



PHILIPPINE
N O R M A L
U N I V E R S I T Y



Graduate Theses

CGSTER

March 2015

Development of Multimedia-Based Modules in K to 12 Asian Students

Noime B. Longcop

Philippine Normal University

Follow this and additional works at
pnu-onlinecommons.org/omp/index.php



Online Commons Citation

Longcop, N.B., Callo, E.R. & Simeon, F.B. (2015)
Development of multimedia-based modules in k to 12 asian studies
(Master's Thesis, Philippine Normal University)
Retrieved from pnu-onlinecommons.org/omp/index.php/pnu-oc/catalog/book/375

**DEVELOPMENT OF MULTIMEDIA-BASED
MODULES IN K TO 12 ASIAN STUDIES**

A Thesis
Presented to the Faculty of
College of Graduate Studies and Teacher Education Research

In Partial Fulfillment of the Requirements for the Degree of
Master of Arts in Education with Specialization
in History Teaching

NOIME BEDAÑA LONGCOP
March 2015

ACKNOWLEDGEMENT

*"How good it is to give thanks to You, Oh Lord,
to sing in your honor, Oh Most High God"*

Psalm 92:1

I would like to extend thanks and gratitude to the following individuals and institutions, whose invaluable encouragement, guidance and assistance made possible the realization of this study.

Special mention goes to my ever supportive advisers Prof. Florisa B. Simeon and Prof. Erwin R. Callo, for their ingenuity in giving ideas, pieces of advice and ceaseless encouragement, tremendous academic support and for giving me so many wonderful opportunities to learn and become more proficient which led to the completion of this study.

Heartfelt thanks to the title and colloquium panel members, Dr. Adonis David, Dr. Enrico B. Garcia, Prof. Ma. Lorella A. Zapatos, Dr. Evangeline Martin, Dr. Nerissa S. Tantengco and Prof. Malvin R. Tabajen for giving me a clear focal point and direction for my study.

Deepest gratitude is also due to Dr. Ma. Corazon B. Sigua, Dr. Nerissa S. Tantengco, Prof. Emilio F. Aguinaldo and Prof. Malvin R. Tabajen for serving as evaluators whose amazing wit and excellent suggestions and contribution to the study greatly helped its final form and contributed much to the improvement of this study.

I am highly appreciative of the oral panel members, Dr. Enrico B. Garcia, Prof. Malvin Tabajen, and Prof. Ma. Lorella A. Zapatos, and Dr. Zenaida Q. Reyes as the chairperson, whose priceless and scholarly insights and comments provided me with deeper understanding and gave me direction for the research's refinement.

Special thanks also to all my graduate friends, classmates, co-teachers and friends, Maria Bragais, Leah Ruth R. Lazo, Normita Arandela, Venus Grueso, Hilda H. Isla, Annie M. Gangoso, Jay M. Maravilla, Angel, Ai and Kat for their invaluable assistance, encouragement and moral support.

To Lorejen and Jenny May, my colleagues in LSVMS as well as students of Grade 8 Onyx, Agate and Chromite for their kind gesture of cooperation in answering the questionnaire and evaluate the multimedia-based modules.

To my alma mater, Leonides S. Virata Memorial School and the entire LSVMS family, for reminding me that teaching is the noblest profession in the world and to the ever supportive Rio Tuba Nickel Mining Corporation and Coral Bay Nickel Corporation through Rio Tuba Nickel Foundation Incorporated for the invaluable financial support all throughout my masteral education.

Deepest appreciation goes to Ms. Noemi G. Benetua, our school principal for the support and inspiring words to continue this thesis writing, Ms. Remedios G. Salanga for the untiring efforts in all the needed schedules and tasks and to late Ms. Gloria A. Gancia, who had earlier welcomed this academic study when I first became interested in it.

Special recognition also goes out to my family, for their unfailing love, constant patience, and encouragement during the entire study specially in the hardest times, and to my husband, for always being there and making me feel that I am able to do everything with God's help and to my son who keeps me inspired and forward looking for the success of this endeavour.

To all people who in one way or another helped me in making this study fruitful., a million thanks to all of you.

Finally, to God's unwavering presence, showering me with abundance of blessings, giving me strength, infinite wisdom, courage and perseverance to attain my mission in life, my sincerest thanks. To you Abba Father, my God, I return all the glory and honor for this achievement.

Noime Bedaña Longcop

DEDICATION

This humble work is wholeheartedly dedicated,

Above all to Abba Father,

For the unfailing love, wisdom and strength

To my colleagues both in PNU and LSVMS,

For showing me that education is our life and our passion

And teaching me the best in everything

To my parents, Marcelo and Elizabeth Bedaña

For all your love, patience and encouragement

that motivated me to overcome what lies ahead

To my brother Mark and sister Lea

For the inspiring words that helped me through

To my husband, Joey and my son, Stephen John

For the cheer and praise that lifts me up when I'm down

Your smile and voices remind me

that life is beautiful and I must go on

Noime Bedaña Longcop

ABSTRACT

NAME	:	NOIME BEDAÑA LONGCOP
TITLE	:	DEVELOPMENT OF MULTIMEDIA-BASED MODULES IN K TO 12 ASIAN STUDIES
KEY CONCEPTS	:	MULTIMEDIA, MODULES, K TO 12 AND ASIAN STUDIES
DEGREE	:	MASTER OF ARTS IN EDUCATION
SPECIALIZATION	:	HISTORY TEACHING
ADVISERS	:	PROF. FLORISA B. SIMEON : PROF. ERWIN R. CALLO

Statement of the Purpose

The main purpose of the study is to validate multimedia based module in K to 12 Asian Studies. Specifically the researcher aims to:

1. Determine the needed content and competencies based from Asian Studies K to 12 Curriculum to be included in the development of modules.
2. Choose an Instructional Approach, adapt assessment instrument and instructional strategies using multimedia appropriate for the content and learning activity.
3. Develop and try-out multimedia-based module in Asian Studies

4. Assess the modules in terms of
 - a. Objectives
 - b. Content
 - c. Design Characteristics
 - d. Suitability of the Approach
 - e. Evaluation
5. Prepare the final form of the modules.

Methodology

The researcher used the descriptive developmental method with the primary aim of developing multimedia based module in Asian Studies. The respondents in this study were the 113 Social Studies Students of Leonides S. Virata Memorial School who are taking up Asian Studies. Four experts from Philippine Normal University and two peers from LSVMS requested to validate the modules. They personally conferred with and explained to the researcher some parts which they deemed of utmost importance. Their recommendations and suggestions served as the bases for the improvement and revisions of the modules.

Findings

1. The identified K to 12 learning competencies and multimedia needed based from the result of the survey received from teachers served as the bases for the development and validation of multimedia-based modules in K to 12 Asian Studies.
2. The use of ADDIE model as an instructional approach, the adaptation of assessment instrument from Navita (2010) and the instructional strategies using multimedia like audio, video and images were appropriate for the content and learning activity.
3. The multimedia-based modules were rated “Very Appropriate” by experts in Asian Studies and Information Technology in all areas.

Conclusions:

In the light of the above findings, the following conclusions were drawn:

1. The Enhanced Basic Education Curriculum is consistent and efficient in developing a multimedia-based module in Asian Studies.
2. The experts’ and students’ assessment of the multimedia-based modules show that the developed modules are appropriate and useful especially the area content and design characteristics which is the use of multimedia as an instructional strategy.

3. The developed multimedia-based modules in K to 12 Asian Studies appears appropriate, useful and suitable in addressing the needs of the students on the needed learning competencies with the appropriate multimedia as a medium of instruction.

Recommendations:

The following recommendations are hereby suggested in the light of the abovementioned findings and conclusions:

1. In developing an instructional material like multimedia-based modules, it is recommended to determine first the needed content and competencies as the basis for development.
2. The multimedia-based modules in K to 12 Asian Studies are appropriate and useful to use as an alternative instructional materials in Social Studies.
3. With the technology available for classroom use, it is recommended that the multimedia-based module be used to maximize resources in the classroom thus enhance the teaching and learning process.
4. An experimental study can be conducted by future researchers with one group using the multimedia-based module while the other group, a non multimedia based module.

5. Similar studies can be done by future researches by developing a multimedia-based module on current issues in Philippine History, Geography and Economics.
6. Stakeholders and foundations can give scholarship grants to teachers who would like to pursue graduate studies through their Faculty Development Program.

TABLE OF CONTENTS

Title Page	i
Approval Sheet.....	ii
Acknowledgment.....	iii
Dedication.....	vi
Abstract.....	vii
Table of Contents.....	xii
 Chapter I – The Problem and its Setting.....	 1
Introduction.....	1
Conceptual Framework.....	9
Statement of the Purpose.....	19
Scope and Delimitations of the Study.....	19
Significance of the Study.....	21
Definitions of Terms	24
Chapter II – Review of Related Literature and Studies.....	29
On Using Multimedia as an Instructional Material in Classrooms ...	29
On Multimedia-based Teaching and Learning in the K to 12 and Social Studies.....	34
On Using Multimedia-based Modules as an Instructional Material in Social Studies.....	40
On the Development of Multimedia-based Instructional Materials and Modules.....	45
Relevance of Related Literature and Studies to the present Study.....	57
Chapter III – Research Methodology.....	64
Research Design.....	64
Research Locale.....	65
Participants of the Study.....	67
Research Instruments.....	68
Research Process	72
Statistical Treatment.....	78
Chapter IV - Presentation and Analysis of Findings.....	79
Determining the needed content and competencies to be included in the module.....	79
Determining the Instructional Design and Assessment Instruments.....	83
Development, Assessment and Try-out of Modules.....	86

Chapter V - Summary, Conclusion and Recommendations.....	108
Summary of Findings.....	109
Conclusion.....	112
Recommendations.....	113
References.....	115
Appendices.....	155
Multimedia-based Modules in k to 12 Asian Studies.....	105
Curriculum Vitae.....	196

LIST OF TABLES

<u>Table</u>	<u>Title</u>	<u>Page</u>
1	Rating Scale for Module Evaluation.....	71
2	Item Distribution in the Questionnaire for Experts/Peers by Area.....	77
3	Results of the Self-survey Competency Checklist for Asian Studies and the Use of Multimedi.....	82
4	Multimedia-based Modules in K to 12 Asian Studies Try-out Schedule.....	87
5	Criteria in the Evaluation of the Multimedia-based Modules.....	89
6	Descriptive Analysis of the Expert's Assessment of Modules 1-4 According to Objectives.....	92
7	Descriptive Analysis of the Expert's Assessment of Modules 1-4 According to Content.....	93
8	Descriptive Analysis of the Expert's Assessment of Modules 1-4 According to Design Characteristics.....	94
9	Descriptive Analysis of the Expert's Assessment of Modules 1-4 According to Suitability of the Approach	95
10	Descriptive Analysis of the Expert's Assessment of Modules 1-4 According to Clarity.....	95
11	Descriptive Analysis of the Expert's Assessment of Modules 1-4 According to Evaluation.....	96
12	Descriptive Analysis of the Expert's Assessment of Modules 1-4 According to Content.....	97
13	Summary of the Student's Assessment of Modules According to Format.....	99

14	Summary of the Student's Assessment of Modules According to Input.....	100
15	Summary of the Student's Assessment of Modules according to Usefulness.....	101

LIST OF FIGURES

<u>Figure</u>	<u>Title</u>	<u>Page</u>
1	Conceptual Framework.....	17
2	Research Procedures.....	74

LIST OF APPENDICES

<u>Appendix</u>	<u>Title</u>	<u>Page</u>
A	Communication Letter for Pre-Survey.....	124
B	Self-Rating Competency Checklist for Asian Studies.....	125
C	Self-Rating Competency Checklist on the Use of Multimedia for Asian Studies.....	132
D	Letter of Request for Noriel Navita to Adapt Instrument.....	141
E	Approval Letter from Noriel Navita to Use the Instrument.....	142
F	Communication Letter for Experts.....	143
G	Questionnaire for the Validation of the Multimedia-based Module by Experts and Peers.....	144
H	Students Questionnaire for the Evaluation Multimedia-based Modules.....	147
I	Expert's Evaluation Result (Modules Validation).....	149
J	Profile of Experts and Peers who Validated the Multimedia-based Modules in K to 12 Asian Studies.....	151
K	List of Student-participant During the Try-out of Modules.....	152
L	Research Locale Map and Pictures.....	156
M	Pictures During the Try-out of Modules.....	157
N	Student's Evaluation Result (Modules Validation).....	158
O	Certification of the Editor.....	161
P	Multimedia-based Modules in K to 12 Asian Studies.....	162

CHAPTER I

THE PROBLEM AND ITS SETTING

Introduction

“In most communities in the nation, parents, students, community leaders, and policy makers...believe their school are changing to keep pace with the demands of the twenty-first century”

Tom Corcoran and Megan Silander

The field of education is faced with various new challenges in meeting the demands of teaching and learning for the 21st century. One of the new challenges is the call for the integration of multimedia in teaching and learning as an alternative mode of instruction delivery. Norhayati Abd Mukti (2004) stressed that Multimedia technology has potential in transforming traditional classrooms into a world of unlimited imaginary environment.

21st century education addresses learning and teaching skills that include the context of Multimedia Literacy and use of technology. As what Marc Prensky (2001) said, *“For our twenty-first century kids, technology is their birthright.”* In this context, for teachers to engage and educate, to facilitate and motivate, the methods of teaching must be more closely aligned to student’s methods of learning. Teaching tools and resources must support learning strategies. There must be a paradigm shift in education. The chalk and talk approach must be gone and must be replaced by student’s engagement to collaborative tools like the use of multimedia.

In a symposium held at Singapore entitled “Teaching and Assessing 21st Century Competencies: An International Perspective” (2013) by Professor Linda-Darling-Hammond of Stanford University, she said that there is a consensus that more of certain strategies can be helpful such as engaging students in productive and well-designed collaborative work, using technologies for finding, analyzing and synthesizing information aimed at solving problems which she called empowering the use of technology.

In order to facilitate student-centered learning, many authors suggest the use of media and technology, however, in this type of learning, technologies should shift their role from being convergence of information to a means of engaging students in thinking. More specifically, technologies should be used to pose problems to students, provide related cases and information resources, a social medium to support learning by reflecting (Wang and Woo, 2007).

Integrating multimedia into teaching and learning process has become a great concern and is an essential move for many educators in different parts of the world. Some of the developing countries like the Philippines is also trying its best to infuse and integrate multimedia in teaching and learning. It must be used and taught in all schools because the demand for the teaching innovations as well as the use of technologies in all parts of the world is fast changing.

Chavez (2005), a Brazilian educator, emphasized the need for innovations in education, especially in the context of tremendous technological advancements in the last few years. Chavez added that teachers of the 21st century education must have skills in employing different teaching strategies and methodologies. The teachers in this era must also be competent in communication approach and most of all in the cultivation of lifelong learning system with the classroom, everyday life and in engaging the community for social skills. Brenda Trofanenko (2005) also concludes that there is a general assumption within education that suggests that use of digital technologies is undoubtedly good.

Miller and Cinnamon (2013) supplemented the idea that as digital technology available for classroom use continues to proliferate, teachers are left with the challenge to implement tools that benefit their students' learning in meaningful ways. Social studies teachers and teacher candidates in methods course use digital technology, including digital tablets, to construct learning environments that model how historians analyze sources and found out that their students' projects varied considerable in quality based on the type of technology used. More notably, when the students used digital tablet applications, they created more substantive think-aloud modules that illustrate to evaluate and corroborate sources. They recommended how to use digital tablets in ways that allow social studies teacher educators, teachers, and secondary students to create knowledge about the past rather than merely receive it.

Oakley's (2008) research entitled "Preparing Future Teachers for 21st Century Learning" in partnership with the University of the Philippines, stressed that many teacher educators began to change from lecture style approaches in their teaching to student centered. Collaborative approaches and perceptions of "technology in teaching" have changed from technology skill development to the use of technology as part of an innovative approach to teaching.

In the Philippines, the Enhanced Basic education Curriculum or K to 12 system is newly introduced and its implementing ideas serve to answer the demands of time for students to be motivated and effectively understand their lesson. In the Department of Education Order No. 31, series of 2012 Implementing Guidelines of Grades 1 to 10 Enhanced Basic Education Curriculum dated April 17, 2012 states that

"The desired outcomes of grades 1 to 10 program are defined in terms of expectancies as articulated in the learning standards. Students are expected to demonstrate communicative competence; think intelligently, critically and creatively in life situations; make informed and values-based decisions; perform their civic duties; use resources sustainability; and participate actively in artistic and cultural activities and in the promotion of wellness and lifelong fitness."

In achieving these goals, all public and private elementary and secondary schools are enjoined to enhance the curriculum and are challenged to implement the guidelines in creative and innovative ways. In line with this, learning and teaching resources are in demand. As what Rolluqui (2013) said these extra efforts are being done to upgrade and update all instructional materials. Even if

the Department of Education is preparing the faculty members through trainings, seminars and providing them with syllabus accompanying the new curriculum, still, the confidence for the coming teaching assignments for additional two years in the system is very low.

Rolluqui (2013) affirmed that the faculty members are now strategizing teaching methodology for the subjects they have to handle by upgrading not only their knowledge but also the teaching materials they are to use in their classroom. The Learning and Teaching Resources according to DepEd Order No. 31, (2012) states that

“Modules shall be provided as the basic learning resource. These are self-instructional materials that lend themselves to independent and cooperative learning. For schools with connectivity, web-based resources and video materials are encouraged to be used to enrich and deepen students’ understanding.”

With the changing environment, most people are using different kinds of gadgets. Whether at home, in school or in the community, the daily routine of people especially the learning styles of students also advances. Children are now exposed to various modern gadgets and they easily adapt and learn from these. This scenario can be a positive impact and a modern medium as an advantage to the teaching profession. Teachers must know how and what children learn through this medium and make this medium available for classroom use in order to motivate students to learn.

Rolluqui's research (2013) also pointed out that with media education, teachers and students both achieve critical, analytical and creative skills that enable them to think independently, for them to become well-informed and active citizens of this nation.

Classrooms must be able to adapt to different needs of the learners and the lesson. Most of the classrooms in the Philippines are congested because of the rapid increase of population, but in order to adapt to the changes of the 21st century education, there needs to be a space wherein students can work quietly and reflectively. Mangali (2012) viewed that the threshold of the 21st century is an era characterized by rapid economic growth and technological changes. This period is expected to be marked by great changes in the development and delivery of learning and knowledge system. Computers have revolutionized life around the world. Most of the jobs available in the near future will be computer-related; as we move from an industrial economy to an info-driven economy, the need for training and retraining will flourish. Computers will play a major role in the cost-effective distribution of the required instruction. In addition, students should learn about computers so that they may be able to use them as multi-functional tools.

In this light, today's educators face a great challenge to address the adequately increasing range of student's needs. Perhaps now more than ever there exists a need for educators to productively incorporate technology as an

alternative method to enhance instruction. In some classrooms, teachers are not only using paper and pen visual aids but with sophisticated technologies like LED TV's, apple TV, Ipads, and Computers. They are also using different programs and applications like Prezi, Powerpoint, Youtube and the like which allow teachers to read, learn and download for their own teaching use, but the problem lies on the method, procedure and a guide on how to implement them inside the classroom.

In Leonides S. Virata Memorial School where the researcher conducted the study, the innovations and technologies are overwhelming since teachers are using their Imac, laptops and Ipads in their lessons, but obviously there is a need to have a validated set of instructional materials for multimedia that will serve as a guide in teaching and learning especially in social studies. (See Plate No. 3, Appendix L)

Social Studies is one of the subjects that is difficult to understand. Students have a hard time understanding the connection of events to present and real-life situations. It takes a lot of effort for the teachers to convince and motivates learners to appreciate Social Studies. As what Russell (2010) expressed, students often consider Social Studies to be dull and boring and also, they fail to see its relevance in their daily lives. He stated that teachers often rely solely on text, lecturing, worksheets and traditional tests as methods of learning

but research concludes that students have more interest in a topic when a variety of teaching methods are implemented.

In this regard, there is a need to produce positive and supportive strategies and instructional materials for Social Studies. Teachers should create opportunities for the students to enjoy, to develop their interest and to improve their Social Studies performance skills and achievement at the same time. The answer lies in the development of multimedia-based module in Social Studies to motivate students to enjoy while learning and develop their interest not only to achieve academic excellence, but also for them to be competitive and innovative as what the 21st century students should be.

The Philippine Normal University Research Agenda (2013-2015) also responds to the K to 12 Program of the government by stressing that researches should include topics that are geared toward the conduct of researches that address issues or problems related to the implementation of such program like identification of effective teaching approaches and development of instructional materials. The researcher also believes in the University's mandate on assisting the Department of Education (DepEd) to establish and maintain a complete, adequate and integrated system of basic education relevant to the goals of national development. The researcher also found out that in the past researches, only the development of lesson plans were validated and used in classroom set up in almost all subjects. Records also show that there are limited studies on the

integration of technology or computer-assisted instruction in teaching and learning process but none on module development especially in Social Studies. There is also a paradigm shift in the curriculum that is why there is a need to adapt this new curriculum. It is the first time that there will be a study that would develop multimedia-based module on K to 12 Asian Studies and establish its validity in teaching and learning.

It is therefore the aim of this study to develop multimedia-based modules and establish its validity for K-12 Social Studies students of Leonides S. Virata Memorial School and is currently taking up Asian Studies.

Conceptual Framework

The Enhanced Basic Education Act 2013 or the K to 12 seeks to provide a quality 12-year Basic Education Program that each Filipino is entitled to and a system of education relevant to the needs of the people, the country and society. It is rooted on sound educational principles and geared towards excellence, the foundations for learning throughout life, the competence to engage in work and be productive, the ability to coexist in fruitful harmony with local and global communities, the capability to engage in autonomous, creative, and critical thinking; and the capacity and willingness to transform others and one's self. (Sec. 2. Declaration Policy. Enhanced Basic Education Act 2013)

Davantes (2006) posits that teachers should try using technology-based instruction in teaching their respective subjects. Since computer is a valuable tool

for teaching, the teacher should take the initiative to learn on how to use it. The school administration should provide trainings on the use of computer for teachers. The school administrators should offer teachers the opportunity to use different kinds of technology for instruction.

Curabo (2005) affirmed that nowadays educators are facing an actual revolution in the traditional ways of teaching and learning, brought about by multimedia information technology applied to education. Using modern computer technologies for organizing the education process is a very popular trend. Integrating technology into the classroom is essential in fostering a 21st century teaching and learning classroom. Today's teachers face a formidable challenge to address adequately an increasing range of student's needs. Perhaps now more than ever, there exists a need for educators to productively incorporate technology as an alternative method to enhance instruction.

From straightforward overheads, maps and graphs-useful for teaching support-to the more complex multimedia software incorporating animation, sound and video, computers help to capture the student's attention and provide a visual means of learning.

Many studies also showed the positive effect of the use of instructional material in teaching and learning like Palacio (2008), whose modules in Araling Panlipunan IV (Ekonomiks) are found very reliable and effective. In his study, he stated that he affirmed his belief that the function of modules is to continue and

improve the teaching- learning process especially in the case of physically challenged students and those in remote areas deprived of books. He encouraged the teachers to keep responding to challenges brought by innovations in the educational system.

Modular Instruction method moves away from the Lecture-Listen Method. It is an approach that is proven to be effective in the learning process of the Students. Students are given the modules of which they need to read the concept and perform the given activity either in or out of the classroom. The students learn in their own style while the teacher is just a facilitator.

According to Sasot (2014) the development of modules and other teaching materials is an appropriate initiative of a teacher who has utmost concern on every learning output of the students. He cited the Richard Arrend's Theory on effective teaching which stresses the characteristics of an effective teacher as *"one who has the repertoire of best strategies that can help him/her improves the teaching learning process."* He added that the teacher's innovative style and creativity help the students to acquire necessary skills.

This study focuses on the development of multimedia-based module in K to 12 Social Studies Teaching as an instructional material for students and teachers of Leonides S. Virata Memorial School and establish its validity using the different kinds of multimedia which are available in our school like the Imac, LCD Projector, apple TV, sounds, animation, still pictures and videos. Of course,

with our learners today who are very well connected to technology, it is also great if throughout social studies teaching, students would be able to learn technologically inside or outside the classroom.

The researcher developed and validated a good multimedia –based module using an appropriate multimedia that will suit the learning competencies offered by the Enhanced Basic Education Curriculum. The multimedia-based modules will surely be beneficial for Social Studies students who can create a good academic achievement and can easily apply the knowledge and skills of 21st centuries in real life situation. As 21st century educators and learners, the challenge of a good model instructional materials can create a 21st century skills (critical thinking and problem solving, contextual learning skills, communication, information and media literacy, creativity and innovation skills and collaborative skills) that will make the educators and learners become innovative and competitive.

In coming up with the idea of developing and validating the modules, the researcher referred to some designs like the Instructional Systems Design which consists of Five (5) Phases, namely: Analysis Phase; Design Phase; Development Phase; Implementation Phase; and Evaluation Phase which is also known as ADDIE Model. The term instructional design as defined by Smith (2005) refers to the systematic and reflective process of translating principles of learning and instruction into plans for instructional materials, activities,

information resources and evaluation. Careful systematic plans is important no matter what media of instruction are used in implementation Instructional design is critical when the medium of instruction is something other than a teacher, and when it is possible that a teacher may not be available or prepared to compensate for poorly planned instructional materials.

According to Walter (2001), issues related to performance technology, computers and constructivism are important because they are influencing the field of instructional design. Instructional systems design has been most heavily influenced by the work of Robert Gagne. It is a performance-oriented model stressing the identification of skills that students need to learn and the collection of data to revise instruction.

Constructivism is a relatively recent branch of cognitive psychology that has had a major impact on the thinking of many instructional designers. Constructivist thinking catered on the idea that learning is always a unique product “constructed” as each individual learner combines new information with existing knowledge and experiences.

