ito)