The constructivist approach requires the teacher to create an environment where students can experience the lesson and not merely memorize the concepts being explored and learners are free to construct new meaning within the context of their current knowledge, experiences and social environments. The computer with its ability to present text, graphics, video, animation, and sound in

an integrated way and its ability to facilitate collaboration across the globe provides an effective means of both creating and enhancing a constructivist learning environment. (Brooks, 2011)

Instructional Systems Design was adapted because of the following advantages: (1) it encourages advocacy of the learner; (2) supports effective, efficient and appealing instruction; (3) supports coordination among designers, developers and those who will implement the instruction; (4) facilitates dissemination; (5) supports development for alternate embodiments or delivery systems; (6) facilitates congruence among objectives, activities and assessment and (7) provides a systematic framework for dealing with learning problems (Smith, 2005)

Instructional Systems Design moved towards a synthesis of elements of the various instructional theories and advancements from cognitive science and educational technology. The notion of developing a single, most effective approach to all instructional situations was replaced by attempts to find the best approaches to achieve specific, well-defined performance outcomes in terms of knowledge and cognitive processes. The emphasis was on instructional variables and conditions based on individual learner progress and need. That is, by assessing the learner's progress, the learning need could be established from which appropriate instructional strategies, sequences, and media could be determined. The role of the instructor continued to change to reflect more

flexibility in the learning environment. The role of technology changed as well, as instructional design researchers worked with computer software specialists to develop interactive instructional systems (Tennyson, 2010)

Under the umbrella of Instructional Systems Design is a model known as ADDIE which consists of Five (5) Phases, namely: Analysis Phase; Design Phase; Development Phase; Implementation Phase; and Evaluation Phase which also caters the learning theories of cognitive psychology, constructivism and educational technology.

Analysis Phase involves needs analysis and task analysis like researching and gathering of data about development of modules and the use of multimedia in modular teaching especially in Social Studies and analyzing the results of the self-rating competency checklist on Asian Studies as well as the multimedia used in teaching.

Design Phase involves outlining the strategy for how to reach the instructional goals determined during the Analysis Phase like designing lessons based from the learning objectives and competencies based from the respondents need and choose an instructional approach, develop or modify assessment instrument and instructional strategy.

Development Phase entails building all forms of instruction necessary to execute the learning strategy and any supporting documentation. It includes instructional activity guides and materials appropriate for the mode of delivery.

The process begins with the preparation of the introduction, pre test, content and post test which includes the maximized use of different multimedia features such as graphics, audio, text, video and animation.

Implementation Phase is the actual delivery and try-out of instructional activity in a way that ensures student involvement and transfer of necessary skills to the job setting. This includes the delivery and distribution of the materials to the students for try-out and experts for evaluation. In this stage, the multimedia-based modules were also presented to the experts in the field of information Technology and in Asian studies for the first time until the final revisions.

Evaluation Phase means the effectiveness and efficiency of the instruction based on observation and comments from experts. The researcher made sure the materials achieved the desired goals based on the criterias from the instruments and based from the expert's comments. The experts evaluated the multimedia based module using criteria adapted from Navita (2010). After the evaluation stage of module development with the experts and peers, the comments suggested were listed down. The researcher made notes on the revisions made. A final copy of the multimedia based module was prepared. The comments, suggestions and recommendations were integrated in the presentations to maximize the effectiveness of the multimedia based modules.

The ADDIE Model or the acronym for Analysis, Design, Develop, Implement and Evaluate.

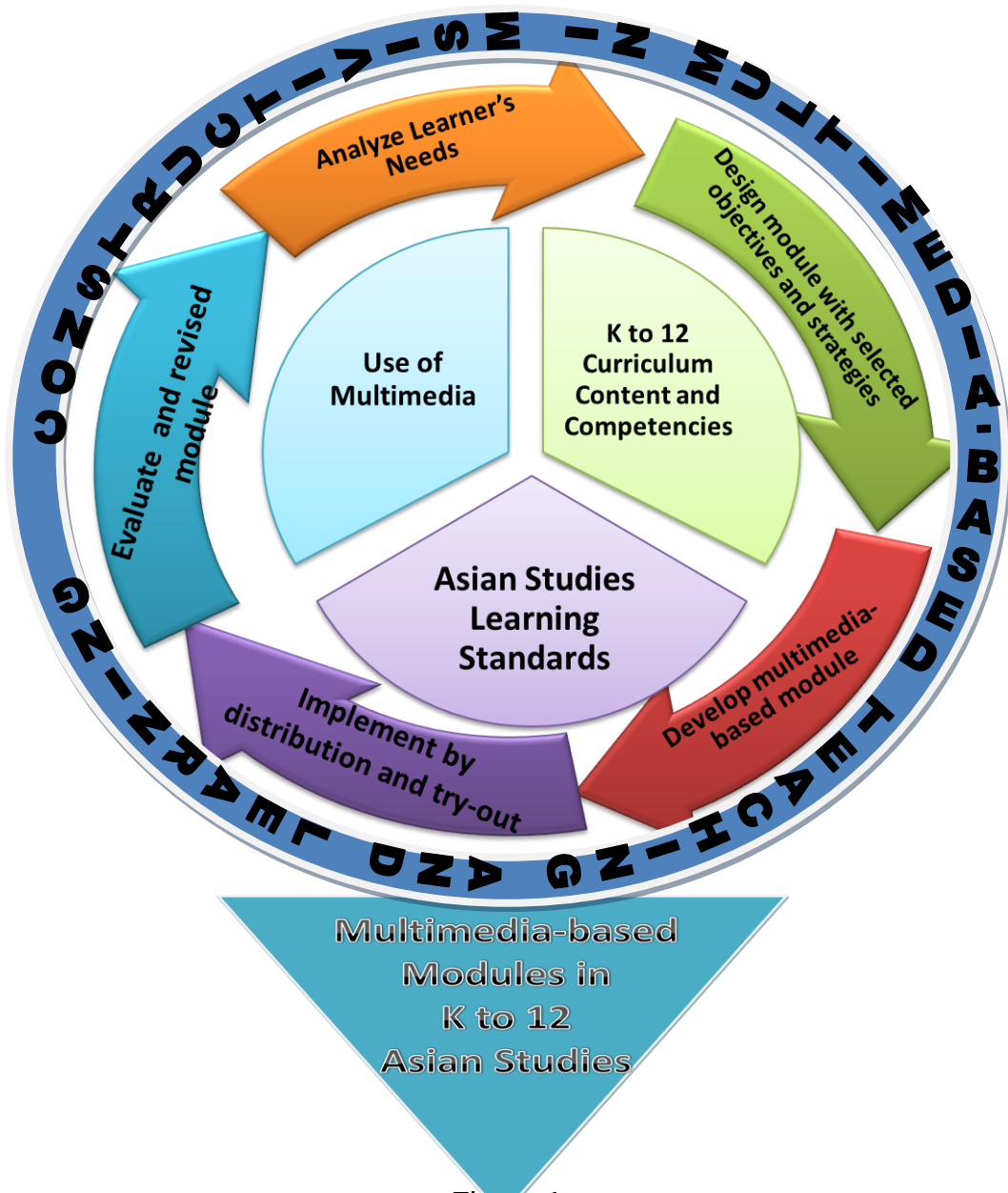


Figure 1
Conceptual Framework showing the hypothetical relationships between the process and variables of this study using the ADDIE Research Design.

The Conceptual Figure summarizes the concepts, variables and process of the study using the ADDIE Research Design. The three core components of the developed module are the Enhanced Basic Education Curriculum or K to 12 Curriculum Content and Competencies, the Asian Studies Learning Standards and the use of Multimedia. Without this, the process of developing the Multimedia-based module using the ADDIE will not be possible. This ADDIE Model shows the circular pattern on developing an instructional material like the module which is continuous. It may start by analyzing learner's needs, designing the module with the selected content and competencies, development and validation of modules, implementation through try-out and evaluation based on experts final comments until desired outcome is achieved. The goal of the researcher is to come up with a teaching material like the multimedia based module which can be of great help for the students and teachers in achieving these desired outcomes. The developed multimedia-based module, the end product of this study, will surely benefit all the sectors in our educational system most especially the social studies teachers in the field of Asian studies.

Statement of the Purpose

The main purpose of the study is to validate multimedia based module in K to 12 Asian Studies. Specifically the researcher aims to:

1. Determine the needed content and competencies based from Asian Studies K to 12 Curriculum to be included in the development of modules.
2. Choose an Instructional Approach, adapt assessment instrument and instructional Strategies using multimedia appropriate for the content and learning activity.
3. Develop and try-out multimedia based module in Asian Studies
4. Assess the modules in terms of:
 - a. Objectives
 - b. Content
 - c. Design Characteristics
 - d. Suitability of the Approach
 - e. Evaluation
5. Prepare the final form of the modules.

Scope and Delimitations of the Study

The study aims to develop a Multimedia Based Module in K to 12 Asian Studies which is inspired by the learning competencies from the Enhanced Basic Education Act of 2013 or K to 12. The focus of the study is the Leonides S. Virata Memorial School because it has the capability to apply multimedia based

modules in a classroom set up with its newly acquired multimedia. Schools nearby also have computers but it is best to experience the study on a newly upgraded and developed multimedia. The students consisting of only three sections namely: Grade 8 Onyx, Grade 8 Agate and Grade 8 Chromite respectively who are taking up Asian Studies will use the module for the try-out. Asian Studies was chosen by the researcher because there are a lot of multimedia materials available from the web and other sources, but they are not used properly in modular set-up. The researcher choose to develop a multimedia- based modules because the multimedia available in the locale should be used effectively as a medium of learning especially during these innovative days.

The bases for the selection of topics and competencies used are the Learning Standards of the Enhanced Basic Education Curriculum 2013 or K to 12 and the multimedia based modules validated by four experts in teaching of Social Studies specifically Asian studies using the assessment rubric. Two lessons in each grading period were included on the development of modules which was based from the results of the self-survey competency checklist as well as the multimedia needed in each lessons were also based from self-survey competency checklist on multimedia. The multimedia-based modules for Asian Studies were designed for offline viewing so that students will automatically view the multimedia without any interference and disturbance.

Significance of the Study

21st century students are used to interact with hypermedia, in downloading music on their cell phones, in consulting a library database on their laptops and in beaming instant messages while watching television or playing videogames. Levesque (2008) also said that twenty-first century students are actively involved in social networks and have little patience for classroom lectures, content driven books, and standard literacy tests. She added that in this period of apparent “discontinuity” with past generations, it may seem futile to have young learners read passages from authorized textbooks or to introduce them to primary sources written in a seemingly “foreign” language from historical actors so distant from their busy, technological lives. From this perspective, according to Levesque (2008), the question should no longer be about whether to use digital technology but rather how to use it to further the acquisition and development of expertise in domains of knowledge.

This study aimed to develop multimedia based module in K to 12 Asian Studies. It could provide an empirical proof whether the use of multimedia based modules can motivate its students in learning Social Studies.

To be specific, the result of the study could tell the effectiveness of multimedia based modules as an instructional material in K to 12 social studies that will be developed. The developed multimedia based modules could enhance the teaching-learning process for it considered the needs of the students and

teachers in social studies of 21st century students as well as in the K to 12 classrooms.

Hence, this would be of advantage to the teacher for he/she could easily get the interest of the students and deliver the lesson easier and simpler for he/she would serve as facilitator of learning. The developed instructional materials would benefit the teacher for the preparation of instructional materials will no longer be repeated; it can even be used by other teachers teaching the subject. It can be of help in both teachers and students in improving the teaching and learning process. Furthermore, the materials could enhance learning and provide more motivating environment for students.

The effectiveness of the developed multimedia based modules in changing the teaching and learning process will be empirically tested. The material could be the gateway for the wide use of multimedia based module as an instructional material in social studies by the teachers after seeing the effects and its capabilities in teaching-learning process.

The result of this study will yield relevant findings which could be of value to students, teachers, educational planners, school administrators, parents, and other stake holders and foundations.

For the students as recipients of knowledge and being the main target of skills developed by means of developed 21st century skills in social studies,

learners can easily apply practically in everyday life and to meet the challenges and innovations and become a competent and competitive learner.

For the teachers, especially in the Social Studies subject, this study will give them more ideas in handling routines in the classrooms by utilizing activities that will eventually enhanced learning retention of the students. The developed instructional materials can help them become more efficient and effective on using multimedia based module and will serve as a guide, enabling teachers to adapt to innovative instructional approach, thus, improving and enriching the learning technique and multimedia used inside the classroom.

For educational planners who continuously conduct studies to improve education, this study will serve as basis for the development of innovations in teaching methodologies and strategies by identifying the academic needs of the learners and can assess the effectiveness of a certain lesson to set academic standards.

For the school administrators who will evaluate the effectiveness of teacher's methodologies and strategies in the classroom. It will further serve as an eye opener for better strategies to elevate students' academic performance. The school administrators can provide teachers' training and other professional development activities to improve classroom instruction and academic achievement of the learners.

For the Parents, this study may help them realize their children's educational needs, produce support and acceptance of their child's abilities, capabilities and weaknesses as well especially on using various forms of multimedia.

For other stakeholders and foundations, who willingly want their teachers to grow professionally, the Faculty Development Program that grants scholarships to teachers who would like to pursue graduate studies is the best option, thus, this study will serve as a motivator and also an eye opener that there such a scholarship grant given like from Rio Tuba Nickel Mining Corporation (RTNMC) and Coral Bay Nickel Corporation (CBNC) through Rio Tuba, Nickel Foundation Incorporated.

Finally, this study will serve as a relevant material for reading when educators desire to learn more about development of multimedia based modules and instructional materials and to those interested to use and adapt innovative ideas of learning. To the future researchers, this study will serve as a guide to develop a more innovative and concise modules in their field of expertise.

Definition of Terms Used in the Study

To provide complete comprehension of the study, the following terms were conceptually and operationally defined.

ADDIE Model. This model is also known as the acronyms of Analysis, Design, Develop, Implement and Evaluate. It is under the umbrella of Instructional

Systems Design which provides a road map to guide designers and instructors to achieve its goal. In this study, it is the chosen model and design of the researcher to come with a process on developing a Multimedia based module in K to 12 Asian Studies. **Analysis Phase** involves researching and gathering of data and analyzing the results of the self-rating competency checklist on Asian Studies as well as the multimedia used in teaching; **Design Phase** involves designing lessons based from the learning objectives and competencies based from the respondents need; **Development Phase** is the development of modules which includes instructional activity guides and materials appropriate for the mode of delivery. The process begins with the preparation of the introduction, pre test, content and post test which includes the maximized use of different multimedia features such as graphics, audio, text, video and animation. **Implementation Phase** is the actual delivery and try-out of multimedia-based modules to students after it was presented to the experts in the field of information Technology and in Asian studies for the first time until the final revisions and **Evaluation Phase** means multimedia-based modules achieved the desired goals based on the criterias from the instruments and based from the expert's comments.

Constructivism. the idea that learning is always a unique product “constructed” as each individual learner combines new information with existing knowledge and experiences (Brooks, 2011). In this study,

constructivism is integrated in the development of multimedia-based module to enhance the student's ability to construct their own knowledge.

Constructivism in Multimedia. creates an environment where students can experience the lesson within the context of their current knowledge, experiences and social environments with the use of computer with its ability to present text, graphics, video, animation, and sound in an integrated way and its ability to facilitate collaboration across the globe provides an effective means of both creating and enhancing a constructivist learning environment. (Brooks, 2011) In this study, it refers to the students construction of knowledge in using the multimedia based modules through presentation of text, graphics, video and animation.

Development. This refers to the method of constructing instructional materials like modules needed for a certain purpose (Samson and Guiab, 2002). In this study, it refers to the step by step procedure in developing multimedia based modules in Asian Studies.

Enhanced Basic Education Act 2013. A 12-year Basic Education Program that is rooted on sound educational principles geared towards excellence and foundations of learning throughout life, the competence to engage in work and be productive to be able to coexist in full harmony with local and global communities (Sec.2 Declaration Policy. Enhanced Basic education act 2013).In this study, the researcher has chosen this current program in order

to adapt the changing educational system and the learning standards that it provides must be achieved in developing the multimedia based modules in K to 12 Asian Studies.

Experts. These are the teachers of Asian Studies who have finished Bachelor of Education major in Social Science and History as well as teachers in multimedia and Information Technology who have an experience in their specialization for at least 5 years. In this study, the experts are the knowledgeable Social Studies and Information Technology teachers who validated the multimedia based modules prepared by the researcher.

Instructional Materials. These are items having intellectual content that by design serve as a major tool for assisting in the instruction of a subject or course. (Handbook for Instructional Materials of Florida, 2008). In this study, Instructional materials are composed of modules and multimedia imbedded in the module that will be validated by the researcher and the experts.

Learning Standards/Competencies. It is a set of desired outcomes of grades 1 to 10 program and are defined in terms of competencies. (DepEd Order No. 31 s. 2012) As used in this study, it refers to the set of objectives or learning competencies in Asian Studies as the basis of the lesson, content, exercises and activities in the proposed modules.

Modules – these are the materials developed by researchers, teachers, or any individual and are self contained instructional materials used in the study of any specific subject (Kim, 2006). In this study, module is defined as a

validated instructional material which will be used by the students to learn Asian Studies easily.

Multimedia. This refers as a presentation or a program involving the use of multimedia data types such as audio, video, graphics, text and images. (Acuna 2010). In this study, it refers to the gadgets as an instructional material that produces an audio, video, graphics, text and images that were used in validating a module.

Multimedia-based modules. In this study, it refers to the validated set of instructional materials and procedures developed by the researcher with the use of multimedia such as audio, video, graphics, slide presentations, text and images with the use of LED TV, Ipad, Imac and Apple TV.

CHAPTER II

REVIEW OF RELATED LITERATURE AND STUDIES

This chapter presents the related literature and studies from various sources which provided the background for the study with relevant theories and readings from various books, conference papers, research journals and internet sources which served as the basis in conceptualizing the research problem. It also gives direction to the study and substantially supported the major thrust of this research.

On Using Multimedia as an Instructional Material in Classrooms

As multimedia available for classroom use, teachers start to use multimedia materials in their class because it is fun and beneficial. Teachers also perceive that multimedia presentations have a certain amount of entertainment value for students. Multimedia Technology allows teachers to bring the real world to the learner through the combined use of two or more media such as sound, images, text, animation and video. To the visual learner, and to some extent, to the verbal learner, such a connection to real world learning should serve as a factor in motivating students to seek additional connections in constructing further knowledge through discovery and problem solving. Technologically, the computer specifically can assist learners by acting as a personal tool that empowers the learner to become independent (Curabo 2005).

In using Instructional technology, Ornstein (2000) recommended the following focus steps: (1) prepare the students for what they are going to see, hear or do; (2) arrange conditions to show special materials under the best possible conditions so they do not interrupt the momentum of the lesson; (3) operate the equipment efficiently; and (4) summarize the experience or follow it up with a discussion.

Orstein (2000) further indicated that the experienced teacher would be able to use a variety of materials in multimedia approach in any subject to vary the learning experiences as students have varied interests and abilities that nevertheless what they learn also depends on the ability of the teacher to capture their attention and speak their interest through the use of appropriate instructional materials and media.

Multimedia programs and materials are key tools of schools who would like their learners to become competent and competitive. Multimedia as an instructional material helps teaching and learning in achieving focused attention, critical thinking, understanding and imagination on the part of the students. On the other hand, the teacher who has a repertoire of good visual devices at hand usually maintains full class attention. It is emphasized that schools are the neediest destination for multimedia and the school's multimedia resources provoke radical changes in teaching process and teachers may become more

like guides and mentors along a learning path. Teachers are not only the primary provider of information and understanding to students.

Jagmis (2010) describes that creativity is evident in multimedia teaching and learning when expounding on the idea or thought from the starting images showed by the teacher. The higher thinking skills of the students are developed as soon as they view educational films and allow them to answer the questions why and how and let them analyze. Today, multimedia technology has forever changed the way learners access, process, and communicate information they comprehend (Bayani, 2011).

There are studies showing the effectiveness of multimedia in a variety of lessons like Dasig (2009) in her study on “The Effect of Multimedia on Students’ Performance in Technical Drawing,” which noted that effective teaching depends to a great extent on how well the teacher can meet the varying needs of the learners. Learning is effective if the learner reacts as a total organism to a total situation in his environment. Some learn best by hearing, others by seeing and still some by manipulation or doing. Different instructional aids and devices were used to facilitate fast learning process and acquisition of skills and knowledge. All have been proven useful; yet, the use of different instructional materials does not end with just using a simple to a complex teaching aids or devices in teaching.

Woo (2004) also conducted a study on “Multimedia program in Teaching Basic Automotive Technology,” and the findings showed that students learned

more effectively when they were exposed to the multimedia program while Solijon (2009) in her study on “The comparison of Multimedia instruction and the Traditional Methods in teaching Biochemistry,” determined and compared the level of performance of second Year BSRT Students of Iloilo Doctor’s College. She employed the experimental research method specifically, the static group comparison approach. Based on the findings and conclusions, student’s exposure to the use of multimedia instruction and to the use of technology were factors that determined their level of performance.

Aquino (2011) expounded that multimedia activities encourage students to work in groups, express their knowledge in multiple ways, solve problems, revise their work, and content knowledge. The advantages of integrating multimedia in the classroom are many. Through participation in multimedia activities, students can learn the following: a) real-world skills related to technology; (b) the value of teamwork; (c) effective collaboration techniques; (d) the impact and importance of different audiences; how to present information in compelling ways; (f) techniques for synthesizing and analyzing complex-content; (g) the importance of research planning and organizational skills; (h) the significance of presentation and speaking skills (i) how to accept and provide instructive feedback; and j) how to express their ideas creatively. There are however, some constraints in using multimedia in the classroom including (a) technological resources, both hardware and software; (b) technological skills, for both the students and

teachers; and (c) time required to plan, design, develop and evaluate multimedia activities.

According to Stronge (2004) researches conducted in the past decade demonstrate the effectiveness in teaching that depends on teachers' knowledge of the content area and the methods used. In 1983, the Board for Professional Teaching Standards (NBPTS) in the U.S made a research about effective teaching and established that the teachers should be committed to students and their learning and that they should know the subjects they teach and should learn how to teach those subjects to students. Also, they should also be responsible for managing and monitoring students' learning and for enabling them to think systematically about their practice and learn from reflection.

Economist John Kenneth Galbraith as cited by Cabigao (2007) defines technology as a systematic application of scientific or other organized knowledge to practical tasks. The word technology has always had a variety of connotation ranging from mere hardware to a way of solving problems. The developers of programmed instruction called it technology for learning. They believe that what was really important is the process of analyzing learning tasks, breaking them down into components and then devising the steps necessary to help the learner master those tasks.

With the rise of modernity many technologies were created for convenience and welfare of humanity. With this fast advancing technology, the

youth of today face the challenge to cope up with the trend to meet the needs of the students. The school is in a great dilemma on how to direct the attention of the learners towards their academic responsibilities rather than their personal diversions. Learners have short learning span nowadays. They do not pay attention to what the teacher says or does without any visual aid. To get the full attention of the learners, the teachers should use multimedia in teaching and make the lessons more interesting significant and relevant.

It is believed that teachers create a participative learning climate and learning is at its best if the learners are properly motivated so teachers must upgrade their skills by providing the best illustrated lessons, visual aids and using available multimedia materials in their respective schools and institutions.

On Multimedia-based Teaching and Learning in the K to 12 and Social Studies

Multimedia refers to the marriage of video, sound, graphics, text and images within a single information delivery system and these programs help Social studies Teachers to assemble multiple types of information about topics in the form of photographs, video and animation sequences, charts and graphs, text, sound, and graphics. The sources of this information include print materials as well as videodiscs, CD-ROMs, Web sites on the Internet, audio-recordings, scanned images, and digital camera slides. The evaluation of multimedia in Social Studies can be viewed from two perspectives: (1) students and teachers

as users of commercially developed packages, and (2) students and teachers as creators of multimedia presentations. Use of commercially-prepared multimedia can help Social Studies Teachers provide variety of instruction and just as importantly, can offer opportunities for in-depth exploration of ideas and questions. Social Studies teachers can incorporate multimedia through a variety of maps, historical footage, excerpts from famous speeches, photographs, interviews, and graphs that add a powerful component to learning.(Rose and Fernlund 1997)

Information and Communication Technology (ICT) curriculum standards for K to 12 schools in the Philippines will serve as a framework for technology integration in various academic content area instructions from kindergarten through grade 12. It also functions as a guide for curriculum decisions by providing student performance expectations in the areas of knowledge, skills and attitudes, and provide examples of classroom activities and instructional strategies utilizing ICT that will guide teachers as they design instruction to help their students meet learning expectations.

According to Bonifacio (2000) ICT must be used and taught in powerful and meaningful ways and educators should find ways to integrate technology in the learning process. He also believes that the first step is to accept the need to formulate these standards, know and prepare for the challenges ahead, have the will to pursue it by utilizing whatever resources are available, and be able to carry on the appropriateness, effectiveness and sustainability of ICT integration in

schools, keeping in mind that its success lies in the hands of Filipino educators who are committed to make their education system work in the midst of many barriers to learning.

The researcher believes that developing these standards is a decision making process that will dictate how Filipino students will acquire ICT concepts and skills to help them achieve the greater benefits of learning. ICTs can be used to improve the quality of learning. They can promote learner motivation, mastery of basic concepts, and the development of higher order thinking and lifelong learning skills.

Recent developments have created new opportunities for powerful social studies teaching assisted by ICT. Information and Communication Technology in education is more versatile than they were a decade ago. Today, Social Studies teachers can easily find engaging programs and activities using the right combination of hardware and software, may it be audio, video, animations as well as powerpoint slides or through the use of multimedia like laptops, Ipad and other computers. Garo (2008) defines Educational Technology as the development, application and evaluation of systems, technique and aids to improve the process of human learning.

According to Salaway, Caruso and Nelson (2008), in today's secondary school and university students, technology plays an integral part in their learning experiences and Prensky (2001) added that students are "digital natives" and no

longer does it suffice for a history or Social Studies teacher to present an overhead and have students to take notes. No longer is it viable for a museum to count on traditional exhibits to attract new visitors. Thus, according to Levesque (2008), teachers must be flexible in their use of knowledge to design successful lessons adapted to their audience with the most effective learning tools at their disposal. His article entitled "Why can't you just tell us? Learning Canadian history with Technology," addresses some of the fundamental questions of digital technology in education from a disciplinary perspective. Using history or Social Studies as a domain of knowledge, it first reviewed the research base related to inquiry-based learning and digital technology in the history classroom, focusing on the findings from a study with a digital history program.

Westera, W. (2005) added that lack of vision, lack of consensus and lack of policy on how to integrate ICT in education consistently, are not very helpful either. ICTs, cannot by themselves resolve educational problems in the developing world, as such problems are rooted in well entrenched issues of poverty, social inequality, and uneven development.

Computer literacy is more of a necessity rather than a mere luxury for it has become one of the essential requirements in applying for a job. It is therefore imperative for curriculum planners to take into great consideration the inclusion of computer literacy in all curricular programs. In school, it facilitates learning and through this learners get interested in acquiring knowledge. It increases their

desire to discover, experiment, manipulate and experience new things that make them learn. Generally, all learning institutions try to utilize computer as a means of educating or shaping the minds of students for them to be globally competitive, intellectually competent, service-oriented and open to growth. (Ferdinez 2012)

Educational thrusts of the 21st century are focused in the democratization of education so that the Filipinos can enjoy a better quality of life characterized by social responsibility and economic prosperity. Reforms in education have continually been in progress on response to the unending search for excellence which are allied to the advancement of technology. Drastic changes on our educational system are inevitable because of the recent demand of sophistication to keep abreast with the accelerating changes in technology. (Valdez 2011)

Mangali (2012) stressed that nowadays educators are facing an actual revolution in the traditional ways of teaching and learning brought about by multimedia information technology applied to education. The use of technology has become a popular trend. Integration of technology in the classroom is now essential in fostering a 21st century learning classrooms.

In line with this, Fabie as cited by Respicio (2013) enumerated seven key steps in developing interactive lessons: (a) select the appropriate subject for the activity to be delivered; (b) provide practical and locally-based hypothetical principles; (c) decide an approach of testing pupils' understanding; (d) Select

user-friendly and interactive quality model, which would not require any programming experience; (e) develop a functional and easy to use computer-based instructional aid with a variety of information for the users to access, such as text or still graphics; (f) reinforce the content with motion video clips and audio narration to assist students during a teacher's absence; and (g) Evaluate the developed teaching/learning material and computer-based instruction.

Activity supported by multimedia is empowering. It shifts the focus from teachers giving answers to students seeking understanding and explanations. Nonetheless, "new learning" using multimedia tools is not meant to replace teachers. Despite the shift in focus, teachers are still expected to create compelling questions to guide the students. The teacher, at best, provides an opportunity for learning to learn (Mangali, 2012).

In this light, today's educators face a great challenge to address the adequately increasing range of students' needs. Needless to say, there exists a need for educators to productively incorporate technology as an alternative to enhance instruction.

Gray (2012) claims that today's teachers are generally expected to utilize some form of Information Communication Technology in regular teaching practice. The use of ICT in the classroom can create innovative teaching opportunities for student-centered learning. However, it is easy to get caught up in the "hype" of technology and use it non-effectively simply for the sake of using

it. A teacher can still use a projector or classroom computer to take students on a virtual field trip. A projector hooked up to the teachers' computer is a useful piece of technology to have in the classroom to make modelling more effective. As students sit on their desk, the teacher can use the projector to model how to use a search engine to find information.

As teachers adjust their teaching to effectively match the new digital world of information and communication technology (ICT), they must be clear on what basic knowledge, skills and values that need to be developed by 21st Century Digital Learners. These basic literacies will not replace the 3 Rs (reading, writing and 'rithmetic) but they will be complemented by six essential skills to equip students for success in the millennial world.

On Using Multimedia-based Modules as an Instructional Material in Social Studies

A module is a set of instructional materials and procedures that contains within it the basic elements of instructions: objectives, learning activities and evaluation. The concentration of this approach is the learner learning by himself, placing him in focus instead of the teacher, thus making possible the giving of individual attention to each student (Navita, 2010).

This can also be defined as a self-instructional printed unit of instruction that has an integrated theme, provides students with information needed to

acquire and assess specific skills and knowledge, and serves as one unit of a total curriculum. The instructional module needs to be systematically designed to facilitate learning without the constant supervision of a teacher (Dick and Carey, 1990).

According to SEAMEO Regional Center for Instructional innovation and Technology as cited by Samson and Guiab (2002), the following are the general characteristics of a module, although no single module may contain or possess all the characteristics. It contains a set of well-defined systematically organized learning opportunities. It is a self-contained, independent instructional material. The objectives are clearly defined so as to give direction and focus to the accomplishment of the teaching-learning process. Its objectives and activities are properly sequenced which is necessary because they inculcate the knowledge and skills, which are prerequisites for specific learning tasks. It has a means of evaluating the work. Since it requires mastery of the subject matter and the achievement of objective set, the clientele have understood the material before moving into the next lesson.

It is written in clear, correct language suited to the level of the target learner. It is oriented to the real world. The learning activities suggested in a module involve the learners in real life situations. It encourages individuals to learn independently by pacing themselves in progressing at their own rate.

Dick and Carey (1990) stressed that the instructional module needs to be systematically designed to facilitate learning and should require the learner to interact actively with the instructional materials rather than simply allowing them to read the material passively. He enumerated the characteristics of a module which, according to him, is similar to Gagne's instructional events in conventional face-to-face teaching. The module has to get the learner's attention, should state instructional objectives, introduces the topic, recalls previous learning and present new materials, provides examples and answers as well as practice and feedback, select appropriate media and learning strategies and gives remedial and enrichment activities. Basically, a module is devised into several components or parts. Lardizabal et al. (1999) stated that the following are the essential parts of a module: (a) statement of the purpose or rationale of the module; (b) the pretest which will show how prepared or unprepared the student is for the module; (c) the objective, which state what the students are expected to know, do or feel after accomplishing the module; (d) the instructional activities which serve as study guide which may enable the student to meet the objectives, if done; and (e) the posttest, which measures what the students have acquired from the module or if they have mastered the lessons. Modules have many advantages for both the teachers and the learners. He enumerated the following advantages in using module for the students. The students work at their own pace, assume responsibility for their learning, find that textbooks are not the only sources of learning, know exactly what they have to learn, encouraged to master

the modules and the competition for grades is produced. He also cited the following advantages on the part of the teachers in using modules. They have time to pay attention to individual learning problems, identify the problems earlier, free to serve as resource persons to answer questions, and to help those who need help and better cooperation between the teacher and the students.

Social Studies teachers and students can be multimedia creators. Some teachers have become producers of their own multimedia lessons like powerpoint presentations and audio-video recordings while students can create individual or group presentations that provide evidence of their understanding of the Social Studies content and their own perspectives but working on this requires technical skills, access to multimedia and sufficient time to create.

According to Rose (1997), Social Studies is meaningful when students learn networks of knowledge, skills and values that are useful in and out of school. By their design and organization, technology-based products can represent it in powerful ways. Meaningful Social Studies is also promoted by the ways topics and content are presented and developed.

In the study of Tuquero (2012) entitled "The Teaching of Araling Panlipunan in the Province of Tarlac," she described the teaching of Araling Panlipunan in terms of its curriculum, resources, methodologies and strategies, and student's performance. The result of the study showed that the students' performance in Araling Panlipunan was high average. From the first year to the

fourth year level, the most learned and least learned skills are on the cognitive domain of learning. It was explained that teaching Social Studies powerfully and authentically began with a deep knowledge and understanding of the subject and its unique goals. Social Studies program prepares students to identify, understand and work to solve the challenges facing our diverse nation in an increasingly interdependent world. He added that Social Studies teachers are challenged to maximize their level of ability and competence. They should be knowledgeable of the different teaching mechanisms such as classroom management, methods and techniques, adequate historical background, current events, geographical competence and enough skills in using visual aids or instructional materials to facilitate teaching-learning situation. Also they need to convert their classroom to more learner-centered envisions which would, in effect, allow the learners to make decision and solve small problems that their society encounter.

Both teachers and students would benefit immensely as behaviour problem may be lessened since such problems are usually the result of learner's lack of interest in what is presented to them. The argument is that this approach motivates the students to want to learn more because decision making power belongs to the students because it is their lives that are being affected.

Miller and Cinnamon (2013) summarized that for the Social Studies teachers, digital technology's place in the classroom will likely depend on two

criteria: (1) Does it satisfy her instructional needs? and (2) Does it meet her students' varied learning needs?. They stressed in their article that students should be able to make historical thinking and digital technology is a valuable tool for accomplishing this goal. They also describe how historical thinking can be taught through explicit modelling and guided practice using digital technology.

The study of Martinez (2008), emphasized that to enrich the Social Studies instruction and improve Araling Panlipunan instruction in the Secondary schools in Oroquieta City, teachers should be given adequate visual aids and teaching devices and should vary their activities such as games and role playing to arouse student's interest.

On the Development of Multimedia-based Instructional Materials and Modules

In previous years, the modules being used in schools are the EASE or Effective and Alternative Secondary Education modules. The learning competencies of these modules are aligned with the BEC or the Basic Education Curriculum. The pilot testing and implementation of the new curriculum started in academic year 2012. Because of this paradigm shift in the curriculum, Jacob (2013) believes that there is now an immediate need to produce learning modules that are anchored on the basic learning competencies of the new K to 12 Curriculum. The modules that the researcher will develop will follow the topics required by the new curriculum as well as the basic competencies provided by

Department of Education including the module format suggested by the Bureau of secondary Education.

Palacio (2008) in his thesis on “Development, Validation and Effectiveness of Modules” in selected Topics in Araling Panlipunan IV (Ekonomiks) found that the modules in Araling Panlipunan IV (Ekonomiks) very reliable and effective. According to him, the function of modules is to continue and improve the teaching- learning process especially in the case of these physically challenged students, and the students who are in remote areas and are deprived of books. He would like to motivate and encourage the teachers to keep responding in challenges brought by innovations in the educational system.

Garrovillas (2012) in his study entitled “Development and Validation of Interactive Activities in Selected Reading Skills” and Binaluyo’s thesis (2007) “Development and Validation of Technology- based Modules in Trigonometry,” found out that the developed interactive activities and the developed technology-based modules are effective and useful in improving the teaching-learning process. The findings of the study of Jimenez (2012) entitled “Development of Common Syllabus and Interactive Modular Instructional Materials in Entrepreneurship towards Quality Instruction” also concludes that the use of modular as an instructional material has improved the performance of students.

The researcher viewed from the previous studies that the development of instructional materials has risen dramatically and experts have started to design

and develop different supplementary learning packages coupled with virtual tools. The most popular of this instructional tool is the module found to further increase the learning effectiveness of the learner since it is individualized instruction where each component adopts appropriate sequencing of content of the subject matter that constitutes a system of competency-based instructional material.

The Dick and Carey model (1990), proposed a systematic approach in designing an instructional unit or module. He identified nine steps in the design process: (a) identify an instructional goal; (b) conduct an instructional analysis; (c) identify entry behaviours, characteristics; (d) write performance objectives; (e) develop criterion-referenced test items; (f) develop an instructional strategy; (g) develop and/or select instructional materials; (h) design and conduct the formative evaluation; and (i) revise instruction. They also recommended that the following design elements are essential in designing instructional modules: (a) Rationale, (b) Instructional Objectives, (c) Entry Test (d) Multimedia materials, (e) Learning Activities, (f) Self-test, and (g) Post-test.

In the study of Gajardo (2006) entitled “Instructional Modules for Secondary Social Studies I: Effects on Academic Achievement and Attitudes of Students,” she pointed out that it is important to strengthen the holding power of the secondary school teacher to enhance the student’s ability to learn and their study habits. Many problems were encountered in secondary schools by

teachers such as absenteeism, slow learners, drop outs and balik aral students. These problems challenge the teachers to improve the quality of education, thus, modular instruction presents one solution to the problem. She conducted her study to improve the teaching-learning processes particularly in Social Studies. According to the study, it cannot be denied that most students have a negative attitude towards the subject Social Studies and to get them more interested in it. They need more strategic motivation and exciting and challenging activities. The instructional modules were written specifically for First year students of Labangal National High School, General Santos City. The findings of the study concluded that modular instruction in Social Studies can improve academic achievement and can increase gains in knowledge about Social Studies. She also suggested that successful implementation of modular instruction should consider the important role of the teacher facilitator in providing human interface in the instructional method.

In the study of Laxamana (2012) entitled “Development and Validation of Video-based Instructional Materials in Physics,” the users of the developed video-based instructional materials had positive attitude on the use of video-based instructional materials in all ARCS (Attention, Relevance, Confidence, Satisfaction) components. Both traditional method and the use of video-based instructional materials were effective in improving student’s performance in the pre test and post test. It was found out that the use of video-based instructional materials was more effective than the traditional method after comparing the

mean scores of control group and experimental group in post test. He concluded that both module and video-based instructional materials in physics manifested high validity and were found adequate in enhancing learning and providing more motivating environment for the students.

The Social Studies Department needs to make use of the computer as a tool in teaching to make strong connections between Social Studies teachers and technology. Students are expected to use technology as a tool to acquire, organize and communicate information in a variety of ways. Gathering information from the internet, using computer software and preparing multimedia presentations provide students of the opportunities to apply the skills they have learned in technology application classes to further develop their understanding in social studies content and concepts. When technology is integrated with social studies, it provides a vast array of opportunities for students to use their research and analysis skills. Technology connection also provides exciting ways to learn Social studies (Fermin, 2008).

Fermin (2008) explained that practicing educators are encouraged to use technology to design the types of learning experiences needed by students in our rapidly changing world. To tap the power of technology for learning, it is not enough for teachers to know about hardware and software and how to use them now will the power of technology for learning be realized by offering prescriptions for practice. Bangkidian (2007) also believes in the potential of computerized

learning materials. In the near future, the computer will alter personal and social life in ways comparable to the combined changes produced by the telephone, automobile and television in the last decade but do it in a lifetime for most of us.

Kauffman (2005) pointed out four major differences of the school of the future from that of the typical school are:

- a. It employs more instructional interventions using multimedia technology
- b. The school of the future teacher acts as facilitator rather than the source of all intellectual inputs of the teaching-learning process
- c. It maximizes learning coverage aspects where traditional teaching cannot be so effective
- d. It makes the learning process more interactive, creative, dynamic and provide greater opportunities for individual learning.

Lucido (2012) observed that Tablet-for-learning in Philippine schools especially private ones is still futuristic, given, the recognized impact of technology in education, the future may not be too far away. Books today, she added are still the primary medium of instruction in most schools, but, the disadvantages of using books for learning are being debated upon. For school-graders, the load of books and workbooks for every subject is backbreaking due to their weight and size. Publishing and printing millions of books for millions of

public school children are just too expensive and errors in public school textbooks have also been exposed because of wrong information, technical mistakes and editorial lapses.

In De La Salle School, administrators, teachers, parents and other stakeholders have met to discuss the use of Tablets as a primary learning tool to replace the textbook. It was argued that young students carry many books to school, which can be physically burdensome. The effectiveness of book print also wanes in comparison with the visual images school children have become used to after the advent of television, video and computer gaming. Information technology product manufacturers have given the De La Salle school support by way of customized Tablet designs that are conducive to higher thinking, constructive and participative teaching- and-learning. Developing softwares using the Tablet will entail the participation of teachers who will have to be trained in preparing interactive, graphically-rich, and effective learning modules. This won't be a problem as teachers wish to assume the new role of teachers for a digital generation (Lucido, 2012).

Ferdinez (2012) further explained that today, computer literacy is more of a necessity rather than a mere luxury since it has become one of the essential requirements in applying for a job. It is therefore imperative for curriculum planners to take into great considerations the inclusion of computer literacy in all curricular programs. In school, it facilitates learning. Through this, learners get

interested in acquiring knowledge because it increases their desire to discover, experiment, manipulate and experience new things that make them learn. Generally, all learning institutions try to utilize computer as a means of educating or shaping the minds of students for them to be globally competitive, intellectually competent, service-oriented and open to growth.

Multimedia does not replace the teacher; rather, they are complimentary tools which assist the teacher in the communication process. Multimedia according to Aquino's research (2011) is definitely a more familiar term to most teachers than hypermedia. Hypermedia is an extension to what is known as hypertext, or the ability to open new web pages by clicking text links on a web browser and extends by allowing the user to click images, movies, graphics and other media apart from text to create a nonlinear network of information (Janssen, 2014). According to the Journal of Educational Multimedia and Hypermedia (2010), the learner using hypermedia is likely to experience navigation problems such as disorientation, loss of concentration, and waste of more time which has a highly dynamic structure due to the constant increase in information. Although multimedia has become such a common term in usage, its definition has become particularly vague. Many educators tend to agree that multimedia package should include more than one of the following media- text, audio, graphic image (still pictures), animation or video clips.

Munoz (2005) on the other hand, defines multimedia as communication of more than one media type, such as text, audio, graphics, animated graphics, and full motion-video. Munoz further explained that multimedia is not a new concept and for so many years, teachers have made presentations using different kinds of media like using slides, movies cassette players and overhead projectors to enrich lessons. Nowadays, some teachers in private schools and universities are using more advanced gadgets in teaching like laptops, LED TV, apple Tv, Ipad and even wireless connection in their teaching.

In the study of Dena Ala Ali (2006) entitled “The Effects of Using Multimedia in the Academic Performance and Level of Interest of Social Studies Students,” she investigated on the use of PowerPoint in teaching. According to her, using PowerPoint in the classroom becomes as common as the use of the blackboard, the overhead and other tools of presenting the lesson. PowerPoint can be used during a guided lesson to quickly display the questions that students are required to answer. Through this, students organize well their answers while the questions are shown in the PowerPoint presentations. She added that using PowerPoint to teach lessons in the classroom is a great way to integrate technology in the classroom. PowerPoint is a tool that can be used by both students and teachers in getting information. The use of PowerPoint in the classroom can enhance the student's level of learning, excitement and enjoyment. It also offers teachers another way to express ideas, get across information and spark student's interests.

Munoz (2005) listed down the advantages of multimedia computer aided instruction: (1) Interactive Multimedia Courseware provides immediate feedback. The students are immediately made aware of their mistakes and are encouraged to proceed to the next learning tasks or questionnaire; (2) students engage in active learning. They are motivated to actually perform the different activities of the lesson because of the interactivity of the courseware unlike when they just listen to their teacher during classroom discussion; (3) interactive multimedia courseware cater to the individual needs of the students. Since the students learn at their own pace, fast learners may work ahead of the class and maximize their potentials while the slow learners can take their time in understanding the concepts presented; (4) Computer never gets tired or bored. Computers can perform tasks repeatedly without getting tired or bored as compared to teachers; and (5) students are able to receive more personalized instructions from the teacher. The teacher's role is shifted from the demonstrator of learning to facilitator.

Townsend in Curabo (2005) identified the following benefits using multimedia based lessons to meet learning needs: (1) multimedia reaches a variety of senses. This allows the individual to tailor or focus their learning to their individual style, whether it is verbal, auditory or physical; (2) Multimedia projects validate self expression by allowing students to decide how they want to create a project or assimilate information; (3) Technology gives a sense of ownership to the user. The students actually create evidence of what they have learned which

can later become part of a portfolio; (4) Multimedia creates an active rather than passive atmosphere for learning, which forces student participation and make them think; (5) Technology fosters communication among students as well as between student and teacher and they discuss the content, organization of content and how to present it to others (6) The use of technology and multimedia makes sense because it is already built in to the everyday life of all students.

Navita (2010) said that educators agree that Instructional materials are very useful in the teaching and learning process. Most of the time, Instructional materials are designed to cater the needs of the learners to hasten their learning potentials. Too often teachers make their own instructional materials at a high cost for themselves and for the school. There may be better uses for the teacher's time and the school's money. A team of specialists can sometime produce a better product than the individual teacher. The group may consist of subject specialist, evaluation experts as well as teachers who will use the package in the classroom. (Ornstein 2000). In line with this, Ferdinez (2012) enumerated the process on how to develop modules namely: (a) preparation of table of contents; (b) development of pre-test and post-test; (c) determination of difficulty specification index using U-L method; (d) formulation of objectives; (e) development of corresponding lessons; (f) assessment of modules; (g) try-out of modules; and h) finalization of the developed modules

Supnad (2012) also specified the essential parts of the proposed learning Modules and its description namely:

- a. Introduction – gives the idea on what the student expects to learn from the module
- b. Objectives- indicate what the student should be able to accomplish after the completion of each set of module
- c. Pre-test- includes a short test that is self-administered and self-corrected. It is intended to find out if the student is ready to perform the prepared tasks
- d. Presentation and discussion- contains the concepts and principles
- e. Teaching-Learning activities – are activities provided before the end of each lesson which provides opportunities for creativity and enhance student's motivation so that Learning Asian Studies concepts can be enjoyable and worthwhile.
- f. Self-check Tests- given at the end of each lesson. It aims to find out if the objectives set for a particular topic or activity are achieved.
- g. Post-test- a test given after the completion of all learning tasks in the module. A certain score or cut off score is required before one is advised to move to the next module.
- h. Learning Resources

Relevance of the Related Literature and Studies to the present Study

The reviewed literature and studies gathered by the researcher served as the researcher's guide in conducting this study because they all gave significant relation to the elements of the study. The researcher hopes that with the gathered information, literature and studies, the researcher's piece of work on the proposed development of multimedia based module in K to 12 Asian Studies will soon be validated.

The researcher believes that the continuous use of multimedia device in a classroom setting will increase student's participation and retention. The researcher acknowledged the influence of multimedia device in our society. The researcher tried to develop a multimedia-based module to be utilized in the classroom in order to help the educators, teachers, curriculum planners as well the students in the future. However, the media has the tendency to brainwash, but it can be used to benefit the students. Images and music can evoke an emotional response to students and they will be more engaged in the material that they are using. Instead of trying to eliminate multimedia, it can be used to enhance classroom atmosphere.

A recent study comparing the efficacy of multimedia learning modules with traditional textbooks for the first few topics in Physics showed that students receiving the multimedia learning modules performed significantly better than the students experiencing the text-based presentations (Brookes 2008). This study

just characterized many classroom situations that the researcher observed even in her teaching encounter like in presenting lessons with multimedia where the students portrayed eagerness and motivation on the lessons to be presented. Expectedly, students prolonged their interest on the subject matter. According to Curabo(2005), this scenario helps the teachers to bring the real world to the learner through the combined use of two or more media.

The researcher noted the study of Abad (2012) cited different forms of effectiveness and efficiency of multimedia instructional material in method of teaching. It is multisensory and can meet both the need for visual and auditory stimulation. Students are more engaged when the senses are utilized. In this way, students can learn and remember more that will contribute to the brighter ideas for students to capture.

Like what Dasig (2009) said that as we become more advanced in technology and rapid development in different aspects in our lives, adaptation and experiment still are intense. Studies and research continue to find solutions and means to level up the quality of education. The use of modern tools commonly refined to high technology machines is also considered as the best teaching aid and can be used in the transfer of learning. From charts, graphic aids, posters, illustrated drawings, recording aids and books, and the use of “special” equipment can be considered a teacher’s partner in transmitting knowledge. Multimedia such as VCD/DVD, computer, cellphones with special

features, internet and the like available in the market can be used as effective tools or instructional devices that can be manipulated as part of hands –on learning.

The researcher also agreed to the idea of Rolluqui (2013) that in multimedia education, teachers and students not only achieve critical skills but analytical and creative skills that will make the learners become well-informed and active citizens of this nation, thus, Social Studies teachers need to produce positive strategies and instructional materials for students to enjoy.

In terms of “Effectiveness of Using Multimedia in Teaching,” the researcher found good connections to the present study and concluded that multimedia provides great feedback to learning and education but some studies showed that multimedia was not properly used and integrated before that is why learning is not evident. The effectiveness of using multimedia in teaching Biology to selected second year students by Miranda (2004) was one of the good outcomes of using multimedia which concluded that teaching Biology could be more effective in presenting lessons using multimedia and enhance the learning interests and capabilities of the students.

The researcher somewhat found similarities in terms of using multimedia in classroom setting with the study of Dasig (2009) on the Effect of Multimedia on Student’s Performance in Technical Drawing I, Woo (2004) on Multimedia Program in Teaching Basic Automotive Technology and Solijon (2004)

Multimedia Instruction and the Traditional Methods in Teaching Biochemistry which showed positive and overwhelming results on students' learning.

There are also similarities in terms of development and use of Multimedia Modules and Instructional Materials in Social Studies in the study of Navita (2010), Gajardo (2006), Dena Ala Ali (2006), and Palacio (2008) which gave a good overview in dealing with the process of coming up of this present study.

The researcher would like to move into foreground the study of Dena Ala Ali (2006) when she investigated the effects of using multimedia in the academic performance and level of interest of social studies students and she concluded that using Powerpoint in the classroom can enhance the student's level of learning, excitement and enjoyment. It also offers teachers another way to express ideas, get across information and to spark student's interests. This study only focused on the use of Powerpoint but the researcher would like to extend the use of multimedia on presenting lessons through module using audio, video, graphics, text and images which the researcher thinks will yield better results.

The Department of Education at present is towards this direction. A plan to have e-classrooms in the elementary and secondary education is on its way. Teachers are undergoing re-training to fit into the e-classroom. Equipments are being purchased together with the necessary courseware in preparation for these big changes in the public educational system (Ongotan 2012). The researcher believes that its time for our country to make adjustments with the

implementation of the Enhanced Basic Education Curriculum and modular instruction in order to achieve the aims of the 21st century Education using multimedia because with the fast advancing technology, the Filipino youth today face the challenge to cope with the trend to meet the needs of the 21st century learners.

Instructional materials specifically modules, have the function to continue and improve the teaching and learning and that Supnad (2012) explained that non-availability and inadequacy of instructional materials can cause impediments in the teaching-learning results and the success of the learning process is hampered. The most common instructional material for private and public schools is the textbook but more often than not, the students seldom read the book because of lack of interest or they find it hard to understand the concepts which are presented in text or tables. Sometimes, textbooks are outdated or insufficient in covering a topic or subject area.

In line with this, learning and teaching resources are in demand. The researcher believes that the Philippine educational system should concentrate on the creation and dissemination of proper modules in all schools. Hence, textbooks should only be secondary references for teachers and students. In order to quickly implement this, seminars and trainings must be done. Rolluqui (2013) said that these extra efforts are being done to upgrade and update all instructional materials. Even if the Department of Education is preparing the

faculty members through trainings, seminars and providing them with syllabus accompanying the new curriculum, still, the confidence for the coming teaching assignments for additional two years in the system is very low.

Rolluqui affirmed that the faculty members are now strategizing teaching methodology for the subjects they have to handle by upgrading not only their knowledge but also the teaching materials they are using in their classroom. The Learning and Teaching Resources according to DepEd Order No. 31, (2012) stated that Modules shall be provided as the basic learning resource.

The researcher also believes that the newly implemented Enhanced Basic Education Curriculum and the use of multimedia based module will answer the demands of time for students and help them be motivated in learning to adapt to the changes of the 21st century education. Because of technological changes, students must be able to foster skills in multimedia thus achieving the goal of 21st century learning skills.

Wiles (2006) emphasized that as we move to the 21st century, stakeholders specifically curriculum workers, school leaders and the teachers are continuously being challenged and our way of thinking about teaching and learning, surely the curriculum will need a new paradigm in order to contribute to the changes. This can only be achieved if the entire Philippine Educational system will work together harmoniously. Curriculum planners should also take into great consideration the inclusion of computer literacy in all curricular

programs because it facilitates learning and interests in acquiring knowledge. Generally, all learning institutions should utilize computer as a means of educating or shaping the minds of students, for them to be globally competitive, intellectually competent, service-oriented and open to growth. (Ferdinez 2012)

This is somewhat a call to our educational system that the researcher would like to emphasize that technological changes are everywhere and the Filipino youth are no longer passive on the different gadgets that they are using. The rapid change in our environment can hinder the learning skills of our students so we must be able to adapt and learn beyond the change that we are experiencing. The Filipino youth can strive best if the educational system will give them what they desire and need. The researcher would like to maximize multimedia-based module which can be of help for this generation of Filipino youth for them to be able to grasp learning through the use of multimedia that interest them. Social Studies teachers must find ways on how to create instructional materials that can also give the students a better understanding of lessons through multimedia they also enjoy.

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents the research design, participants of the study, instrument, data gathering procedures and strategies, and the tools used to make a complete and meaningful evaluation of the study.

Research Design

The researcher used the descriptive developmental method with the primary aim of developing multimedia based module in Asian Studies which according to Sanchez, (1996) such method focuses on the preparation, validation and try-out of modules. Likewise, it made use of the descriptive design because the modules have been assessed by experts and peers/teachers for their appropriateness using a three-point scale, and by the students using a five-point scale while Llamas as cited by Respicio (2013) define descriptive research as a process of gathering, analyzing, classifying and tabulating data about prevailing conditions, practices, beliefs, processes, trends and cause-and-effect relationships and then making adequate and accurate interpretation of such data with or without the aid of statistical method.

This process reveals the descriptive ratings of the modules based on the perceptions of the participants who assessed the module. This is the most appropriate and applicable research method because it tends to fully describe the gathered data and also because of the purposive process of gathering,

classifying and tabulating data about the prevailing conditions, practices or trends as well as its facility to fully describe the data gathered in the research process.

Developmental Research Design according to Richey and Klein (2007) is used for studies that engage in the making of knowledge with the ultimate aim of improving the process of instructional design, development, and evaluation.

The descriptive method is concerned with conditions with relationship that exist, opinions that are held, processes that are going on, effects that are evident, or trends that are developing. (Palacio 2008) In addition, this method deals with the relationships between variables, the development of generalization, principles or theories that have universal validity.

Research Locale

This study was conducted at Leonides S. Virata Memorial School (LSVMS), a non-stock, non-profit Catholic School, located at Beryl Street, RTN Townsite, Rio Tuba, Bataraza, Palawan. The school is being run by RTN Foundation Inc., whose first and main concern is for the education of the children of the employees within its mining property in Rio Tuba. It opened up to the community outside the RTN Townsite. At present, it has a total enrolment of 1,359 students with 31.86 percent of these being non-company dependents. There are sixty-seven (67) school personnel and thirty (30) classrooms. (Student Handbook SY 2014-2015, LSVMS)

The participants of the study were the students of LSVMS who are taking up Asian Studies based on the Enhanced Basic Education Curriculum. All of the students in three sections were the subjects of the study where the researcher is a High School Social Studies Teacher in the said school.

Leonides S. Virata Memorial School started upgrading its technology instruction last school year 2013-2014 with its newly purchased 50 iMac computers for the LSV Computer Laboratory, LED TV's and Apple TV's in all intermediate and High School classrooms, 18 units of iPad and the utilization of personal iPads of teachers in their daily classes. Internet connection is also available in selected areas inside the campus as well as in the Faculty room that has made it easier for teachers to download audio and videos for their lessons. This scenario gives a good impression on the school and the administration by the whole community, but there is a need for a proper implementation and integration of these newly acquired technologies to curriculum and instruction. The researcher came up with this study in order to give a solution to its problem limited only to social studies. The school is also having its Lasallian Schools Supervision Office (LASSO) accreditation in 2016 and the school is extensively preparing for this. There is also a recommendation on having a study about multimedia integration in all subjects that is why the researcher would like to develop and validate multimedia based modules in K to 12 Asian Studies which needed in the school especially on the researcher's field of expertise. (See Plate No. 7, Appendix L)

The researcher would also like to help in achieving one of the school's Institutional Goals as stated in its Student Handbook SY 2014-2015, that

Leonides S. Virata Memorial School aims to provide an excellent quality Christian education to all its learners by means of:

... a constant upgrading of the learning resources, technologies, and facilities to enhance the work of all students, faculty, and staff;...

In addition, the researcher has read many studies showing the integration of computer in lessons in elementary, secondary and even tertiary that reveal on the positive effects on academic achievement of students. However, no lessons were made towards development and validation of multimedia based modules in Social Studies as well as the present curriculum K to 12.

Participants of the Study

Student Participants

The respondents in this study were the Social Studies Students of Leonides S. Virata Memorial School who are taking up Asian Studies. There were 117 students enrolled in Asian Studies under the K to 12 or Enhanced Basic Education Curriculum but during the try-out of multimedia-based modules, four students were absent. Only 113 students were able to evaluate the modules. The names of the student-participants are shown in Appendix K .

Experts/Peers

A total of four experts were asked to evaluate the multimedia-based module in Asian studies. (Please see Appendix J)

To be specific, four experts from Philippine Normal University and two peers from LSVMS were requested to validate the modules. They personally conferred with and explained to the researcher some parts which they deemed of utmost importance. Their recommendations and suggestions served as the bases for the improvement and revisions of the modules. Their educational qualifications, academic ranks and fields of specialization are shown in Appendix J likewise, their comments and suggestions helped a lot in the refinement of the module.

Instruments used in the study

The following instruments were used in this study:

1. The researcher developed a Self-Rating Competency Checklist, Self-Rating Competency Checklist for Multimedia, Pre-test and Post test in Asian Studies were used to determine the ability of the students involved in this research before and after their exposure to the developed module. The results of the post test showed how well the student respondents understood the lesson. They were also used to determine the extent of having taken place as a result of the module

instruction. The scores that the students obtained from these tests gauged the validity of the learning module.

2. The researcher adapted Navita's (2010) Questionnaire used for the Assessment of the Modules by the Experts and Peers. The questionnaire that the researcher used for the evaluation of the modules by the teachers is composed of six components used to solicit the experts' and peer-evaluators' ratings of the suitability and correctness of the module. This questionnaire was based from previous research and studies on how to effectively evaluate instructional materials like modules. The following components of modules were rated using a three-point rating scale interpreted as follows:

3 – Very appropriate (VA)

2- Appropriate (A)

1 – Not Appropriate (NA)

3. The researcher used the assessment of the Modules for the students which adapted from Navita (2010). The questionnaire for the evaluation of modules includes two components and rated using a five-point scale interpreted as follows:

5- Strongly agree

4- Moderately agree

3- Agree

2- Slightly Agree

1- Disagree

5. The researcher used a questionnaire about the usefulness of the Module and were given to 113 student-participants and two teachers who observed the try-out of multimedia-based modules and it will make use of a four-point rating scale interpreted as follows:

4- Very useful

3- Useful

2- Slightly useful

1- Not Useful

The same questionnaire also asked if there were any difficulties which they encountered while using the modules in Asian Studies.

The participants rated the items using a 4-point scale: very useful is 4-point, useful is 3 point, slightly useful is 2-point, and not useful is 1-point. Likert scales were used in rating the acceptability and validity of the developed Multimedia based modules. The following scales were used in the interpretation of ratings given by the evaluators on the developed multimedia based modules, based on its Instructional attributes and content: 3.4 – 4.0 for very useful; 2.6 – 3.3 for useful; 1.8 – 2.5 for slightly useful and 1.0 – 1.7 for not useful.

Table 1

Rating Scale for Module Evaluation

Range	Interpretation	Explanation
3.4 – 4.0	Very Useful	The modules are highly acceptable to use as a supplementary material
2.6 – 3.3	Useful	The modules are acceptable to use as a supplementary material
1.8 – 2.5	Slightly Useful	The modules can be considered as a supplementary material
1.0 – 1.7	Not Useful	The modules cannot be considered as a supplementary material. It needs polishing to be considered.

Research Process of the Study

This study is anchored on the Instructional Design System Model (also called Instructional Systems Design). According to Supnad (2013), ISD is the practice of maximizing the effectiveness, efficiency and appeal of instruction and other learning experiences. The process consists broadly of determining the current state and needs of the learner, defines the end goal of instruction and creating some “intervention” to assist in the transition. She cited that Instructional Systems Design is considered to be both a science and an art. It is a “science” because it is rooted in learning theories and an art because the designing of instructional materials is highly creative process. The goal of Instructional Design is to create successful learning experiences and to engender transfer of training. ISD provides a road map to guide designers and instructors through analysis, design, development, implementation, and evaluation of the goal. The ISD roadmap provides a route to many different destinations depending on the turns one chooses to take. At its most base level, instructional design focuses on three fundamental concerns: identifying the goal; selecting the strategy; and evaluating success.

Among the models reviewed by the researcher, the Instructional Systems Design or the ADDIE model was chosen for the conceptualization of the research process of the study.

Figure 2 shows the Instructional Systems Design or the ADDIE model used in the development of multimedia-based modules in Asian studies. The **Analysis Phase Box** gives a complete analysis on the background of the needed competencies and the instructional activities to be used. The **Design Phase Box** is the planning and outlining of the content and competencies based on K to 12. The **Development Phase Box** states the actual process of making the multimedia based module. The **Implementation Phase Box** is the actual delivery and try-out of the multimedia based module based from experts comments and the **Evaluation Phase Box** seeks to assess value benefit for replication through the experts' comments until final revision.

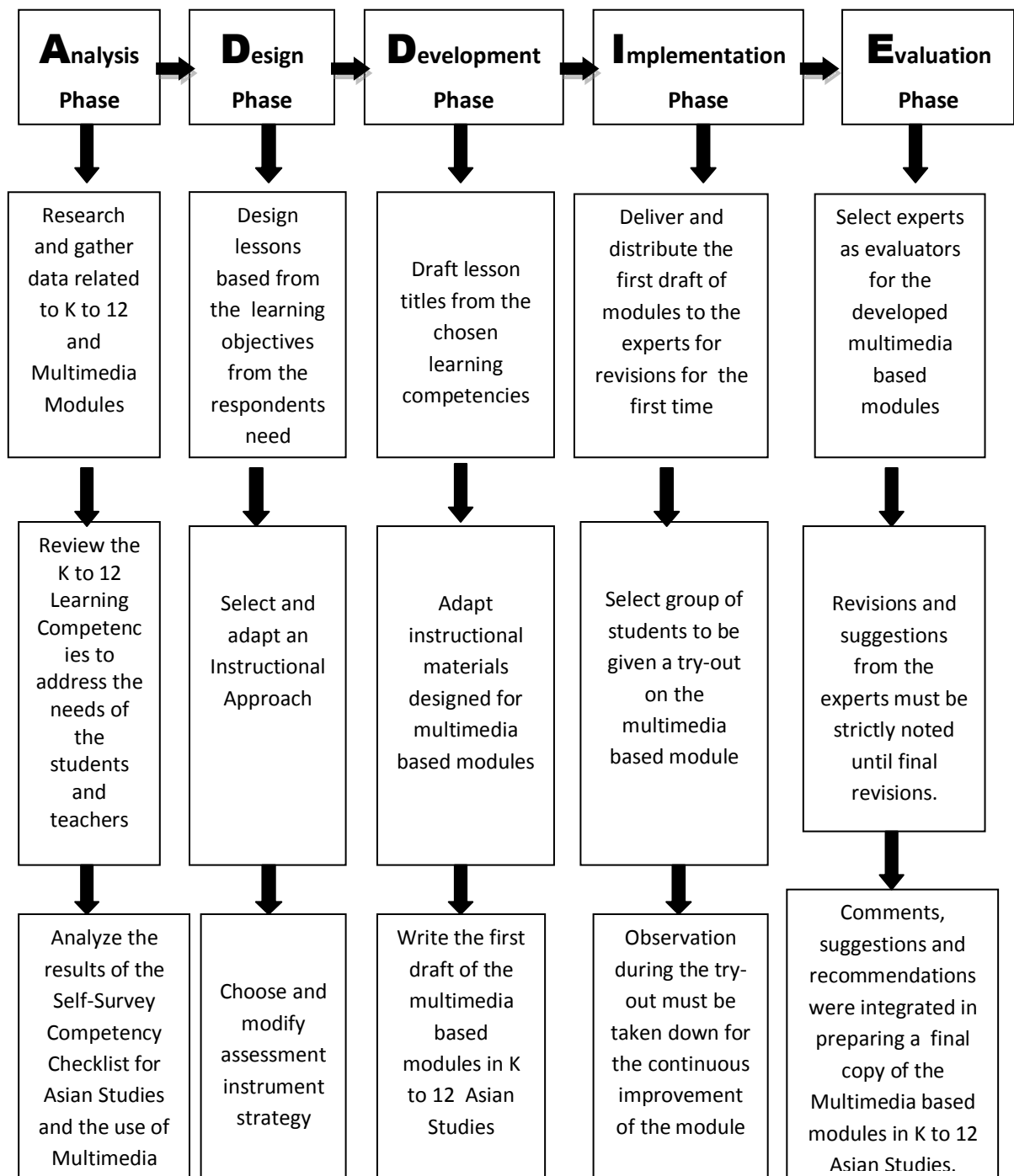


Figure 2: The Research Procedures

The diagram illustrates the steps in the development and validation of the Multimedia based modules in K to 12 Asian Studies

The following stages or phases were carried out by the researcher which was adapted from the ADDIE Model or the acronyms of Analysis, Design, Develop, Implement and Evaluate has the following aspects which were summarized below in developing the module in K to 12 Asian Studies:

I. Analysis Phase

The first procedure used in this study is analysis which consists of two steps: (1) researching and gathering of data about development of modules and the use of multimedia in modular teaching especially in Social Studies and (2) analyzing the results of the self-rating competency checklist on Asian Studies as well as the multimedia used in teaching. This also includes identifying an instructional goal based on the needed learning competencies answered by the Asian Studies teachers. In the analysis of the instructional activities used in the module, the researcher made use of reference books, resource materials, Enhanced Basic Education Learning Competencies and topics to address the needs of the teachers and students on Asian Studies and on the use of module. Videos and other multimedia packages available in the school and library as well as the vast references in the internet were reviewed and modified. This pace gave the researcher profound knowledge about the needed competencies to be used in developing the multimedia based module in K to 12 Asian Studies.

II. Design Phase

The researcher selected learning objectives and competencies based from the respondents' need chosen an instructional approach, developed or modified assessment instrument and instructional strategy. The researcher conducted a survey on the different lessons that a Social Studies teacher needs on the utilization of multimedia based module as well as the survey on the use of multimedia during class. The result of the survey was analyzed so that the desired lessons were properly highlighted and teachers were interviewed on the depth of the lessons and focus of the multimedia based module. With the gathered data from teachers, the researcher was able to identify certain idea and contents on the selection of topics and the depth of the focused lesson. These were relevant on the development of multimedia based modules in Asian Studies. Part of the Design Phase is the creation of the multimedia based activities that are connected to the results the self-survey checklist which is the needed learning competencies and topics to be included on the development of modules.

III. Development Phase

The researcher adapted the ADDIE model design in developing the module and select materials appropriate for learning activity. The process began with the preparation of the introduction, pre test, content and post test which includes the maximized use of different multimedia features such as graphics,

audio, text, video and animation. The development phase includes writing the first draft of the four modules with two topics each based on the result of the self-survey competency checklist. The first draft of the module consists of varied activities with the use of text, graphic, pictures, videos and other multimedia.

IV. Implementation Phase

The researcher delivered or distributed the materials to the students for try-out and asks experts for evaluation. In this stage, the multimedia based modules were also presented to the experts in the field of information Technology and in Asian studies for the first time awaiting final revisions. The researcher adapted Navita's (2010) Questionnaire used for the Assessment of the Modules by the Experts and Peers. Table 2 shows the item distribution in the Questionnaire composed of six components, which used for peers and experts by area.

Table 2

ITEM DISTRIBUTION IN THE QUESTIONNAIRE FOR EXPERTS/PEERS BY AREA

AREAS	NUMBER OF ITEMS
1. Objectives	3
2. Content	6
3. Design Characteristics	4
4. Suitability of the Approach	3
5. Clarity	2
6. Evaluation	4
TOTAL	22

V. Evaluation Phase

The researcher made sure that the multimedia-based modules achieved the desired goals based on the components from the instruments namely: objectives, content, design characteristics, suitability of the approach, clarity and evaluation. The researcher then revised the module based on experts' comments. The experts evaluated the multimedia based module using criteria adapted from Navita (2010). After the evaluation stage of module development with the experts and peers, the suggested comments were listed down with researcher making revisions notes. A final copy of the multimedia based module was prepared. The comments, suggestions and recommendations were integrated in the presentations to maximize the effectiveness of the multimedia based modules. Each criteria in the evaluation of the multimedia based module was reviewed by the researcher to warrant the revisions undertaken based on the experts' remarks.

Statistical Treatment

With regard to data analysis, descriptive statistics was used to analyze the "appropriateness" and "usefulness" of the multimedia-based modules which was evaluated by experts, peers and students. Mean rating to measure central tendency was also used.

CHAPTER IV

PRESENTATION, INTERPRETATION AND ANALYSIS OF DATA

This chapter presents the data gathered from the results of the self-rating competency checklist for Asian Studies and on the use of multimedia in Asian Studies Teaching to identify the K to 12 learning competencies and multimedia that is need for the development of modules. The self rating competency checklists were administered to five teachers of Asian Studies. The specific objectives brought up in Chapter 1 were answered hereunder based on the data gathered, analyzed and interpreted.

I. Determine the needed content and competencies based from Asian Studies K to 12 Curriculum to be included in the development of multimedia-based modules

One of the main considerations in determining the content of the module is the content analysis made by the researcher in Asian Studies with the help of the self-rating competency checklist for Asian Studies on the use of multimedia in Asian Studies Teaching to identify the K to 12 learning competencies and multimedia that is need for the development of modules. This is made possible with the use of K to 12 Learning competencies, Department of Education Module in Araling Panlipunan Grade 8 and Work Textbooks in Asian Studies. The results

of the self-survey competency checklist were tabulated as well as the multimedia were used.

For the First Grading Period, Module 1 is entitled “*Katangiang Pisikal ng Asya*” comprising of two lessons: *Aralin 1- Konsepto ng Asya* and *Aralin 2- Katangiang Pisikal*. It involves three Learning competencies; (1) *Naipaliliwanag ang konsepto ng Asya tungo sa paghahating-heograpiko: Silangang Asya, Timog-Silangang Asya, Kanlurang Asya, Hilagang Asya at Hilaga/Gitnang Asya;* (2) *Nailalarawan ang mga katangian ng kapaligirang pisikal sa mga rehiyon ng Asya katulad ng kinaroroonan, hugis, sukat, anyo, klima at “vegetation cover”;* and (3) *Nakakagawa ng pangkalahatang profile ng heograpiya ng Asya*. Text, pictures, videos and computer were used as multimedia.

For the Second Grading period, Module 2 is entitled “*Paghubog ng Sinaunang Kabihasan sa Asya,*” comprising of two lessons: *Aralin 1- Kahulugan ng Konsepto ng Kabihasan at ang mga Katangian Nito* and *Aralin 2- Kalagayan, Pamumuhay at Development ng mga Sinaunang Pamayanan*. It involves three learning competencies: (1) *Nasusuri ang paghubog, pag-unlad at kalikasan ng mga pamayanan at estado;* (2) *Nakakabuo ng mga kongklusyon hinggil sa kalagayan, pamumuhay at development ng mga sinaunang pamayanan;* and (3) *Nabibigyang kahulugan ang konsepto ng kabihasan at nailalahad ang mga katangian nito*. Text, pictures, videos and computer were used as multimedia.

For the Third Grading Period, Module 3 is entitled “*Ang Nasyonalismo at Paglaya ng mga Bansa sa Timog Asya*,” comprising of two lessons : *Aralin 1 - Mga Pamamaraang Ginamit sa Timog Asya sa Pagtatamo ng Kalayaan mula sa Kolonyalismo* and *Aralin 2 - Epekto ng mga Digmaang Pandaigdig sa Pag-aangat ng mga Malawakang Kilusang Nasyonalista*. It involves two learning competencies: (1) *Nasusuri ang pamamaraang ginamit sa Timog at Kanlurang Asya sa pagtatamo ng kalayaan mula sa kolonyalismo*; and (2) *Nasusuri ang matinding epekto ng mga digmaang pandaigdig sa pag-aangat ng mga malawakang kilusang nasyonalista*. Text, pictures, videos and computer were used as multimedia.

For the Fourth Grading Period, Module 4 is entitled “*Ang Nasyonalismo at Paglaya ng mga Bansa sa Timog-Silangang Asya*,” comprising of two lessons: *Aralin 1- Bahaging Ginampanan ng nasyonalismo sa Silangan at Timog-Silangang asya tungo sa paglaya ng mga bansa mula sa imperyalismo* *Aralin 2 - Epekto ng Nasyonalismo sa Sigalot Etniko sa Asya*. It involves two learning competencies: (1) *Naihahayag ang pagpapahalaga sa bahaging ginampanan ng nasyonalismo sa Timog- Silangang asya tungo sa Paglaya ng mga bansa mula sa imperyalismo*; and (2). *Nasusuri ang epekto ng nasyonalismo sa sigalot etniko sa Asya*. Text, pictures, videos and computer were used as multimedia. Based on the result, the following the following is revealed in the self survey competency checklist on Asian studies and multimedia needed.

Table 3

RESULTS OF THE SELF-SURVEY COMPETENCY CHECKLIST FOR ASIAN STUDIES AND THE USE OF MULTIMEDIA

Grading	Learning Competencies	Lesson Title	Multimedia
First Grading Modyul 1: Katangiang Pisikal ng Asya	1. Naipaliliwanag ang konsepto ng Asya tungo sa paghahating-heograpiko: Silangang Asya, Timog Silangang Asya, Kanlurang Asya, Hilagang Asya at Hilaga/Gitnang Asya. 2. Nailalarawan ang mga katangian ng kapaligirang pisikal sa mga rehiyon ng Asya katulad ng kinaroroonan, hugis, sukat, anyo, klima at “vegetation cover”. 3. Nakakagawa ng pangkalahatang profile ng heograpiya ng Asya.	Aralin 1: Konsepto ng Asya	Text, pictures, videos and computer
		Aralin 2: Katangiang Pisikal	Text, pictures, videos and computer
Second Grading Modyul 2: Paghubog ng Sinaunang Kabihasnan sa Asya	1. Nasusuri ang paghubog, pag-unlad at kalikasan ng mga pamayanan at estado. 2. Nakakabuo ng mga kongklusyon hinggil sa kalagayan, pamumuhay at debelopment ng mga sinaunang pamayanan 3. Nabibigyang kahulugan ang konsepto ng kabihasnan at nailalahad ang mga katangian nito.	Aralin 1: Kahulugan ng konsepto ng Kabihasnan at ang mga Katangian Nito	Text, pictures, videos and computer
		Aralin 2: Kalagayan, Pamumuhay at Development ng mga Sinaunang Pamayanan	Text, pictures, videos and computer

Grading	Learning Competencies	Lesson Title	Multimedia
Third Grading Modyul 3: Ang Nasyonalismo at Paglaya ng mga Bansa sa Timog Asya	1. Nasusuri ang pamamaraang ginamit sa Timog at Kanlurang Asya sa pagtatamo ng kalayaan mula sa kolonyalismo. 2. Nasusuri ang matinding epekto ng mga digmaang pandaigdig sa pag-aangat ng mga malawakang kilusang nasyonalista	Aralin 1 : Mga Pamamaraang Ginamit sa Timog Asya sa Pagtatamo ng Kalayaan mula sa Kolonyalismo	Text, pictures, and computer
		Aralin 2 :Epekto ng mga Digmaang Pandaigdig sa Pag-aangat ng Malawakang Kilusang Nasyonalista	Text, videos and computer
Fourth Grading: Modyul 4: Ang Nasyonalismo at Paglaya ng mga Bansa sa Timog-Silangang Asya	1. Naihahayag ang pagpapahalaga sa bahaging ginampanan ng nasyonalismo sa Timog- Silangang Asya tungo sa Paglaya ng mga bansa mula sa imperyalismo. 2. Nasusuri ang epekto ng nasyonalismo sa sigalot etniko sa Asya	Aralin 1 : Bahaging Ginampanan ng nasyonalismo sa Silangan at Timog-Silangang asya tungo sa paglaya ng mga bansa mula sa imperyalismo	Text, and computer
		Aralin 2: Epekto ng Nasyonalismo sa Sigalot Etniko sa Asya	Text, pictures, and computer

II. Determine Instructional Design, adapt assessment instrument and instructional Strategies using multimedia appropriate for the content and learning activity.

The researcher adapted the Instructional Systems Design which consists of Five (5) Phases namely: Analysis Phase, Design Phase, Development Phase and Implementation Phase and Evaluation Phase which is also known as ADDIE Model in developing the multimedia-based module in K to 12 Asian Studies. The first process used is **Analysis**, wherein the researcher analyzed learner characteristics and tasks to be learned through researching and gathering of data about development of modules and the use of multimedia in modular teaching especially in Social Studies and analyzing the results of the self-rating competency checklist on Asian Studies as well as the multimedia used in teaching. This also includes identifying an instructional goal based on the needed learning competencies answered by the Asian Studies teachers. In the analysis of the instructional activities to be used in the module, the researcher made use of reference books, resource materials, Enhanced Basic Education Learning Competencies and topics to address the needs of the teachers and students on Asian Studies and on the use of module. Videos and other multimedia packages available in the school and library as well as in the vast references in the internet were reviewed and modified. This pace gave the researcher profound knowledge about the needed competencies to be used in developing the multimedia based module in K to 12 Asian Studies.

The second phase is **Design**, in which the researcher selected the learning objectives from the results of the survey given and chose an instructional approach, developed or modified assessment instrument and instructional strategy. The researcher selected learning objectives and competencies based on the respondents' need which were tabulated through the self-survey competency checklist and chose an instructional approach which was identified through the multimedia that is needed in each competency that was based also on the self-survey competency checklist on multimedia. The researcher also adapted assessment instrument from (Navita 2010), please see Appendix E and instructional strategy. The researcher conducted a survey on the different lessons that a Social Studies teacher needs on the utilization of multimedia based module as well as the survey on the use of multimedia during class. The result of the survey was analyzed so that the desired lessons were be properly highlighted and teachers were interviewed in the depth of the lessons and focus of the multimedia based module. With the gathered data from teachers, the researcher was able to identify certain idea and contents on the selection of topics and the depth of the focused lesson. These were relevant on the development of multimedia based modules in Asian Studies. Part of the Design Phase is the creation of the multimedia based activities that is connected with the results the self-survey checklist which is the needed learning competencies and topics to be included on the development of modules.

The instructional design which was adapted by the researcher, the ADDIE model, is a complete set of procedure which was undertaken in this study. The researcher placed the Development, Implementation, and the Evaluation Phase under purpose No. 3 respectively.

III. Development, assessment and try-out of multimedia based module in Asian Studies

In Development phase , the researcher adapted instructional materials design and select materials appropriate for learning activity. The ADDIE Model was used as well as the the experts' evaluation form which was adapted from Navita (2010). The researcher adapted the ADDIE model design in developing the module and in selecting materials appropriate for learning activity. The process began with the preparation of the introduction, pre test, content and post test which includes the maximized use of different multimedia features such as graphics, audio, text, video and animation. The development phase includes writing the first draft of the four modules with two topics each based on the result of the self-survey competency checklist. The module consists of varied activities with the use of text, graphic, pictures, videos and other multimedia. The pictures and videos were selected carefully and were validated by experts in the area of specialization. The multimedia-based modules were distributed to four experts who are experts in the field of Social Studies, multimedia and modular development to validate the multimedia based module.

Table 4

**MULTIMEDIA-BASED MODULES IN K TO 12 ASIAN STUDIES TRY-OUT
SCHEDULE**

Grading Period	Module Title	Lesson Title	Date	Time	Section
I	Modyul 1: Katangiang Pisikal ng Asya	Aralin 1: Konsepto ng Asya	January 19,2015	11:10- 12:10	8 - Onyx
		Aralin 2: Katangiang Pisikal	January 20, 2015	2:00 – 3:00	8 - Onyx
II	Modyul 2: Paghubog ng Sinaunang Kabihasna n sa Asya	Aralin 1: Kahulugan ng konsepto ng Kabihasnan at ang mga Katangian Nito	January 19, 2015	8:50 – 9:50	8 - Agate
		Aralin 2: Kalagayan, Pamumuhay at Development ng mga Sinaunang Pamayanan	January 20, 2015	3:00 – 4:00	8 - Agate
III	Modyul 3: Ang Nasyonalis mo at Paglaya ng mga Bansa sa Timog Asya	Aralin 1 : Mga Pamamaraang Ginamit sa Timog Asya sa Pagtatamo ng Kalayaan mula sa Kolonyalismo	January 19, 2015	10:10 – 11:10	8 - Chromite
		Aralin 2 :Epekto ng mga Digmaang Pandaigdig sa Pag-aangat ng mga Malawakang Kilusang Nasyonalista	January 20, 2015	8:50 – 9:50	8 - Chromite

Grading Period	Module Title	Lesson Title	Date	Time	Section
IV	Modyul 4: Ang Nasyonalismo at Paglaya ng mga Bansa sa Timog-Silangang Asya	Aralin 1 : Bahaging Ginampanan ng nasyonalismo sa Silangan at Timog-Silangang Asya tungo sa paglaya ng mga bansa mula sa imperyalismo	January 21, 2015	2:00 – 3:00	8 - Onyx
		Aralin 2: Epekto ng Nasyonalismo sa Sigalot Etniko sa Asya	January 21, 2015	3:00 – 4:00	8 - Onyx

In the **Implementation Phase** , the researcher delivered and distributed the materials to the experts for evaluation and for try out for the students. In this stage, the multimedia based modules were also presented to the experts in the field of Computer and Information Technology and in Asian studies for the first time until final revisions were made. According to experts, pictures which cannot be seen clearly must be replaced as well as maps on the first module. Proper spacing must be also observed in all modules for easy reading. In the assessment of modules based on content, design characteristics, suitability of the approach, clarity and evaluation, four experts from Philippine Normal University were selected to validate the modules. As presented in Appendix H, the developed multimedia-based modules were subjected to a meticulous

evaluation done by these experts who unselfishly shared their knowledge in the field and gave valuable comments, suggestions and recommendations to make the modules applicable to students taking up Asian Studies. Students during the try-out of modules also commented on its usefulness. Some students said that they enjoyed reading and watching videos and it's very interesting to read and to learn.

Table 5 shows the six criteria used in the Evaluation of Multimedia-based Modules which was adapted from Navita (2010). These criteria involve important components like objectives, content, design characteristics, suitability of the approach, clarity and evaluation. These components are significant to ensure the adequacy of the validity of the multimedia based module in K to 12 Asian Studies.

Table 5
CRITERIA IN THE EVALUATION OF THE MULTIMEDIA BASED MODULES

	Very Appropriate (VA) 3	Appropriate (A) 2	Not Appropriate (NA) 1
A. OBJECTIVES:			
1. The objectives are observable and measurable			
2. The objectives are stated in terms of target users			
3. The objectives are congruent with the inputs of the self-instructional material.			
B. CONTENT:			
1. The content has been arranged in a logical sequence of learning			

	Very Appropriate (VA) 3	Appropriate (A) 2	Not Appropriate (NA) 1
2. The content is presented accurately			
3. The content is relevant to the concepts being developed			
4. The learning activities provide opportunities for student's participation and response			
5. The learning activities in the module manifests based from the K to 12 learning competencies			
6. The contents of the module were developed in a conceptual chronological approach.			
C. DESIGN CHARACTERISTICS			
1. The layout and overall design is appropriate			
2. The multimedia presentations contribute to the understanding of the subject matter			
3. Hyperlinks are well organized and videos were clear for focused attention			
4. The self instructional material appears interesting and it motivates the learners			
D. SUITABILITY OF THE APPROACH			
1. The module takes into consideration the varying abilities of the learner			
2. The activities suit the interests and needs of the learners			
3. The vocabulary load is suited to the learning level of the intended users			
E. CLARITY			
1. The language structure used is suited to the prospective users			

	Very Appropriate (VA) 3	Appropriate (A) 2	Not Appropriate (NA) 1
2. Instructions/ Directions are clear and easy to follow			
F. EVALUATION			
1. Self-assessment questions and activities are available to determine student's attainment of the objectives			
2. The pre-test and post-test provides Adequate formative evaluation			
3. Results of the pre-test and post-test have been properly interpreted			
4. The exercises/activities serve to facilitate better understanding of the topics discussed			

The ranges of the values below were used to interpret the mean ratings obtained for the different items.

Legend:

Mean Range

Descriptive Interpretation

2.60 – 3.00

Very Appropriate

1.60 – 2.50

Appropriate

1.00 – 1.50

Not Appropriate

Table 6 presents the experts' assessment of the modules according to objectives. Based in the table, the evaluators rated this area a "Very Much Appropriate" and all the components in the area got a mean of 3.00. Thus, it can be derived that the objectives are very much observable and measurable, and

were stated in terms of target users and are congruent with the inputs of the multimedia-based module

Table 6

EXPERTS' ASSESSMENT OF MODULES 1-4 ACCORDING TO OBJECTIVES

COMPONENTS	Mean	Interpretation
1. The objectives are observable and measurable	3.00	Very Appropriate
2. The objectives are stated in terms of target users	3.00	Very Appropriate
3. The objectives are congruent with the inputs of the self -instructional material.	3.00	Very Appropriate
Weighted Mean	3.00	Very Appropriate

Table 7 shows the descriptive analysis of the experts' assessment of the developed modules according to content. It is revealed that the criteria set for the content are "Very Appropriate" as indicated by its weighted mean of 3.00. All components obtained the highest mean of 3.00 which can be derived that the content has been arranged in a logical sequence of learning. It has been presented accurately, relevant to the concepts being developed and were developed in a conceptual chronological approach. Likewise, the learning activities provide opportunities for student's participation and response. It also manifests the K to 12 learning competencies.

Table 7

EXPERTS' ASSESSMENT OF MODULES 1-4 ACCORDING TO CONTENT

COMPONENTS	Mean	Interpretation
1. The content has been arranged in a logical sequence of learning	3.00	Very Appropriate
2. The content is presented accurately	3.00	Very Appropriate
3. The content is relevant to the concepts being developed	3.00	Very Appropriate
4. The learning activities provide opportunities for student's participation and response	3.00	Very Appropriate
5. The learning activities in the module manifests based from the K to 12 learning competencies	3.00	Very Appropriate
6. The contents of the module were developed in Conceptual Chronological approach.	3.00	Very Appropriate
Weighted Mean	3.00	Very Appropriate

Table 8 reveals the evaluators' mean rating in the component "Design Characteristics" as "Very Appropriate" with a registered weighted mean of 2.88. Item numbers 2 and 4 which states that the multimedia presentations contribute to the understanding of the subject matter and the module appears interesting and it motivates the learners got the highest mean of 3.00 while the remaining two areas that the layout and overall design is appropriate, hyperlinks are well-organized and videos were clear for focused attention has a mean of 2.75. The researcher made necessary modifications on the modules especially on the videos and hyperlinks so that the multimedia presentations would help the learners in the understanding of the subject matter.

Table 8

EXPERTS' ASSESSMENT OF MODULES 1-4 ACCORDING TO DESIGN CHARACTERISTICS

COMPONENTS	Mean	Interpretation
1. The layout and overall design is appropriate	2.75	Very Appropriate
2. The multimedia presentations contribute to the understanding of the subject matter	3.00	Very Appropriate
3. Hyperlinks are well organized and videos were clear for focused attention	2.75	Very Appropriate
4. The self instructional material appears interesting and it motivates the learners	3.00	Very Appropriate
Weighted Mean	3.00	Very Appropriate

Table 9 presents the assessment of experts on the modules based on “Suitability of the Approach”. The overall weighted mean of this area is 2.66 which fall under “Very Appropriate”. Two items gained the same weighted mean of 2.75 which means that the activities suit the interests and needs of the learners and the vocabulary load is suited to the learning level of the intended users. However, item number 1 got a weighted mean of 2.50 that describes the consideration in the varying abilities of the learner. The researcher also has made some modifications on how to deal on item number 1.

Table 9

**EXPERTS' ASSESSMENT OF MODULES 1-4 ACCORDING TO SUITABILITY
OF THE APPROACH**

COMPONENTS	Mean	Interpretation
1. The module takes into consideration the varying abilities of the learner	2.50	Appropriate
2. The activities suit the interests and needs of the learners	2.75	Very Appropriate
3. The vocabulary load is suited to the learning level of the intended users	2.75	Very Appropriate
Weighted Mean	2.66	Very Appropriate

Table 10 shows the descriptive analysis of the expert's assessment of the developed modules according to clarity. It is revealed that the criteria set for clarity are "Very Appropriate" as indicated by its weighted mean of 2.88. Item number 2 obtained the highest mean of 3.00 which can be derived that the instructions and directions are clear and easy to follow. Likewise, item number 1 reveals that the language structure used is suited to the prospective users got a weighted mean of 2.75.

Table 10

EXPERTS' ASSESSMENT OF MODULES 1-4 ACCORDING TO CLARITY

COMPONENTS	Mean	Interpretation
1. The language structure used is suited to the prospective users	2.75	Very Appropriate
2. Instructions/Directions are clear and easy to follow	3.00	Very Appropriate
Weighted Mean	2.88	Very Appropriate

Table 11 reveals the evaluators' mean rating in the component "Evaluation" as "Very Appropriate" with a registered weighted mean of 2.82. Item numbers 1 and 4 which states that self-assessment questions and activities are available to determine student's attainment of objectives got the highest mean of 3.00 while item number 2 that the pre-test and post-test provides adequate formative evaluation has a mean of 2.75. Item number 3 got the lowest mean of 2.50 states that results of the pre-test and post-test have been properly interpreted.

Table 11

EXPERTS' ASSESSMENT OF MODULES 1-4 ACCORDING TO EVALUATION

COMPONENTS	Mean	Interpretation
1. Self-assessment questions and activities are available to determine student's attainment of the objectives	3.00	Very Appropriate
2. The pre-test and post-test provides adequate formative evaluation	2.75	Very Appropriate
3. Results of the pre-test and post-test have been properly interpreted	2.50	Appropriate
4. The exercises/activities serve to facilitate better understanding of the topics discussed	3.00	Very Appropriate
Weighted Mean	2.82	Very Appropriate

Table 12 shows the summary of the experts' overall assessment of the modules. The over-all result of their appraisal shows uniformity and consistency of ratings – "Very Appropriate" in all the six areas assessed in the modules. The area about the objectives and content got the highest spot which posted a weighted mean of 3.00. The area on design characteristics and clarity got the

second highest mean of 2.88. The area on evaluation got the third highest mean of 2.81 while the area on the suitability of the approach got the lowest weighted mean of 2.66 which also in the same range as “Very Appropriate”. The overall ratings indicate that the experts viewed the modules as valid and very well serve their purpose of giving sufficient knowledge on the subject matter with the of multimedia.

Table 12

EXPERTS’ ASSESSMENT OF MODULES 1-4 ACCORDING TO CONTENT

AREA	MEAN	DESCRIPTIVE INTERPRETATION
A. OBJECTIVES	3.00	Very Appropriate
B. CONTENT	3.00	Very Appropriate
C. DESIGN CHARACTERISTICS	2.88	Very Appropriate
D. SUITABILITY OF THE APPROACH	2.66	Very Appropriate
E. CLARITY	2.88	Very Appropriate
F. EVALUATION	2.81	Very Appropriate
Weighted Mean	2.87	Very Appropriate

In the try-out of multimedia-based modules, the researcher’s first step was to ask the permission of the Principal and High School Assistant Principal of Leonides S. Virata, Memorial School to conduct the try-out of modules to two sections of Grade 8 who are currently taking up Asian Studies for the school year 2014-2015. There are only three sections in Grade 8 with 117 students. The questionnaires for the assessment of modules by the students were administered after the validation of the multimedia-based modules of experts from Philippine

Normal University. Table 13 and 14 present the results of the responses of the students in their study. The mean range was used to interpret the students' assessment of the modules.

Legend:

Mean Range	Descriptive Interpretation
4.50 – 5.00	Strongly Agree
3.50 – 4.49	Moderately Agree
2.50 – 3.49	Agree
1.50 – 2.49	Moderately Disagree
1.00 – 1.49	Disagree

For simplicity and easy scoring on the part of the students, other components such as clarity, design characteristics and suitability of the approach were categorized under format while objectives and evaluation were likewise incorporated under the area of content (Please see Appendix G as reference).

Table 13 shows the results of the students' assessment of the multimedia-based modules according to format. All items and components are between 3.50 - 4.49 range which means that the students moderately agreed to all items stated under the format category. The items about the diagrams, photos and videos are well placed for easy reference which got a highest mean of 4.49 and is interpreted as "moderately agree". The components about the keypoints and concepts are well-highlighted which got the lowest mean score of 4.06 and interpreted as "moderately agree". The over-all assessment of students on the

modules according to format has the weighted mean of 4.22 and interpreted as “moderately agree”.

Table 13

SUMMARY OF THE STUDENT’S ASSESSMENT OF MODULES ACCORDING TO FORMAT

COMPONENTS	Mean	Interpretation
1. The instructions are clear and easy to follow	4.33	Moderately Agree
2. The lay-out is well – organized	4.30	Moderately Agree
3. The inputs are well-arranged so that they are easy to understand	4.18	Moderately Agree
4. Key points and concepts are well-highlighted	4.06	Moderately Agree
5. The diagrams, photos and videos are well placed for easy reference	4.49	Moderately Agree
6. The design is consistent throughout the module	4.10	Moderately Agree
7. The module is comprehensive	4.07	Moderately Agree
Weighted Mean	4.22	Moderately Agree

Table 14 shows the summary of the students’ assessment of modules according to input which has an overall weighted mean of 4.12 and interpreted as “moderately agree”. The items about the multimedia presentations gave relevant knowledge and updates about Asian Studies got the highest mean of 4.47 and interpreted as “moderately agree”. The component on getting immediate feedback and the task required got the lowest mean score of 3.81 and interpreted as “moderately agree”.

Table 14

SUMMARY OF THE STUDENT'S ASSESSMENT OF MODULES ACCORDING TO INPUT

COMPONENTS	Mean	Interpretation
1. I understand the objectives clearly	4.08	Moderately Agree
2. The instruction in each lesson gives me a bird's-eye view of the content	3.93	Moderately Agree
3. The content are congruent with the objectives	3.85	Moderately Agree
4. The lesson included in the module are interesting and informative	4.35	Moderately Agree
5. The concept of the lessons are relevant to the present time	3.96	Moderately Agree
6. The learning input are sufficient to my learning level	4.27	Moderately Agree
7. The language structure and vocabulary are suited to my learning level	4.17	Moderately Agree
8. I receive immediate feedback for the task required	3.81	Moderately Agree
9. The questions on the pre test and post test stimulate critical thinking	4.17	Moderately Agree
10. The multimedia presentations gave me relevant knowledge and updates about Asian Studies	4.47	Moderately Agree
11. I enjoyed working through the self-instructional material at my own pace	4.26	Moderately Agree
Weighted Mean	4.12	Moderately Agree

By inspection, it is clearly evident in Table 15 that the students found the multimedia-based modules as “Very Useful” as shown by the weighted mean of 3.85. The first and fourth modules got the highest mean score of 3.87 while the second module got the mean score of 3.85. The third module got the lowest mean score of 3.81. All of these four modules were rated “very useful” by the

Grade 8 students. Thus, the students' responses further uphold the validity of the modules and they are very useful in the attainment of the goals in the teaching-learning process.

The mean ranges below were used to interpret the rating given on the usefulness of the modules.

Legend:

Mean Range	Descriptive Interpretation
3.50 – 4.00	Very Useful
2.50 – 3.49	Useful
1.50 – 2.49	Slightly Useful
1.00 – 1.49	Not Useful

Table 15

SUMMARY OF THE STUDENT'S ASSESSMENT OF MODULES ACCORDING TO USEFULNESS

Module	Mean	Interpretation
1	3.87	Very Useful
2	3.85	Very Useful
3	3.81	Very Useful
4	3.87	Very Useful
Weighted Mean	3.85	Very Useful

For the final phase, the **Evaluation**, the researcher revised the module based on the experts' and peer's comments and prepared the final form of the validated module. The researcher made sure the materials achieved the desired

goals based on the components listed from the instruments. The researcher had already made notes during the try-out of modules especially the suggestions made by experts as well as by peers during the try-out like the changes on blurred pictures and spacing of words. A final copy of the multimedia based module was then prepared. The comments, suggestions and recommendations were already integrated in the presentations and modules to maximize the overall effectiveness of the multimedia based modules.

In terms of difficulties encountered by the students in using the multimedia-based modules, the students said that they did not meet any difficulties in using the modules and they saw the usefulness of the modules. The following are the unedited responses in the said aspect.

“It is easy to understand because I can really see what happened in World War.”

“Great module! It is well arranged and relevant.”

“The module was great it gave me knowledge and im interested to learn more.”

“Naiintindihan ko at nauunawaan ko ang video na napanood ko.”

“This is very helpful for student like us. The module is clear and interesting. “

“The module is very interesting and very good; students will learn more using it.”

“The lessons included in the modules are interesting. It help me to know more about Asia and it is very useful that there are videos to watch for and it help the students to enjoy the lesson.”

“Ang module ay napakadaling gamitin, marami akong aral na natutunan.”

As a whole, the elicited responses from the students support their favourable comments on the usefulness of the modules. In this final stage of module writing, the comments and suggestions offered by the research advisers, experts and peers as well as the students' feedback served as basis for the refinement of the multimedia-based modules. Among the substantial suggestions for the final draft of the modules are the following:

- a. Typographical errors and spacing in the modules must be rechecked.
- b. Citations for the pictures and videos must be clearly indicated.
- c. Some pictures should be clearly seen like what other pictures were.
- d. Table of Interpretations for the scores after each module must be provided.
- e. Content of the pages can still be arranged for not to look crowded.

The first suggestion on the typographical errors and spacing was carried out by the researcher and was checked. Citations were also placed properly for easy reference. For suggestion number three, the researcher edited some pictures using photo editor in order to come up with clear picture. Table of Interpretations and feedback were also provided at the end of each module for the students to understand what to do next. Content of the pages of the module were also checked and arranged for them not to look crowded.

The Multimedia-based Modules in K to 12 Asian Studies is composed of four modules with two lessons each with a total of eight lessons. The needed competencies based from the results of the self-survey competency checklist were used and the needed multimedia were integrated in the development of modules. Eight lessons were develop to enhance the teaching and learning of Asian Studies students of leonides S. Virata memorial school thus maximizing the use of technology available in the locale like the Imac.

The multimedia-based modules for K to 12 Asian Studies contain the following:

- I. Panimula
- II. Mga Araling Sakop ng Modyul
- III. Mga Inaasahang Kakayahan
- IV. Pamantayan sa Pagkatuto
- V. Paunang Pagtataya

- VI. Nilalaman
- VII. Mga Gawain
- VIII. Pahuling Pagtataya
- IX. Glosaryo
- X. Mga Sanggunian

The following are the description of the four modules of multimedia-based modules in K to 12 Asian Studies in each grading period:

For the First Grading Period, Module 1 is entitled “*Katangiang Pisikal ng Asya*” comprising of two lessons: *Aralin 1- Konsepto ng Asya* and *Aralin 2- Katangiang Pisikal*. It involves three Learning competencies; (1) *Naipaliliwanag ang konsepto ng Asya tungo sa paghahating-heograpiko: Silangang Asya, Timog-Silangang Asya, Kanlurang Asya, Hilagang Asya at Hilaga/Gitnang Asya;* (2) *Nailalarawan ang mga katangian ng kapaligirang pisikal sa mga rehiyon ng Asya katulad ng kinaroroonan, hugis, sukat, anyo, klima at “vegetation cover”;* and (3) *Nakakagawa ng pangkalahatang profile ng heograpiya ng Asya*. Text, pictures, videos and computer were used as multimedia.

For the Second Grading period, Module 2 is entitled “*Paghubog ng Sinaunang Kabihasnan sa Asya,*” comprising of two lessons: *Aralin 1- Kahulugan ng Konsepto ng Kabihasnan at ang mga Katangian Nito* and *Aralin 2- Kalagayan, Pamumuhay at Development ng mga Sinaunang Pamayanan*. It

involves three learning competencies: (1) *Nasusuri ang paghubog, pag-unlad at kalikasan ng mga pamayanan at estado*; (2) *Nakakabuo ng mga kongklusyon hinggil sa kalagayan, pamumuhay at debelopment ng mga sinaunang pamayanan*; and (3) *Nabibigyang kahulugan ang konsepto ng kabihasnan at nailalahad ang mga katangian nito*. Text, pictures, videos and computer were used as multimedia.

For the Third Grading Period, Module 3 is entitled “*Ang Nasyonalismo at Paglaya ng mga Bansa sa Timog Asya*,” comprising of two lessons : *Aralin 1 - Mga Pamamaraang Ginamit sa Timog Asya sa Pagtatamo ng Kalayaan mula sa Kolonyalismo* and *Aralin 2 - Epekto ng mga Digmaang Pandaigdig sa Pag-aangat ng mga Malawakang Kilusang Nasyonalista*. It involves two learning competencies: (1) *Nasusuri ang pamamaraang ginamit sa Timog at Kanlurang Asya sa pagtatamo ng kalayaan mula sa kolonyalismo*; and (2) *Nasusuri ang matinding epekto ng mga digmaang pandaigdig sa pag-aangat ng mga malawakang kilusang nasyonalista*. Text, pictures, videos and computer were used as multimedia.

For the Fourth Grading Period, Module 4 is entitled “*Ang Nasyonalismo at Paglaya ng mga Bansa sa Timog-Silangang Asya*,” comprising of two lessons: *Aralin 1- Bahaging Ginampanan ng nasyonalismo sa Silangan at Timog-Silangang asya tungo sa paglaya ng mga bansa mula sa imperyalismo* *Aralin 2 - Epekto ng Nasyonalismo sa Sigalot Etniko sa Asya*. It involves two learning

competencies: (1) Naihahayag ang pagpapahalaga sa bahaging ginampanan ng nasyonalismo sa Timog- Silangang asya tungo sa Paglaya ng mga bansa mula sa imperyalismo; and (2). Nasusuri ang epekto ng nasyonalismo sa sigalot etniko sa Asya. Text, pictures, videos and computer were used as multimedia. Based on the result, the following were the results of the self survey competency checklist on Asian studies and multimedia needed.

Theories of cognitive psychology, constructivism and educational technology which is also the main goal of Instructional design or ADDIE Model were integrated in the development of Multimedia-based Modules in K to 12 Asian Studies. Constructivism is a recent branch of cognitive psychology that had a major impact on the idea that learning is always a unique product “constructed” as an individual learner and requires a teacher to vreate an environment where students can experience the lesson and not merely memorize the concepts being explored and learners are free to construct new meaning. The researcher develop a module that has the capability to enhance student’s experiences o learning on their own thus maximizing the use of multimedia and computer specifically the Imac that has the ability to present text, graphics, video animation, and sound in an integrated way. This scenario gave the researcher the idea of a constructivist learning environment.

CHAPTER V

SUMMARY, CONCLUSION AND RECOMMENDATIONS

The summary of findings that were presented, analyzed, and interpreted in Chapter IV are presented in this chapter. Based on these, conclusions and recommendations were prepared.

The focus of this study is on the development and validation of multimedia-based modules in K to 12 Asian Studies. Three sections namely, Grade 8 Onyx, Grade 8 Agate and Grade 8 Chromite with one hundred thirteen students (113) who are currently taking up Asian Studies in Leonides S. Virata Memorial School for the school year 2014-2015 were the respondents of this study. They tried out the modules and answered the questionnaires given.

Before the development of modules, a self-survey competency checklist was distributed to teachers as well as the self-survey competency checklist on multimedia to determine the needed learning competency and the multimedia that is need in the development of modules. The survey identified the learning competencies and multimedia needed which became the basis for the development of multimedia-based modules in K to 12 Asian Studies by the researcher. The modules were developed and presented to four experts in Asian Studies and Information, Communication and Technology and after changes were made, then presented to students for try-out and assessment of its usefulness.

Summary of Findings

1. The identified K to 12 learning competencies and multimedia needed based on the result of the survey received from teachers served as the bases for the development and validation of multimedia-based modules in K to 12 Asian Studies.

The multimedia-based modules for K to 12 Asian Studies contain the following:

- I. Panimula
- II. Mga Araling Sakop ng Modyul
- III. Mga Inaasahang Kakayahan
- IV. Pamantayan sa Pagkatuto
- V. Paunang Pagtataya
- VI. Nilalaman
- VII. Mga Gawain
- VIII. Pahuling Pagtataya
- IX. Glosaryo
- X. Mga Sanggunian

The following are the needed learning competencies based on the result of the survey were the basis on the development of multimedia-based modules

- a. Naipaliliwanag ang konsepto ng Asya tungo sa paghahating-heograpiko: Silangang Asya, Timog-Silangang Asya, Kanlurang Asya, Hilagang Asya at Hilaga/Gitnang Asya.
- b. Nailalarawan ang mga katangian ng kapaligirang pisikal sa mga rehiyon ng Asya katulad ng kinaroroonan, hugis, sukat, anyo, klima at “vegetation cover”.
- c. Nakakagawa ng pangkalahatang profile ng heograpiya ng Asya.
- d. Nasusuri ang paghubog, pag-unlad at kalikasan ng mga pamayanan at estado.
- e. Nakakabuo ng mga kongklusyon hinggil sa kalagayan, pamumuhay at debelopment ng mga sinaunang pamayanan
- f. Nabibigyang kahulugan ang konsepto ng kabihasnan at nailalahad ang mga katangian nito.
- g. Nasusuri ang pamamaraang ginamit sa Timog at Kanlurang Asya sa pagtatamo ng kalayaan mula sa kolonyalismo.
- h. Nasusuri ang matinding epekto ng mga digmaang pandaigdig sa pag-aangat ng mga malawakang kilusang nasyonalista

- i. Naihahayag ang pagpapahalaga sa bahaging ginampanan ng nasyonalismo sa Timog- Silangang asya tungo sa Paglaya ng mga bansa mula sa imperyalismo.
 - j. Nasusuri ang epekto ng nasyonalismo sa sigalot etniko sa Asya
- 2. The use of ADDIE model as an instructional approach, the adaptation of assessment instrument from Navita (2010) and the instructional strategies using multimedia like audio, video and images are appropriate for the content and learning activity.
- 3. The multimedia-based modules were rated “Very Appropriate” by experts in Asian Studies and Information Technology in all areas such that:
 - a. The area of objectives obtained the highest mean of 3.00 with a descriptive interpretation as “Very Appropriate”
 - b. The area of content also obtained the highest mean of 3.00, also with a descriptive interpretation as “Very Appropriate”.
 - c. The areas of design characteristics and clarity obtained the second to the highest mean of 2.875 with a descriptive interpretation as “Very Appropriate”
 - d. The area of evaluation obtained the third highest mean of 2.8125 with a descriptive interpretation as “Very Appropriate”
 - e. The area of suitability of the approach got the lowest mean of 2.66 which has a descriptive interpretation as “Very Appropriate”

Conclusions:

In the light of the above findings, the following conclusions were drawn:

1. In developing an instructional material like multimedia-based modules, it is necessary to determine first the needed content and competencies as the basis for development. The Enhanced Basic Education Curriculum is consistent and efficient in developing a multimedia-based module in Asian Studies.
2. The experts' and students' assessment of the multimedia –based modules shows that the developed modules are appropriate and useful especially the area content and design characteristics which is the use of multimedia as an instructional strategy.
3. The developed multimedia-based modules in K to 12 Asian Studies appears appropriate, useful and suitable in addressing the needs of the students on the needed learning competencies with the appropriate multimedia as a medium of instruction.

Recommendations:

The following recommendations are hereby suggested in the light of the abovementioned findings and conclusions:

1. In developing an instructional material like multimedia-based modules, it is recommended to determine first the needed content and competencies as the basis for development.
2. The multimedia –based modules in K to 12 Asian Studies are appropriate and useful to use as an alternative instructional materials in Social Studies.
3. With the technology available for classroom use, it is recommended that the multimedia-based module be used to maximize resources in the classroom thus enhance the teaching and learning process.
4. An experimental study can be conducted by future researchers with one group using the multimedia-based module while the other group, a non multimedia based module.
5. Similar studies can be done by future researches by developing a multimedia-based module on current issues in Philippine History, Geography and Economics.

6. Stakeholders and foundations can give scholarship grants to teachers who would like to pursue graduate studies through their Faculty Development Program.

REFERENCES

A. Unpublished Thesis and Dissertations

- Acuna, Belen M. (2010) *Interactive Multimedia Instructional Materials: A Guidance Intervention Model in Teaching Mathematics for Grade 2*. Unpublished Thesis.
- Abad, Gloria C. (2012) *Development of Multimedia Instructional Materials on Vocabulary signs of Fruits and Vegetables for Children with Hearing Impairment*. Unpublished Special Project. Philippine Normal University. Manila.
- Aquino, Siony A. (2011) *Multimedia Worktext in Sining Pantahanan V*. Unpublished Master's Thesis.
- Badjao, Jennifer P. (2006) *Evolving a Workbook in Enhancing Anderson's Higher-Order Thinking Skills (HOTS) in AP Third Year HS*. Unpublished Special project. Philippine Normal University. Manila.
- Bayani, S. Q. (2011). *The Effect of Multimedia in the Performance of Third Year High School Students in Business Management*. Philippine Normal University. Manila.
- Binaluyo, Jose Escasura Jr. (2007). *Development and Validation of Technology-based Modules in Trigonometry*. Master's Thesis, University of Rizal System.
- Cabigao, Ma. Cecilia F. (2007). *The Effect of Computer-Aided Instruction on the Performance of Fourth Year Students in Microsoft Visual Basic at the St. Gabriel Academy*. Unpublished Master's Thesis. Technological University of the Philippines.
- Curabo, Rolando C. (2005) *Multimedia Software in Chemistry for High School Students of Various Dominant Multiple Intelligence*. Unpublished Master's Thesis.
- Dasig, M.F (2009). *The Effect of Multimedia in Student's Performance in Technical Drawing I at San Pedro Relocation Center National High school*. Unpublished Thesis.
- Davantes, M., (2006) *"Effectiveness of Technology-Based Instruction in Teaching Science and Technology IV Physics"*. Unpublished Master's Thesis. University of Caloocan City Graduate School.

- Dena Ala Ali, Maria Eden (2006). *The Effects of using Multimedia in the Academic Performance and Level of Interest of the Foreign and Filipino Freshmen Studying Social Studies I at Clolegio de San Agustin, Makati*. Unpublished Master's Thesis. Technological University, Manila
- Ferdinez, Emil B. (2012) *Modules on e-teaching in Technology and Livelihood Education for Public secondary School Teachers*. Unpublished Dissertation. Philippine Normal University.
- Fermin, Edwin S. (2008). *Development and Evaluation of Interactive Multimedia Presentations in Sibika 3*. Unpublished Special Project. Philippine Normal University
- Gajardo, Melanie S. (2006). *Instructional Modules for Secondary Social Studies I: Effects on Academic Achievement and Attitudes of Students*. Master Thesis, University of the Philippines
- Garrovillas, Reggie S. (2012). *Development and Validation of Interactive Activities in selected Reading Skills*. Master's Thesis, University of Rizal System.
- Jacob, Joseph R. *Development of Science Modules for the Open High school Program of the Department of Education*. Unpublished Special Project. Philippine Normal University
- Jagmis, Helen C. (2010) *Effects of television and multimedia on the development of Science and Technology concepts on Children with mild Mental Retardation*. Unpublished Thesis. Philippine Normal University.
- Jimenez, Percy Ann Elaine P. (2012) *Development of Common Syllabus and Interactive Modular Instructional Materials in Entrepreneurship Towards Quality Instruction*. Master's Thesis, Eulogio "Amang" Rodriguez Institute of Science and Technology.
- Kim, Virgilio F. (2006). *Multimedia instructional Materials in Teaching Basic Computer trouble-Shooting and repair in Electronics IV*. Master's Thesis. Eulogio "Amang Rodriguez institute of science and Technology.
- Laxamana, Relly A. (2012). *Development and Validation of Video-based Instructional Materials in Physics*. Master Thesis, Tarlac State University.

- Lucanas, Edna Cardona (2009). *Development and Validation of Lesson Exemplars in Social studies II Using Cooperative Learning Strategies (CLS)*. Unpublished Special Project. Philippine Normal University.
- Mangali, Jenifer C. (2012) *Multimedia Software in Biology for High school Students of Varied Multiple Intelligences*. Unpublished Special Project. Philippine Normal University.
- Miranda, Marinela H. (2004) *The effectiveness of using Multimedia in Teaching Biology to Selected Second Year Students of Pasay City South High School 2003-2004*; Unpublished Master's Thesis
- Munoz, Rosalie V. (2005) *Development of a Multimedia courseware on computer Fundamentals*. Unpublished Special Project.
- Navita, Noriel C. (2010), *Development, Validation and Try-out of Modules in Philippine History for Foreign Students*. Unpublished Master's Thesis. Philippine Normal University.
- Ongotan, Telesforo B. *Information and Communication Technology (ICT) in the Elementary Level: Impact of the Training Program*. Unpublished Dissertation.
- Palacio, Enrique S. (2008). *Development, Validation and Effectiveness of Modules in Selected Topics in Araling Panlipunan IV (Ekonomiks)*. Master's Thesis, University of Rizal System.
- Respicio, Aubrhey Marie T. (2013). *Development of Computer-Aided Lessons Using Mother-Tongue to Facilitate Acquisition of Mathematics Competencies for Primary Grade Pupils with Mild Intellectual Disabilities*. Unpublished Master's Thesis. Philippine Normal University.
- Rolluqui, G. (2013). *The Instructional Media for different Levels in the Philippine Educational System*. Technological University of the Philippines.
- Sasot, Christopher F. (2014) *Development and Validation of Cyberbullying Prevention Modules for Tertiary Students*. Unpublished Master's Thesis. Philippine Normal University. Manila

- Solijon, Ma. Theresa D. (2009) *“Comparison of Multimedia Instruction and the Traditional methods in Teaching Biochemistry among 2nd Year BSRT Students in IDC, AY 2007-2008.* Unpublished Master’s Thesis. Iloilo Doctor’s College. March 2009
- Stronge, James (2004) *Powerful Learning Lesson Planning.* 2nd edition. California Crown Press
- Supnad, Aileen M. (2012). *Development of Modules on Technology and Livelihood Education for the Senior Secondary Students in a Private Institution.* Unpublished Master’s Thesis. Philippine Normal University.
- Tuquero, Teresita S. (2012). *The Teaching of Araling Panlipunan in the Province of Tarlac.* Master Thesis, Tarlac State University.
- Valdez, R.T, (2011) *“Competency Level of Intermediate Teachers in Information and Communications Technology (ICT): Basis for the Development of Enhancement Program.* Unpublished Thesis. Philippine Normal University.
- Woo, Florante A. (2004). *“Development and Effectiveness of a Multimedia Program in Teaching Basic Automotive Technology.* MEd. Thesis. Technological University of the Philippines. Manila

B. Books and Articles

- Bangkidian, B. H. (2007) .*”How Communications May Shape our Future Environment.”* Mass Media: Focus in Our Society, New York: Harcourt Brace Jovanovich.
- Bonifacio Armin L. (2000) *Developing Information Communication Technology (ICT) Curriculum Standards for K-12 Schools in the Philippines.* University of the Philippines. College of Education – Curriculum Studies
- Chavez, Eduardo (2005). *A look into the Future: A Report in the Microsoft Worldwide.*
(Innovative Teachers Forum).
- Cutting, Alan (2011). *Using Multimedia in the Classroom: A Guide for Teachers;* Curriculum Materials and Assessment division, ministry of education, Sports and culture, Samoa

Department of Education Order No. 31, series of 2012 entitled Implementing Guidelines of Grades 1 to 10 Enhanced Basic Education Curriculum dated April 17, 2012

Dick W and Carey L. (1990) *The Systematic Design of Instruction (3rd Edition)* Scott Foresman, Glenview, IL.

Dick, Walter, et al. (2001) *The Systematic Design of Instruction: Fifth Edition* by Addison-Wesley Educational Publishers Inc.

Dunae, Patrick . *Review of Symposium Paper by Stephane Levesque*. Research Associate, Department of History, Vancouver Island University.

Enhanced Basic Education Act 2013 Sec. 2. Declaration Policy.

Garo, Candelaria D. (2008) *Theories and Principles of Educational Technology*. National Bookstore

Gray, Shelley; (2012) *Effective Uses of Information Communications Technology in Teaching*

Gregorio, Herman (1976). *Principles and Methods of Teaching. Revised Edition*. Quezon City. Garcia Publishing Company.

Hammond, Linda-Darling (2013) symposium entitled “*Teaching and Assessing 21st Century Competencies: An International Perspective*” last October 9, 2013; Stanford University at Singapore

Kauffman III. et al. (2005) *Supercomputing*, Chicago, USA. Scientific American Library.

Lardizabal, A. and Gregorio, Hermen C. (1999) *Principles and method of Teaching*. Quezon City. RP. Garcia Publishing Co. Inc.

Levesque, Stephane (2008). “*Why can’t you just tell us?: Learning Canadian history with Technology*”. University of Ottawa.

Lucido, Paz I. (2012) *Educational Technology 2*. Second Edition. Lolimar Publishing Incorporated pp. 96-97

Martinez, Nicolas M. (2008). *Social Studies Instruction in the Secondary Schools in Oroquieta City*, S.Y. 2007-2008. Laguna College of Business and Arts.

- Norhayati Abd Mukti, et al. (2004). *Malaysian Perspective: Designing Interactive Multimedia Learning Environment for Moral Values Education. Educational Technology and Society*. Universiti Kebangsaan Malaysia
- Oakley, Carol (2008) *Preparing Future Teachers for 21st Century Learning: Partnership That Enhance the Capacity of Pre-Service Education*. Deakin University Australia
- Ornstein, Allan C. (2000). *Strategies for Effective Teaching*. New York. USA, Harper Collins Publishing Company.
- Richey R. and Klein J. (2007) *Design and Development Research: Methods, Strategies and Issues*: Mahwah: Lawrence Erlbaum Associates, Publishers
- Rose, Stephen A. and Fernlund, Phyllis M. (1997) *Using Technology for Powerful Social Studies Learning*; National Council for the Social Studies; V61 n3 p.160-66
- Russell, W. and Waters S. (2010). *Instructional Methods for Teaching Social Studies: A Survey of What Middle School Students Like and Dislike about Social Studies Instruction*. University of Central Florida.
- Salaway, Gail and Caruso, Judith B., with Mark R. Nelson (2008). *The ECAR Study of Undergraduate Students and Information Technology*. (Research Study, Vol. 8). Boulder, CO: EDUCAUSE Center for Applied Research.
- Sanchez, Ron (1996). *Modularity, Flexibility and Knowledge Management in Product and Organization Design*. Graduate School of Management. University of Western Australia. John Wiley & Sons, Ltd.
- Smith, Patria L. et. al. (2005); *Instructional Design: Third Edition*; John Wiley and Sons Incorporated
- Student Handbook SY 2014-2015 of Leonides S. Virata Memorial School page 5 and 8
- Teaching and Assessing 21st Century Competencies: An International Perspective*. October 9, 2013. Professor Linda-Darling-Hammond. Stanford University.

- Tennyson, Robert D. (2010). *Historical reflection on Learning Theories and Instructional Design*; University of Minnesota, United States
- Trofenenko, B. (2005). "A World of Knowledge": *Social Education and Digital Technology*. In E. Ross (Ed). *The Social Studies Curriculum: Purposes, problems, and possibilities*, 3rd Edition. (pp. 241-254). Albany, NY: State University of New York Press.
- Wang Q., & Woo, H.L. (2007). *Systematic Planning for ICT Integration in Topic Learning*. *Educational Technology and Society*, 10 (1), 148-156
- Westera, W. (2005). *Beyond Functionality and Technocracy: Creating human involvement with Educational Technology*. Open University of the Netherlands.
- Wiles, Jon et. al (2006) *Curriculum Development. A Guide to Practice* (7th Edition). USA: Merrill Prentice Hall.

C. Journals and Periodicals

- Corcoran Tom, Silander Megan (2009) *Instruction in High Schools: The Evidence and the Challenge*. Journal Issue: America's High Schools Volume 19 . Last retrieved Sept. 17, 2014 from <http://futureofchildren.org/futureofchildren/publications/journals/>
- Mc Millan, David (1996). *Sense of Community Journal of Community Psychology* 24(7). 315-325
- Miller, Grant R. and Cinnamon S. (2013) *The Pad-agogy of Historical Thinking: Using Digital Tablets in a Social Studies Teaching Methods Course*; Department of Curriculum and Instruction. Southern Illinois University. Journal of the Research Center for Educational Technology (RCET) Vol. 9, No. 1.
- Samson, Eloisa, Guiab Marissa (2002). *Creating a Curriculum in Highly-quality Early Childhood Program*. *Educators' Journal* 22:21

D. Electronic Information Sources

Brooks, Patason (2011) *Multimedia in a Constructivist learning environment*; last retrieved february 24, 2015 from
(http://etec.cltt.ubc.ca/510wiki/Multimedia_in_a_constructivist_learning_environment)

Handbook for Instructional Materials. (2008). District School Board of Pasco County Instructional Media and Technology Services. Florida. Last retrieved June 11, 2014 from
http://www.pasco.k12.flinstructional_materials_handbook.pdf

Janssen, Cory. Definition-*What does Hypermedia mean?* Retrieved last Sept 16, 2014. (www.techopedia.com/..hypermedia)

Journal of Educational Multimedia and Hypermedia (2010). Retrieved last Sept 16, 2014 (www.aace.org/pubs/jemh/)

Philippine Normal University Research Agenda 2013-2015 last retrieved Sept. 25, 2014 from <http://www.pnu.edu.ph/...PNU%20Research%20Agenda%202013-2015.pdf>

Prensky, Marc (2001). Digital Natives, Digital Immigrants on the Horizon. NCB

University. Retrieved from April 23, 2012. <http://www.Marcprensky.com/...k/digitalnatives/digitalimmigrants>

APPENDICES



APPENDIX A
COMMUNICATION LETTER FOR PRE-SURVEY

Philippine Normal University
The National Center for Teacher Education
College of Graduate Studies and Teacher Education Research
Pedro Orata Hall, Room 304 B, Taft Avenue, Manila

November 3, 2014

Ms. Noeme G. Benetua
Principal
Leonides S. Virata Memorial School

Dear Miss,

Greetings! I am so thankful for allowing me to pursue my study as part of our Faculty Development Program. I am now currently in the process of writing and finishing my thesis in partial fulfilment of the course requirements in EDU 600 (Thesis Writing) for my graduate studies at Philippine Normal University. The title of my study is **Development of Multimedia-based Modules in K to 12 Asian Studies**. The main objective of my study is to try-out a validated module in Asian Studies among Grade 7 Students.

In this light, I would like to seek your permission and approval to allow me to conduct my study to our Grade 7 students under the Intervention Program in Social Studies and to administer my survey-checklist to your Social Studies teachers especially on Asian Studies. It would be a great help in my undertaking if you would permit me to meet our students on the following dates and purpose:

November 10, 2014 – Conduct survey for Social Studies Teachers

December 12, 2014 – Try-out of Modules to Grade 7 Students

Your utmost consideration in this matter will be highly appreciated.

Respectfully yours,

Noime Bedaña Longcop
Student, M.A. Ed History Teaching

Noted by:
Prof. Florisa B. Simeon
Prof. Erwin R. Callo
Advisers

APPENDIX B

TSEKLIST NG MGA PAMANTAYAN SA PAGKATUTO SA ARALING ASYANO (SELF-RATING COMPETENCY CHECKLIST FOR ASIAN STUDIES) (Para sa Guro)

Pangalan: _____

Posisyon: _____

Paaralan: _____

Direksyon: Lagyan ng tsek (/) ang hanay ayon sa lebel na naipamalas ang nasabing kompetensi sa pagtuturo ng Araling Asyano.

Pamantayan sa Pagkatuto (DepEd K to 12 Learning Competencies)	Hindi Naipamalas (Not Demonstrated)	Hindi Gaanong Naipamalas (Partially Demonstrated)	Naipamalas (Demonstrated)	Malinaw na Naipamalas (Clearly Demonstrated)
UNANG MARKAHAN – Heograpiya ng Asya				
1. Napapahalagahan ang ugnayan ng tao at kapaligiran sa paghubog ng Kabihasnang Asyano				
2. Naipaliliwanang ang konsepto ng Asya tungo sa paghahating-heograpiko: Silangang Asya, Timog- Silangang Asya, Kanlurang Asya, Hilagang Asya at Hilaga/Gitnang Asya				
3. Nailalarawan ang mga katangian ng kapaligirang pisikal sa mga rehiyon ng Asya katulad ng kinaroroonan, hugis, sukat, anyo, klima at “vegetation cover”				
4. Nakapaghahambing ng kalagayan ng kapaligiran sa iba;t ibang bahagi ng Asya				
5. Nakagagawa ng pangkalahatang profile ng heograpiya ng Asya.				
6. Nailalarawan ang mga yamang likas ng Asya				
7. Natataya ang mga implikasyon ng kapaligirang pisikal at yamang likas ng mga rehiyon sa pamumuhay ng mga asyano noon at ngayon.				
8. Naipahahayag ang kahalagahan ng pangangalaga sa timbang ng kalagayang ekolohiko ng Rehiyon				
9. Napahahalagahan ang kahalagahan ng yamang tao sa Asya				

Pamantayan sa Pagkatuto (DepEd K to 12 Learning Competencies)	Hindi Naipamalas (Not Demonstrated)	Hindi Gaanong Naipamalas (Partially Demonstrated)	Naipamalas (Demonstrated)	Malinaw na Naipamalas (Clearly Demonstrated)
10. Nasusuri ang kaugnayan ng yamang-tao ng mga bansa ng Asya sa pagpapaunlad ng kabuhatan at lipunan sa kasalukuyang panahon.				
11. Nailalarawan ang komposisyong etniko ng mga rehiyon sa Asya				
12. Nasusuri ang kaugnayan ng paglinang ng wika sa paghubug ng kultura ng mga Asyano				
IKALAWANG MARKAHAN – Sinaunang Kabihasnana sa Asya Hanggang sa Ika – 16 na Siglo				
1. Napahahalagahan ang mga kaisipang Asyano, pilosopiya at relihiyon na nagbigay-daan sa paghubog ng sinaunang kabihasnana sa Asya at sa pagbuo ng pagkakilanlang Asyano				
2. Nasusuri ang paghubog, pag-unlad at kalikasan ng mga pamayanan at estado				
3. Nakakabuo ng mga kongklusyon hinggil sa kalagayan, pamumuhay at development ng mga sinaunang pamayanan				
4. Nabibigyang kahulugan ang konsepto ng kabihasnana at nailalahad ang mga katangian nito				
5. Napaghahambing ang mga sinaunang kabihasnana sa Asya (Sumer, Indus, Tsina)				
6. Napahahalagahan ang mga bagay at kaisipang pinagbatayan (sinocentrism, divine origin, devajara) sa pagkilala sa sinaunang kabihasnana				
7. Nabibigyang kahulugan ang mga konsepto ng tradisyon, pilosopiya at relihiyon				
8. Nasusuri ang mga mahahalagang pangyayari mula sa sinaunang kabihasnana hanggang sa ika-16 na siglo.				
9. Natataya ang impluwensya ng mga paniniwala sa kalagayang panlipunan, sining at kultura ng mga Asyano				
10. Nasusuri ang bahaging ginampanan ng mga pananaw, paniniwala sa kalagayang panlipunan, sining at kultura ng mga Asyano				
11. Nasusuri ang mga kalagayang legal at tradisyon ng mga kababaihan sa iba't ibang uri ng pamumuhay				
12. Napapahalagahan ang bahaging ginampanan ng kababaihan sa pagtataguyod at pagpapanatili ng mga Asyanong pagpapahalaga				

Pamantayan sa Pagkatuto (DepEd K to 12 Learning Competencies)	Hindi Naipamalas (Not Demonstrated)	Hindi Gaanong Naipamalas (Partially Demonstrated)	Naipamalas (Demonstrated)	Malinaw na Naipamalas (Clearly Demonstrated)
13. Napapahalagahan ang mga kontribusyon ng mga sinaunang lipunan at Komunidad sa Asya				
IKATLONG MARKAHAN – Ang Timog at Kanlurang Asya sa Transisyonal at Makabagong Panahon (ika-16 hanggang ika-20 siglo)				
1. Napapahalagahan ang pagtugon ng mga Asyano sa mga hamon ng pagbabago, pag-unlad at pagpapatuloy sa Timog at Kanlurang Asya sa Transisyonal at Makabagong Panahon.				
2. Nasusuri ang mga dahilan at paraan ng kolonyalismo at imperyalismo ng mga Kanluranin sa unang yugto (ika-16 at ika-17 siglo) pagdating nila sa Timog at Kanlurang Asya				
3. Nabibigyang halaga ang papel ng kolonyalismo at imperyalismo sa kasaysayan ng Timog at Kanlurang Asya				
4. Naipapaliwanag ang mga nagbago at nanatili sa ilalim ng kolonyalismo				
5. Natataya ang mga epekto ng kolonyalismo sa Timog at Kanlurang Asya				
6. Nasusuri ang transpormasyon ng mga pamayanan at estado sa Timog at Kanlurang Asya sa pagpasok ng mga kaisipan at impluwensiyang kanluranin.				
7. Naihahambing ang mga karanasan sa Timog at Kanlurang Asya sa ilalim ng kolonyalismo at imperyalismong kanluranin				
8. Nabibigyang-halaga ang papel ng nasyonalismo sa pagbuo ng mga bansa sa Timog at Kanlurang Asya				
9. Nasusuri ang mga salik at pangyayaring nagbigay daan sa pag-usbong at pag-unlad ng nasyonalismo				
10. Naipapaliwanag ang iba't ibang manipistasyon ng nasyonalismo sa Timog at Kanlurang Asya				
11. Naipapahayag ang pagpapahalaga sa bahaging ginampanan ng nasyonalismo sa Timog at Kanlurang Asya tungo sa paglaya ng mga bansa mula sa imperyalismo				

Pamantayan sa Pagkatuto (DepEd K to 12 Learning Competencies)	Hindi Naipamalas (Not Demonstrated)	Hindi Gaanong Naipamalas (Partially Demonstrated)	Naipamalas (Demonstrated)	Malinaw na Naipamalas (Clearly Demonstrated)
12. Nasusuri ang epekto ng nasyonalismo sa sigalot etniko sa Asya katulad ng partisyon/paghahati ng India at Pakistan				
13. Nasusuri ang mga pamamaraang ginamit sa Timog at Kanlurang Asya sa pagtatamo ng kalayaan mula sa kolonyalismo				
14. Nasusuri ang matinding epekto ng mga digmaang pandaidig sa pag-aangat ng mga malawakang kilusang nasyonalista				
15. Nasusuri ang kaugnayan ng iba't ibang ideolohiya (ideolohiya ng malayang demokrasya, sosyalismo at komunismo) sa mga malawakang kilusang nasyonalista				
16. Natataya ang epekto ng mga samahang kababaihan at ng mga kalagayang panlipunan sa buhay ng kababaihan tungo sa pagkakapantay-pantay, pagkakataong pang-ekonomiya at karapatang pampolitika				
17. Naipapahayag ang pagpapahalaga sa bahaging ginampanan ng nasyonalismo sa pagbibigay wakas sa imperyalismo sa Timog at Kanlurang Asya				
18. Nasusuri ang balangkas ng mga pamahalaan sa mga bansa sa Timog at Kanlurang Asya				
19. Natataya ang mga palatuntunang nagtataguyod sa karapatan ng mamamayan sa pangkalahatan, at ng mga kababaihan, mga grupong katutubo, mga kasapi ng caste sa India at iba pang sektor ng lipunan				
20. Napaghahambing ang kalagayan at papel ng mga kababaihan sa iba't ibang bahagi ng Timog at Kanlurang Asya at ang kanilang ambag sa bansa at rehiyon				
21. Natataya ang kinalaman ng edukasyon sa pamumuhay ng mga Asyano				
22. Natataya ang bahaging ginampanan ng relihiyon sa iba't ibang aspekto ng pamumuhay				
23. Naiuugnay ang mga kasalukuyang pagbabagong pang-ekonomiya na naganap/nagaganap sa kalagayan ng mga bansa				
24. Natataya ang pagkakaiba-iba ng antas ng pagsulong at pag-unlad ng Timog at Timog- Kanlurang Asya gamit ang estadistika at kaugnay na datos.				

Pamantayan sa Pagkatuto (DepEd K to 12 Learning Competencies)	Hindi Naipamalas (Not Demonstrated)	Hindi Gaanong Naipamalas (Partially Demonstrated)	Naipamalas (Demonstrated)	Malinaw na Naipamalas (Clearly Demonstrated)
25. Nasusuri ang mga anyo at tugon sa neokolonyalismo sa Timog at Kanlurang Asya				
26. Natataya ang epekto ng kalakalan sa pagbabagong pang-ekonomiya at ang kultura ng mga bansa sa Timog at Kanlurang Asya				
27. Napapahalagahan ang mga kontribusyon ng Timog at Kanlurang Asya sa larangan ng sining, humanidades at palakasan				
28. Nahihinuha ang pagkakakilanlan ng kulturang Asyano batay sa mga Kontribusyon nito				
IKAAPAT NA MARKAHAN – Ang Silangan at Timog – Silangang Asya sa Transisyonal at Makabagong Panahon (ika 16 hanggang ika -20 siglo)				
1. Napapahalagahan ang pagtugon ng mga Asyano sa mga hamon ng pagbabago, pag-unlad at pagpapatuloy ng Silangan at Timog-Silangang Asya sa Transisyonal at Makabagong Panahon.				
2. Nasusuri ang mga dahilan, paraan at epekto ng pagpasok ng mga Kanlurang bansa hanggang sa pagtatag ng kanilang mga kolonya o kapangyarihan sa Silangan at Timog-Silangang Asya				
3. Nasusuri ang transpormasyon ng mga pamayanan at estado sa Silangan at Timog-Silangang Asya sa pagpasok ng mga isipan at impluwensiyang kanluranin.				
4. Naipapaliwanag ang mga nagbago at nanatili sa ilalim ng kolonyalismo				
5. Natataya ang mga epekto ng kolonyalismo sa Silangan at Timog-Silangang Asya				
6. Naihahambing ang mga karanasan sa Silangan at Timog-Silangang Asya sa ilalim ng kolonyalismo at imperyalismong kanluranin				
7. Nabibigyang-halaga ang papel ng nasyonalismo sa pagbuo ng mga bansa sa Silangan at Timog-Silangang Asya				
8. Nasusuri ang mga salik at pangyayaring nagbigay –daan sa pag-usbong at pag-unlad ng nasyonalismo sa Silangan at Timog Silangang Asya				

Pamantayan sa Pagkatuto (DepEd K to 12 Learning Competencies)	Hindi Naipamalas (Not Demonstrated)	Hindi Gaanong Naipamalas (Partially Demonstrated)	Naipamalas (Demonstrated)	Malinaw na Naipamalas (Clearly Demonstrated)
9. Naipapaliwanag ang mga iba't ibang manipestasyon ng nasyonalismo sa Silangan at Timog-Silangang Asya				
10. Naihahayag ang pagpapahalaga sa bahaging ginampanan ng nasyonalismo sa Silangan at Timog-Silangang Asya tungo sa paglaya ng mga bansa mula sa Imperyalismo				
11. Nasusuri ang epekto ng nasyonalismo sa sigalot etniko sa Asya				
12. Nasusuri ang mga pamamaraang ginamit sa Silangan at Timog-Silangang Asya sa pagtatamo ng kalayaan mula sa kolonyalismo				
13. Nasusuri ang matinding epekto ng mga digmaang pandaidig sa pag-aangat ng mga malawakang kilusang nasyonalista.				
14. Nasusuri ang kaugnayan sa iba't ibang ideolohiya sa mga malawakang kilusang nasyonalista				
15. Nasusuri ang epekto ng mga samahang kababaihan at ng mga kalagayang panlipunan sa buhay ng kababaihan tungo sa pagkakapantay-pantay, pagkakataong pang-ekonomiya at karapatang pampolitika				
16. Naipapahayag ang pagpapahalaga sa bahaging ginampanan ng nasyonalismo sa pagbibigay wakas sa imperyalismo				
17. Naihahambing ang mga pagbabago sa mga bansang bumubuo sa Silangan at Timog-Silangang Asya				
18. Nasusuri at naihahambing ang balangkas ng pamahalaan ng mga bansa sa Silangan at Timog-Silangang Asya				
19. Nasusuri at naihahambing ang mga palatuntunang nagtataguyod sa karapatan ng mamamayan sa pangkalahatan, at ng mga kababaihan, mga grupong katutubo, mga kasapi ng caste sa India at iba pang sektor ng lipunan				
20. Naihahambing ang kalagayan at papel ng kababaihan sa iba't ibang bahagi ng Timog at Kanlurang Asya at ang kanilang ambag sa bansa at rehiyon				
21. Nasusuri ang kinalaman ng edukasyon sa pamumuhay ng mga Asyano				
22. Natataya ang bahaging ginampanan ng relihiyon sa iba't ibang aspekto ng Pamumuhay				

Pamantayan sa Pagkatuto (DepEd K to 12 Learning Competencies)	Hindi Naipamalas (Not Demonstrated)	Hindi Gaanong Naipamalas (Partially Demonstrated)	Naipamalas (Demonstrated)	Malinaw na Naipamalas (Clearly Demonstrated)
23. Naiuugnay ang mga kasalukuyang pagbabagong pang-ekonomiya na naganap/nagaganap sa kalagayan ng mga bansa sa Silangan at Timog-Silangang Asya				
24. Nasusuri ang pagkakaiba-iba ng antas ng pagsulong at pag-unlad ng Timog at Timog-Silangang Asya gamit ang estadistika at kaugnay na datos.				
25. Nasusuri ang mga anyo at tugon sa neokolonyalismo sa Silangan at Timog-Silangang Asya				
26. Natataya ang epekto ng kalakalan sa pagbabagong pang-ekonomiya at pangkultura ng mga bansa sa Silangan at Timog Silangang Asya				
27. Napapahalagahan ang mga kontribusyon ng Silangan at Timog-Silangang Asya sa larangan ng sining, humanidades at palakasan				
28. Nahihinuha ang pagkakakilanlan ng kulturang Asyano batay sa mga kontribusyong nito				

Petsang Natapos: _____

Lagda ng Guro : _____

APPENDIX C

TSEKLIST NG MGA KOMPETENSI

UKOL SA PAGGAMIT NG MULTIMEDIA SA ARALING ASYANO

(SELF-RATING COMPETENCY CHECKLIST ON THE USE OF MULTIMEDIA FOR ASIAN STUDIES)

(Para sa Guro)

Pangalan: _____

Posisyon: _____

Paaralan: _____

Direksyon: Lagyan ng tsek (/) ang hanay ng mga multimedia at paraan ng pamamahagi na iyong ginagamit sa pagtuturo ng Araling Asyano batay sa mga nakasulat na kompetensi.

Pamantayan sa Pagkatuto (DepEd K to 12 Learning Competencies)	Raw Bits of Multimedia (by Alan Cutting 2011)						Medium of Delivery		
	Text (Doc./ pdf)	Drawing (cliparts)	Pictures (jpg)	Sound recordings (wav)	Videos (mpg)	Animations (cartoons)	Computer (Ipad/ LED TV)	Others (Cassete/ DVD player)	None
UNANG MARKAHAN – Heograpiya ng Asya									
1. Napapahalagahan ang ugnayan ng tao at kapaligiran sa paghubog ng Kabihasnang Asyano									
2. Naipaliliwanang ang konsepto ng Asya tungo sa paghahating-heograpiko: Silangang Asya, Timog-Silangang Asya, Kanlurang Asya, Hilagang Asya at Hilaga/Gitnang Asya									
3. Nailalarawan ang mga katangian ng kapaligirang pisikal sa mga rehiyon ng Asya katulad ng kinaroroonan, hugis, sukat, anyo, klima at “vegetation cover”									
4. Nakapaghahambing ng kalagayan ng kapaligiran sa iba’t ibang bahagi ng Asya									
5. Nakagagawa ng pangkalahatang profile ng heograpiya ng Asya.									
6. Nailalarawan ang mga yamang likas ng Asya									

Pamantayan sa Pagkatuto (DepEd K to 12 Learning Competencies)	Raw Bits of Multimedia (by Alan Cutting 2011)						Medium of Delivery		
	Text (Doc./pdf)	Drawing (cliparts)	Pictures (jpg)	Sound recordings (wav)	Videos (mpg)	Animations (cartoons)	Computer (Ipad/ LED TV)	Others (Cassete/ DVD player)	None
7. Natataya ang mga implikasyon ng kapaligirang pisikal at yamang likas ng mga rehiyon sa pamumuhay ng mga asyano noon at ngayon.									
8. Naipahahayag ang kahalagahan ng pangangalaga sa timbang ng kalagayang ekolohiko ng rehiyon									
9. Napahahalagahan ang kahalagahan ng yamang tao sa Asya									
10. Nasusuri ang kaugnayan ng yamang- tao ng mga bansa ng Asya sa pagpapaunlad ng kabuhayan at lipunan sa kasalukuyang panahon.									
11. Nailalarawan ang komposisyong etniko ng mga rehiyon sa Asya									
12. Nasusuri ang kaugnayan ng paglinang ng wika sa paghubug ng kultura ng mga Asyano									
IKALAWANG MARKAHAN – Sinaunang Kabihasnana sa Asya Hanggang sa Ika – 16 na Siglo									
1. Napahahalagahan ang mga kaisipang Asyano, pilosopiya at relihiyon na nagbigay-daan sa paghubog ng sinaunang kabihasnana sa Asya at sa pagbuo ng pagkakilanlang Asyano									
2. Nasusuri ang paghubog, pag-unlad at kalikasan ng mga pamayanan at estado									
3. Nakakabuo ng mga kongklusyon hinggil sa kalagayan, pamumuhay at development ng mga sinaunang pamayanan									
4. Nabibigyang kahulugan ang konsepto ng kabihasnana at nailalahad ang mga katangian nito									
5. Napaghahambing ang mga sinaunang kabihasnana sa Asya (Sumer, Indus, Tsina)									

Pamantayan sa Pagkatuto (DepEd K to 12 Learning Competencies)	Raw Bits of Multimedia (by Alan Cutting 2011)						Medium of Delivery		
	Text (Doc./pdf)	Drawing (cliparts)	Pictures (jpg)	Sound recordings (wav)	Videos (mpg)	Animations (cartoons)	Computer (Ipad/ LED TV)	Others (Cassete/ DVD player)	None
6. Napapahalagahan ang mga bagay at kaisipang pinagbatayan (sinocentrism, divine origin, devajara) sa pagkilala sa sinaunang Kabihasan									
7. Nabibigyang kahulugan ang mga konsepto ng tradisyon, pilosopiya at Relihiyon									
8. Nasusuri ang mga mahahalagang pangyayari mula sa sinaunang kabihasan hanggang sa ika-16 na siglo.									
9. Natataya ang impluwensya ng mga paniniwala sa kalagayang panlipunan, sining at kultura ng mga Asyano									
10. Nasusuri ang bahaging ginampanan ng mga pananaw, paniniwala sa kalagayang panlipunan, sining at kultura ng mga Asyano									
11. Nasusuri ang mga kalagayang legal at tradisyon ng mga kababaihan sa iba't ibang uri ng pamumuhay									
12. Napapahalagahan ang bahaging ginampanan ng kababaihan sa pagtataguyod at pagpapanatili ng mga Asyanong pagpapahalaga									
13. Napapahalagahan ang mga kontribusyon ng mga sinaunang lipunan at komunidad sa Asya									
IKATLONG MARKAHAN – Ang Timog at Kanlurang Asya sa Transisyonal at Makabagong Panahon (ika-16 hanggang ika – 20 siglo)									
1. Napapahalagahan ang pagtugon ng mga Asyano sa mga hamon ng pagbabago, pag-unlad at pagpapatuloy sa Timog at Kanlurang Asya sa Transisyonal at Makabagong Panahon.									
2. Nasusuri ang mga dahilan at paraan ng kolonyalismo at imperyalismo ng mga Kanluranin sa unang yugto (ika-16 at ika-17 siglo) pagdating nila sa Timog at Kanlurang Asya									

Pamantayan sa Pagkatuto (DepEd K to 12 Learning Competencies)	Raw Bits of Multimedia (by Alan Cutting 2011)						Medium of Delivery		
	Text (Doc./pdf)	Drawing (cliparts)	Pictures (jpg)	Sound recordings (wav)	Videos (mpg)	Animations (cartoons)	Computer (Ipad/ LED TV)	Others (Cassete/ DVD player)	None
3. Nabibigyang halaga ang papel ng kolonyalismo at imperyalismo sa kasaysayan ng Timog at Kanlurang Asya									
4. Naipapaliwanag ang mga nagbago at nanatili sa ilalim ng kolonyalismo									
5. Natataya ang mga epekto ng kolonyalismo sa Timog at Kanlurang Asya									
6. Nasusuri ang transpormasyon ng mga pamayanan at estado sa Timog at Kanlurang Asya sa pagpasok ng mga kaisipan at impluwensiyang kanluranin.									
7. Naihahambing ang mga karanasan sa Timog at Kanlurang Asya sa ilalim ng kolonyalismo at imperyalismong kanluranin									
8. Nabibigyang-halaga ang papel ng nasyonalismo sa pagbuo ng mga bansa sa Timog at Kanlurang Asya									
9. Nasusuri ang mga salik at pangyayaring nagbigay daan sa pag-usbong at pag-unlad ng nasyonalismo									
10. Naipapaliwanag ang iba't ibang manipistasyon ng nasyonalismo sa Timog at Kanlurang Asya									
11. Naipapahayag ang pagpapahalaga sa bahaging ginampanan ng nasyonalismo sa Timog at Kanlurang Asya tungo sa paglaya ng mga bansa mula sa imperyalismo									
12. Nasusuri ang epekto ng nasyonalismo sa sigalot etniko sa Asya katulad ng partisyon/paghahati ng India at Pakistan									
13. Nasusuri ang mga pamamaraang ginamit sa Timog at Kanlurang Asya sa pagtatamo ng kalayaan mula sa kolonyalismo									

Pamantayan sa Pagkatuto (DepEd K to 12 Learning Competencies)	Raw Bits of Multimedia (by Alan Cutting 2011)						Medium of Delivery		
	Text (Doc./ pdf)	Drawing (cliparts)	Pictures (jpg)	Sound recordings (wav)	Videos (mpg)	Animations (cartoons)	Computer (Ipad/ LED TV)	Others (Cassete/ DVD player)	None
14. Nasusuri ang matinding epekto ng mga digmaang pandaidig sa pag- aangat ng mga malawakang kilusang nasyonalista									
15. Nasusuri ang kaugnayan ng iba't ibang ideolohiya (ideolohiya ng malayang demokrasya, sosyalismo at komunismo) sa mga malawakang kilusang nasyonalista									
16. Natataya ang epekto ng mga samahang kababaihan at ng mga kalagayang panlipunan sa buhay ng kababaihan tungo sa pagkakapantay-pantay, pagkakataong pang-ekonomiya at karapatang pampolitika									
17. Naipapahayag ang pagpapahalaga sa bahaging ginampanan ng nasyonalismo sa pagbibigay wakas sa imperyalismo sa Timog at Kanlurang Asya									
18. Nasusuri ang balangkas ng mga pamahalaan sa mga bansa sa Timog at Kanlurang Asya									
19. Natataya ang mga palatuntunang nagtataguyod sa karapatan ng mamamayan sa pangkalahatan, at ng mga kababaihan, mga grupong katutubo, mga kasapi ng caste sa India at iba pang sektor ng lipunan									
20. Napaghahambing ang kalagayan at papel ng mga kababaihan sa iba't ibang bahagi ng Timog at Kanlurang Asya at ang kanilang ambag sa bansa at rehiyon									
21. Natataya ang kinalaman ng edukasyon sa pamumuhay ng mga Asyano									
22. Natataya ang bahaging ginampanan ng relihiyon sa iba't ibang aspekto ng pamumuhay									

Pamantayan sa Pagkatuto (DepEd K to 12 Learning Competencies)	Raw Bits of Multimedia (by Alan Cutting 2011)						Medium of Delivery		
	Text (Doc./pdf)	Drawing (cliparts)	Pictures (jpg)	Sound recordings (wav)	Videos (mpg)	Animations (cartoons)	Computer (Ipad/ LED TV)	Others (Cassete/ DVD player)	None
23. Naiuugnay ang mga kasalukuyang pagbabagong pang-ekonomiya na naganap/nagaganap sa kalagayan ng mga bansa									
24. Natataya ang pagkakaiba-iba ng antas ng pagsulong at pag-unlad ng Timog at Timog- Kanlurang Asya gamit ang estadistika at kaugnay na datos.									
25. Nasusuri ang mga anyo at tugon sa neokolonyalismo sa Timog at Kanlurang Asya									
26. Natataya ang epekto ng kalakalan sa pagbabagong pang-ekonomiya at pangkultura ng mga bansa sa Timog at Kanlurang Asya									
27. Napapahalagahan ang mga kontribusyon ng Timog at Kanlurang Asya sa larangan ng sining, humanidades at palakasan									
28. Nahihinuha ang pagkakakilanlan ng kulturang Asyano batay sa mga kontribusyon nito									
IKAAPAT NA MARKAHAN – Ang Silangan at Timog – Silangang Asya sa Transisyonal at Makabagong Panahon (ika 16 hanggang ika -20 siglo)									
1. Napapahalagahan ang pagtugon ng mga Asyano sa mga hamon ng pagbabago, pag-unlad at pagpapatuloy ng Silangan at Timog-Silangang Asya sa Transisyonal at Makabagong Panahon.									
2. Nasusuri ang mga dahilan, paraan at epekto ng pagpasok ng mga Kanlurang bansa hanggang sa pagtatag ng kanilang mga kolonya o kapangyarihan sa Silangan at Timog-Silangang Asya									
3. Nasusuri ang transpormasyon ng mga pamayanan at estado sa Silangan at Timog-Silangang Asya sa pagpasok ng mga isipan at impluwensiyang kanluranin.									

Pamantayan sa Pagkatuto (DepEd K to 12 Learning Competencies)	Raw Bits of Multimedia (by Alan Cutting 2011)						Medium of Delivery		
	Text (Doc./pdf)	Drawing (cliparts)	Pictures (jpg)	Sound recordings (wav)	Videos (mpg)	Animations (cartoons)	Computer (Ipad/ LED TV)	Others (Cassete/ DVD player)	None
4. Naipapaliwanag ang mga nagbago at nanatili sa ilalim ng kolonyalismo									
5. Natataya ang mga epekto ng kolonyalismo sa Silangan at Timog- Silangang Asya									
6. Naihahambing ang mga karanasan sa Silangan at Timog- Silangang Asya sa ilalim ng kolonyalismo at imperyalismong kanluranin									
7. Nabibigyang-halaga ang papel ng nasyonalismo sa pagbuo ng mga bansa sa Silangan at Timog-Silangang Asya									
8. Nasusuri ang mga salik at pangyayaring nagbigay –daan sa pag- usbong at pag-unlad ng nasyonalismo sa Silangan at Timog Silangang Asya									
9. Naipapaliwanag ang mga iba’t ibang manipestasyon ng nasyonalismo sa Silangan at Timog-Silangang Asya									
10. Naihahayag ang pagpapahalaga sa bahaging ginampanan ng nasyonalismo sa Silangan at Timog- Silangang Asya tungo sa paglaya ng mga bansa mula sa imperyalismo									
11. Nasusuri ang epekto ng nasyonalismo sa sigalot etniko sa Asya									
12. Nasusuri ang mga pamamaraang ginamit sa Silangan at Timog-Silangang Asya sa pagtatamo ng kalayaan mula sa kolonyalismo									
13. Nasusuri ang matinding epekto ng mga digmaang pandaidig sa pag- aangat ng mga malawakang kilusang nasyonalista.									

Pamantayan sa Pagkatuto (DepEd K to 12 Learning Competencies)	Raw Bits of Multimedia (by Alan Cutting 2011)						Medium of Delivery		
	Text (Doc./ pdf)	Drawing (cliparts)	Pictures (jpg)	Sound recordings (wav)	Videos (mpg)	Animations (cartoons)	Computer (Ipad/ LED TV)	Others (Cassete/ DVD player)	None
14. Nasusuri ang kaugnayan sa iba't ibang ideolohiya sa mga malawakang kilusang nasyonalista									
15. Nasusuri ang epekto ng mga samahang kababaihan at ng mga kalagayang panlipunan sa buhay ng kababaihan tungo sa pagkakapantay-pantay, pagkakataong pang-ekonomiya at karapatang pampolitika									
16. Naipapahayag ang pagpapahalaga sa bahaging ginampanan ng nasyonalismo sa pagbibigay wakas sa imperyalismo									
17. Naihahambing ang mga pagbabago sa mga bansang bumubuo sa Silangan at Timog-Silangang Asya									
18. Nasusuri at naihahambing ang balangkas ng pamahalaan ng mga bansa sa Silangan at Timog-Silangang Asya									
19. Nasusuri at naihahambing ang mga palatuntunang nagtataguyod sa karapatan ng mamamayan sa pangkalahatan, at ng mga kababaihan, mga grupong k katutubo, mga kasapi ng caste sa India at iba pang sektor ng lipunan									
20. Naihahambing ang kalagayan at papel ng kababaihan sa iba't ibang bahagi ng Timog at Kanlurang Asya at ang kanilang ambag sa bansa at rehiyon									
21. Nasusuri ang kinalaman ng edukasyon sa pamumuhay ng mga Asyano									
22. Natataya ang bahaging ginampanan ng relihiyon sa iba't ibang aspekto ng pamumuhay									
23. Naiuugnay ang mga kasalukuyang pagbabagong pang-ekonomiya na naganap/ nagaganap sa kalagayan ng mga bansa sa Silangan at Timog-Silangang Asya									

Pamantayan sa Pagkatuto (DepEd K to 12 Learning Competencies)	Raw Bits of Multimedia (by Alan Cutting 2011)						Medium of Delivery		
	Text (Doc./ pdf)	Drawing (cliparts)	Pictures (jpg)	Sound recordings (wav)	Videos (mpg)	Animations (cartoons)	Computer (Ipad/ LED TV)	Others (Cassete/ DVD player)	None
24. Nasusuri ang pagkakaiba-iba ng antas ng pagsulong at pag-unlad ng Timog at Timog-Silangang Asya gamit ang estadistika at kaugnay na datos.									
25. Nasusuri ang mga anyo at tugon sa neokolonyalismo sa Silangan at Timog-Silangang Asya									
26. Natataya ang epekto ng kalakalan sa pagbabagong pang-ekonomiya at pangkultura ng mga bansa sa Silangan at Timog Silangang Asya									
27. Napapahalagahan ang mga kontribusyon ng Silangan at Timog- Silangang Asya sa larangan ng sining, humanidades at palakasan									
28. Nahihinuha ang pagkakakilanlan ng kulturang Asyano batay sa mga kontribusyong nito									

Petsang Natapos: _____

Lagda ng Guro : _____

APPENDIX D
LETTER OF REQUEST FOR NORIEL NAVITA TO ADAPT INSTRUMENT



Philippine Normal University
The National Center for Teacher Education
College of Graduate Studies and Teacher Education Research
Pedro Orata Hall, Room 304 B, Taft Avenue, Manila

September 30, 2014

Mr. Noriel C. Navita

Dear Mr. Navita,

I am Noime Bedaña Longcop, currently enrolled in Master of Arts in Education with Specialization in History Teaching at Philippine Normal University (PNU). I am presently working on my Thesis entitled: Multimedia based Module in K to 12 Asian Studies. I observed that your instrument may help me in validating my modules because it gives concise criteria on the characteristics that I need. In line with this, I would like to ask permission to adapt your instrument on Modules in Philippine History. Your approval will be of much help.

Thank you very much.

Respectfully Yours,

Noime Bedaña Longcop
Researcher

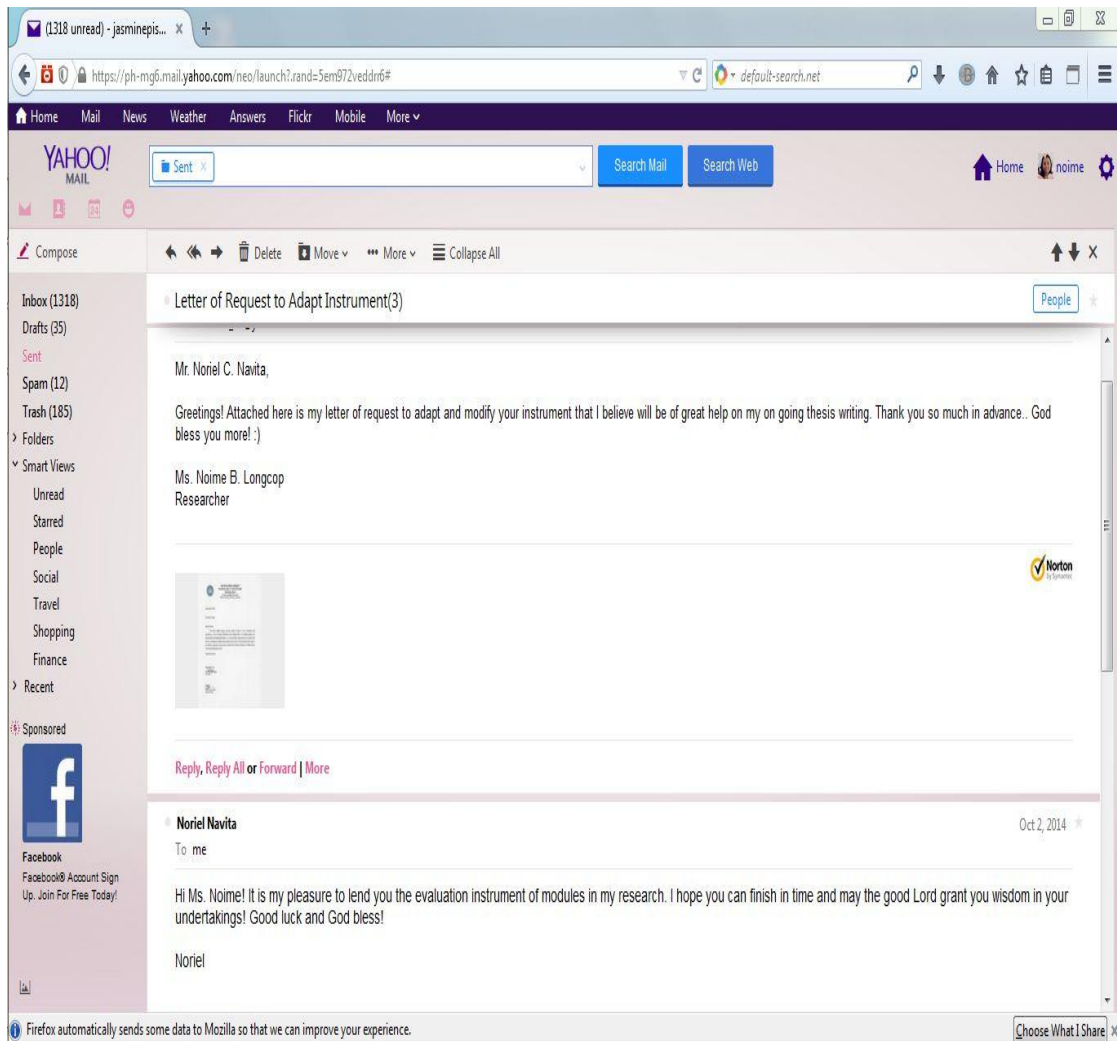
Noted by:

Prof. Florisa B. Simeon

Prof. Erwin R. Callo
Research Advisers

APPENDIX E

APPROVAL LETTER FROM NORIEL NAVITA TO USE THE INSTRUMENT



APPENDIX F

COMMUNICATION LETTER FOR EXPERTS



Philippine Normal University
The National Center for Teacher Education
College of Graduate Studies and Teacher Education Research
Pedro Orata Hall, Room 304 B, Taft Avenue, Manila

December 3, 2014

Dear _____:

Greetings!

I am Noime Bedaña Longcop, currently in the process of writing and finishing my thesis in partial fulfilment of the course requirements in EDU 600 (Thesis Writing) for my graduate studies at Philippine Normal University. The title of my study is **Development of Multimedia-based Modules in K to 12 Asian Studies**. The main objective of my study is to try-out a validated module in Asian Studies students in our school, Leonides S. Virata Memorial School in Rio Tuba, Palawan. Our school had just upgraded its educational technologies using Imac and Ipad in teaching and as a Social Studies teacher, I became interested in developing a multimedia-based module in Asian Studies in line with the K to 12 competencies to suit the needs and interests of my students and to adapt to the new curriculum because I observed that the use of multimedia in the classroom can boost up the interests and motivates students learning.

In this light, I would like to seek your permission and approval to evaluate the developed multimedia-based module as part of the process and needs to be validated by experts in this field. It would be a great help in my undertaking if you can share your remarks, comments and suggestions. Kindly refer to the developed module attached in this letter. Thank you very much for your assistance.

Respectfully yours,
Noime Bedaña Longcop

Noted by:

Prof. Florisa B. Simeon

Prof. Erwin R. Callo
Research Advisers

APPENDIX G

**QUESTIONNAIRE FOR THE VALIDATION OF THE MULTIMEDIA-BASED
MODULE BY EXPERTS AND PEERS**

Name: _____

Social Studies courses taught: _____

Position: _____

School: _____

Degrees earned and School(s), date obtained: _____

No. of Years in Teaching Asian Studies: _____

Part 1: Questionnaire Proper

Direction: Using the interpretation given below, please check the number corresponding to the degree of your agreement/disagreement to the following statements.

	Very Appropriate (VA) 3	Appropriate (A) 2	Not Appropriate (NA) 1
A. OBJECTIVES:			
1. The objectives are observable and measurable			
2. The objectives are stated in terms of target users			
3. The objectives are congruent with the inputs of the self-instructional material.			
B. CONTENT:			
1. The content has been arranged in a logical sequence of learning			
2. The content is presented accurately			
3. The content is relevant to the concepts being developed			
4. The learning activities provide opportunities for student's participation and response			

	Very Appropriate (VA) 3	Appropriate (A) 2	Not Appropriate (NA) 1
5. The learning activities in the module manifests based from the K to 12 learning competencies			
6. The contents of the module were developed in a conceptual chronological approach.			
C. DESIGN CHARACTERISTICS			
1. The layout and overall design is appropriate			
2. The multimedia presentations contribute to the understanding of the subject matter			
3. Hyperlinks are well organized and videos were clear for focused attention			
4. The self instructional material appears interesting and it motivates the learners			
D. SUITABILITY OF THE APPROACH			
1. The module takes into consideration the varying abilities of the learner			
2. The activities suit the interests and needs of the learners			
3. The vocabulary load is suited to the learning level of the intended users			
E. CLARITY			
1. The language structure used is suited to the prospective users			
2. Instructions/ Directions are clear and easy to follow			
F. EVALUATION			
1. Self-assessment questions and activities are available to determine student's attainment of the objectives			

	Very Appropriate (VA) 3	Appropriate (A) 2	Not Appropriate (NA) 1
2. The pre-test and post-test provides Adequate formative evaluation			
3. Results of the pre-test and post-test have been properly interpreted			
4. The exercises/activities serve to facilitate better understanding of the topics discussed			

Comments and Suggestions:

Printed name and signature of the evaluator

APPENDIX H

STUDENTS' QUESTIONNAIRE FOR THE EVALUATION OF MULTIMEDIA-BASED MODULES

Name: _____

Age: _____

Sex: _____

Year and Section: _____

Part 1: Questionnaire Proper

Direction: Using the interpretation given below, please check the number corresponding to the degree of your agreement/disagreement to the following statements.

	Strongly Agree (SA)	Moderately Agree (MA)	Agree (A)	Slightly Disagree (SD)	Disagree (D)
A. FORMAT	5	4	3	2	1
1. The instructions are clear and easy to Follow					
2. The lay-out is well - organized					
3. The inputs are well-arranged so that they are easy to understand					
4. Keypoints and concepts are well-Highlighted					
5. The diagrams, photos and videos are well placed for easy reference					
6. The design is consistent throughout the Module					
7. The module is comprehensive					
B. INPUT					
1. I understand the objectives clearly					
2. The instruction in each lesson gives me a bird's- eye view of the content					
3. The content are congruent with the Objectives					
4. The lesson included in the module are interesting and informative					
5. The concept of the lessons are relevant to the present time					

	Strongly Agree (SA) 5	Moderately Agree (MA) 4	Agree (A) 3	Slightly Disagree (SD) 2	Disagree (D) 1
6. The learning input are sufficient to my learning level					
7. The language structure and vocabulary are suited to my learning level					
8. I receive immediate feedback for the task required					
9. The questions on the pre test and post test stimulate critical thinking					
10. The multimedia presentations gave me relevant knowledge and updates about Asian Studies					
11. I enjoyed working through the self-i instructional material at my own pace					

Part 2: Interview Questionnaire for the Student-respondents

After you have tried out the multimedia-based module in Asian Studies, please assess the modules in terms of usefulness to you as a student. Put a checkmark in the column corresponding to your answer.

	Very Useful (VU) 4	Useful (U) 3	Slightly Useful (SU) 2	Not Useful (NU) 1
Module				
1				
2				
3				
4				

Have you met any difficulties in using the modules? Yes _____ No _____

Comments and Suggestions:

Printed name and signature of the student-respondent:

APPENDIX I
EXPERT'S EVALUATION RESULT (MODULES VALIDATION)

	EXPERTS				Mean
	1	2	3	4	
A. OBJECTIVES:					
1. The objectives are observable and measurable	3	3	3	3	3
2. The objectives are stated in terms of target users	3	3	3	3	3
3. The objectives are congruent with the inputs of the self instructional material.	3	3	3	3	3
	3	3	3	3	3
B. CONTENT:					
1. The content has been arranged in a logical sequence of learning	3	3	3	3	3
2. The content is presented accurately	3	3	3	3	3
3. The content is relevant to the concepts being developed	3	3	3	3	3
4. The learning activities provides opportunities for student's participation and response	3	3	3	3	3
5. The learning activities in the module manifests based from the K to 12 learning competencies	3	3	3	3	3
6. The contents of the module were developed in conceptual chronological approach.	3	3	3	3	3
	3	3	3	3	3
C. DESIGN CHARACTERISTICS					
1. The layout and overall design is Appropriate	3	3	3	2	2.75
2. The multimedia presentations contribute to the understanding of the subject matter	3	3	3	3	3
3. Hyperlinks are well organized and videos were clear for focused attention	2	3	3	3	2.75

	EXPERTS				Mean
	1	2	3	4	
4. The self instructional material appears interesting and it motivates the learners	3	3	3	3	3
	2.75	3	3	2.75	2.88
D. SUITABILITY OF THE APPROACH					
1. The module takes into consideration the varying abilities of the learner	3	3	2	2	2.5
2. The activities suit the interests and needs of the learners	3	3	3	2	2.75
3. The vocabulary load is suited to the learning level of the intended users	3	3	3	2	2.75
	3	3	2.66	2	2.66
E. CLARITY					
1. The language structure used is suited to the prospective users	3	3	3	2	2.75
2. Instructions/ Directions are clear and easy to follow	3	3	3	3	3
	3	3	3	2.5	2.88
F. EVALUATION					
1. Self-assessment questions and activities are available to determine student's attainment of the objectives	3	3	3	3	3
2. The pre-test and post-test provides adequate formative evaluation	2	3	3	3	2.75
3. Results of the pre-test and post-test have been properly interpreted	2	3	2	3	2.5
4. The exercises/activities serve to facilitate better understanding of the topics discussed	3	3	3	3	3
	2.5	3	2.75	3	2.81

APPENDIX J

PROFILE OF EXPERTS AND PEERS WHO VALIDATED THE MULTIMEDIA-BASED MODULES IN K TO 12 ASIAN STUDIES

EXPERTS:

EVALUATOR	POSITION	SCHOOL	COURSES/SUBJECTS TAUGHT	DEGREES EARNED
Dr. Nerissa S. Tantengco	Professor	Philippine Normal University	Social Sciences-Methodology, History, Contemporary Southeast Asia, South Asia and Modern World	Doctor of Philosophy – Southeast Asia Studies
Dr. Ma. Corazon B. Sigua	Professor	Philippine Normal University	Philippine, Asian and World History and Geography	Doctor of Philosophy-Supervision
Emilio F. Aguinaldo	Professor	Philippine Normal University	Information and Communication Technology	BS Computer Science
Malvin R. Tabajen	Professor	Philippine Normal University	Information and Communication Technology	Bachelor of Business Education MA.Ed in Technology

PEERS:

EVALUATOR	POSITION	SCHOOL	SUBJECTS TAUGHT
Lore Jen D. Tabulod	Classroom Teacher	Leonides S. Virata Moemorial School	Sibika 6 and Kasaysayan 5
Jenny May A. Santillan	Classroom Teacher	Leonides S. Virata Moemorial School	Kasaysayan ng Asya 8

APPENDIX K

LIST OF STUDENT-PARTICIPANTS DURING THE TRY-OUT OF MODULES

No.	Gender	Age	Section
1	Male	14	Grade 8 - Onyx
2	Male	14	Grade 8 - Onyx
3	Male	14	Grade 8 - Onyx
4	Male	13	Grade 8 - Onyx
5	Male	14	Grade 8 - Onyx
6	Male	14	Grade 8 - Onyx
7	Male	15	Grade 8 - Onyx
8	Male	14	Grade 8 - Onyx
9	Male	14	Grade 8 - Onyx
10	Male	14	Grade 8 - Onyx
11	Male	14	Grade 8 - Onyx
12	Male	14	Grade 8 - Onyx
13	Male	14	Grade 8 - Onyx
14	Male	14	Grade 8 - Onyx
15	Male	14	Grade 8 - Onyx
16	Male	14	Grade 8 - Onyx
17	Male	13	Grade 8 - Onyx
18	Male	14	Grade 8 - Onyx
19	Female	13	Grade 8 - Onyx
20	Female	16	Grade 8 - Onyx
21	Female	14	Grade 8 - Onyx
22	Female	14	Grade 8 - Onyx
23	Female	13	Grade 8 - Onyx
24	Female	16	Grade 8 - Onyx
25	Female	13	Grade 8 - Onyx
26	Female	13	Grade 8 - Onyx
27	Female	14	Grade 8 - Onyx
28	Female	15	Grade 8 - Onyx
29	Female	14	Grade 8 - Onyx
30	Female	15	Grade 8 - Onyx
31	Female	16	Grade 8 - Onyx
32	Female	15	Grade 8 - Onyx
33	Female	14	Grade 8 - Onyx
34	Female	14	Grade 8 - Onyx
35	Female	14	Grade 8 - Onyx

No.	Gender	Age	Section
36	Female	13	Grade 8 - Onyx
37	Female	14	Grade 8 - Onyx
38	Female	14	Grade 8 - Onyx
39	Male	16	Grade 8 - Agate
40	Male	14	Grade 8 - Agate
41	Male	15	Grade 8 - Agate
42	Male	14	Grade 8 - Agate
43	Male	16	Grade 8 - Agate
44	Male	14	Grade 8 - Agate
45	Male	13	Grade 8 - Agate
46	Male	14	Grade 8 - Agate
47	Male	14	Grade 8 - Agate
48	Male	13	Grade 8 - Agate
49	Male	13	Grade 8 - Agate
50	Male	14	Grade 8 - Agate
51	Male	13	Grade 8 - Agate
52	Male	14	Grade 8 - Agate
53	Male	14	Grade 8 - Agate
54	Male	16	Grade 8 - Agate
55	Male	14	Grade 8 - Agate
56	Male	14	Grade 8 - Agate
57	Male	14	Grade 8 - Agate
58	Male	14	Grade 8 - Agate
59	Female	13	Grade 8 - Agate
60	Female	14	Grade 8 - Agate
61	Female	14	Grade 8 - Agate
62	Female	14	Grade 8 - Agate
63	Female	15	Grade 8 - Agate
64	Female	13	Grade 8 - Agate
65	Female	16	Grade 8 - Agate
66	Female	15	Grade 8 - Agate
67	Female	15	Grade 8 - Agate
68	Female	14	Grade 8 - Agate
69	Female	14	Grade 8 - Agate
70	Female	14	Grade 8 - Agate
71	Female	13	Grade 8 - Agate
72	Female	14	Grade 8 - Agate

No.	Gender	Age	Section
73	Female	15	Grade 8 - Agate
74	Female	13	Grade 8 - Agate
75	Female	14	Grade 8 - Agate
76	Female	14	Grade 8 - Agate
77	Female	13	Grade 8 - Agate
78	Male	14	Grade 8 - Chromite
79	Male	14	Grade 8 - Chromite
80	Male	14	Grade 8 - Chromite
81	Male	14	Grade 8 - Chromite
82	Male	14	Grade 8 - Chromite
83	Male	14	Grade 8 - Chromite
84	Male	14	Grade 8 - Chromite
85	Male	15	Grade 8 - Chromite
86	Male	14	Grade 8 - Chromite
87	Male	14	Grade 8 - Chromite
88	Male	15	Grade 8 - Chromite
89	Male	14	Grade 8 - Chromite
90	Male	14	Grade 8 - Chromite
91	Male	14	Grade 8 - Chromite
92	Male	14	Grade 8 - Chromite
93	Male	14	Grade 8 - Chromite
94	Male	13	Grade 8 - Chromite
95	Male	15	Grade 8 - Chromite
96	Female	14	Grade 8 - Chromite
97	Female	14	Grade 8 - Chromite
98	Female	15	Grade 8 - Chromite
99	Female	14	Grade 8 - Chromite
100	Female	14	Grade 8 - Chromite
101	Female	15	Grade 8 - Chromite
102	Female	13	Grade 8 - Chromite
103	Female	14	Grade 8 - Chromite
104	Female	14	Grade 8 - Chromite
105	Female	13	Grade 8 - Chromite
106	Female	15	Grade 8 - Chromite
107	Female	15	Grade 8 - Chromite
108	Female	14	Grade 8 - Chromite
109	Female	14	Grade 8 - Chromite

No.	Gender	Age	Section
110	Female	14	Grade 8 - Chromite
111	Female	13	Grade 8 - Chromite
112	Female	14	Grade 8 - Chromite

APPENDIX L RESEARCH LOCALE MAP AND PICTURES



Photo courtesy of www.zamboanga.com

Map of the Philippines
PLATE NO. 1



Photo courtesy of palawanresortsdotnet.blogspot.com

Map of the Province of Palawan
PLATE NO. 2

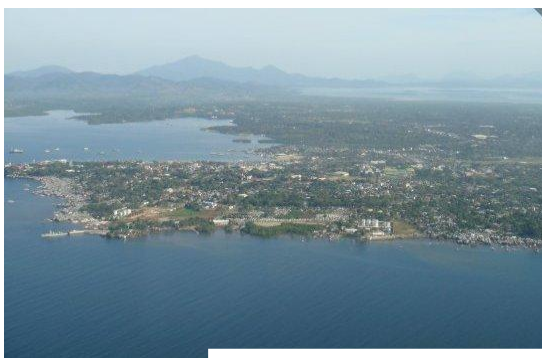


Photo courtesy of Vivian Dacyon-Valmonte

Aerial View of Barangay Rio Tuba
PLATE NO. 3



Front Gate of Leonides S. Virata Memorial School
PLATE NO. 4



Inside the LSVMS Computer Laboratory
PLATE NO. 5



Inside the classroom
PLATE NO. 6

APPENDIX M

PICTURES DURING TRY-OUT OF MODULES



APPENDIX N
STUDENT'S EVALUATION RESULT (MODULES VALIDATION)

	Format								Input								Usefulness			
Grade 8 - Chromite																				
1	4	3	3	4	4	5	4	3	4	4	3	4	5	3	3	4	5	5	very useful	
2	3	4	3	5	3	3	3	4	4	3	5	3	4	3	3	3	4	4	very useful	
3	3	2	2	4	5	2	3	2	4	1	5	3	4	2	3	4	4	3	very useful	
4	5	5	5	5	4	5	5	5	5	5	5	5	5	5	5	5	5	5	very useful	
5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	4	5	5	very useful	
6	4	4	3	4	4	5	3	3	4	4	5	4	4	4	3	4	5	4	very useful	
7	5	3	3	2	5	3	2	3	3	2	4	3	5	3	2	2	5	5	very useful	
8	5	5	5	5	4	5	5	5	5	4	5	5	5	5	5	5	5	5	very useful	
9	4	5	3	5	4	4	3	3	5	5	2	4	4	5	3	4	5	5	very useful	
10	3	4	4	3	5	3	4	4	5	4	3	1	4	3	3	5	4	3	useful	
11	4	5	4	5	5	4	5	5	4	4	5	5	5	4		3	5	5	very useful	
12	5	3	5	3	3	2	4	5	4	3	3	3	3	5	5	2	3	3	very useful	
13	3	3	2	4	4	5	3	2	3	3	3	3	2	5	3	3	3	3	very useful	
14	4	4	3	2	4	3	3	4	3	3	2	3	3	4	2	5	4	3	useful	
15	4	4	3	2	4	3	3	4	5	3	2	4	1	3	2	5	5	3	useful	
16	4	5	5	5	4	4	4	3	2	3	5	4	4	4	4	5	5	4	very useful	
17	Absent																			
18	3		4	2	5	2	4	4	3	2	4	3	4	3	3	4	3	2	4	useful
19	5	5	5	5	5	3	5	2	5	4	5	4	3	4	5	5	5	3	very useful	
1	5	5	5	4	5	5	5	5	4	5	5	4	5	5	5	5	5	4	very useful	
2	5	5	4	3	5	4	3	5	5	4	4	4	3	5	4	5	5	5	very useful	
3	3	4	5	5	5	5	5	5	5	5	5	5	5	5	5	3	5	5	very useful	
4	5	5	5	5	5	5	5	5	3	3	3	3	3	3	4	4	4	4	very useful	
5	5	3	4	5	5	3	4	3	5	3	5	4	5	5	3	3	5	3	very useful	
6	3	4	4	3	4	3	4	4	4	3	5	4	5	3	4	3	5	4	very useful	
7	3	3	4	4	4	5	3	4	2	3	5	4	5	5	3	3	4	3	useful	
8	3	5	5	4	5	5	4	5	3	4	5	5	4	4	4	5	5	very useful		
9	5	5	5	5	4	5	4	5	2	3	4	5	5	5	4	5	4	4	useful	
10	Absent																			
11	5	4	5	4	5	3	4	4	2	5	5	1	3	4	2	3	4	3	very useful	
12	3	3	3	3	3	3	3	3	3	3	3	4	4	4	3	3	3	4	very useful	
13	5	4	5	4	5	3	4	2	2	5	5	2	4	3	5	3	4	3	useful	
14	3	3	3	3	3	2	2	3	3	3	3	3	3	2		2	3	3	very useful	
15	3	4	3	3	5	3	3	3	3	3	3	4	4	3	3	3	3	4	very useful	
16	3	2	4	5	3	2	2	3	4	2	3	2	3	3	4	2	4	2	very useful	
17	3	3	3	3	3	3	2	3	3	3	3	3	4	4	3	3	3	4	very useful	
18	5	5	4	4	5	5	5	5	4	5	5	5	4	3	3	4	5	5	very useful	
19	3	4	5	4	5	5	5	5	5	3	4	2	4	5	4	3	5	5	very useful	
Grade 8 – Agate																				
1	4	3	4	3	4	4	3	5	4	4	3	4	3	5	4	5	5	4	very useful	
2	4	5	3	2	3	2	3	3	3	3	5	4	3	3	4	4	5	3	very useful	
3	5	4	5	4	5	4	5	5	4	5	4	5	4	5	4	3	4	4	very useful	
4	5	4	5	5	5	5	5	4	4	5	5	5	5	4	5	5	5	5	very useful	
5	5	5	5	3	5	3	3	5	3	3	5	3	5	5	5	5	5	5	very useful	
6	4	4	2	3	4	3	2	3	2	4	5	5	5	5	4	5	5	5	very useful	
7	3	4	5	3	5	4	3	5	5	3	4	4	5	4	3	5	5	5	very useful	
8	5	4	5	4	5	4	5	4	4	3	3	5	5	5	3	5	5	4	useful	
9	5	5	4	3	3	2	4	4	3	2	4	5	4	5	3	5	4	3	very useful	

10	5	5	4	5	2	3	2	5	4	2	3	5	4	2	2	4	2	4	very useful
11	5	5	5	4	4	5	5	5	5	4	5	4	5	5	4	4	5	5	very useful
12	5	4	4	4	3	4	4	3	5	5	4	5	3	4	4	5	4	5	very useful
13	4	3	3	4	3	2	3	3	2	3	2	5	4	5	3	2	5	4	useful
14	5	4	5	4	5	3	4	4	5	3	4	4	5	4	4	5	5	5	very useful
15	3	2	3	4	3	3	3	3	2	2	3	4	4	3	2	4	4	4	very useful
16	4	5	4	3	5	3	5	4	3	4	5	4	4	4	3	5	5	5	very useful
17	4	5	5	4	5	5	5	4	3	4	5	2	4	5	4	5	5	4	very useful
18	4	5	3	3	4	5	4	4	2	3	4	3	2	5	2	4	4	4	very useful
19	5	5	4	5	5	4	4	4	5	3	4	5	5	5	4	5	4	5	very useful
20	3	4	4	2	5	5	4	3	3	3	5	3	4	3	3	4	2	5	useful
1	5	5	5	4	5	5	5	5	4	5	4	5	5	5	5	5	5	5	very useful
2	5	4	5	5	5	4	5	5	5	4	5	5	5	5	5	4	5	4	useful
3	3	4	4	3	4	4	4	4	3	3	3	2	4	4	3	4	4	4	very useful
4	5	5	5	5	5	5	5	5	5	5	5	4	5	5	5	5	5	5	very useful
5	3	3	4	4	5	3	3	2	3	3	2	3	3	3	3	2	5	5	very useful
6	5	5	5	5	5	5	5	5	5	5	5	3	5	4	4	5	5	5	very useful
7	4	5	5	5	5	4	4	4	5	5	4	5	5	5	4	5	5	5	very useful
8	4	4	4	5	5	5	4	5	5	5	5	4	5	5	4	4	5	4	very useful
9	4	5	5	5	5	5	4	5	5	5	5	5	5	4	4	4	5	4	very useful
10	5	5	3	3	4	5	4	3	3	5	5	3	3	3	3	3	4	3	very useful
11	3	4	2	3	5	3	3	2	3	2	3	3	4	2	3	5	4	4	useful
12	absent																		
13	3	3	3	2	4	3	4	5	4	4	5	2	5	4	2	3	5	3	very useful
14	5	4	2	3	5	4	5	2	5	4	5	5	5	2	5	4	5	5	very useful
15	5	5	5	5	5	5	4	4	4	4	5	2	4	4	3	4	4	3	very useful
16	5	5	5	5	5	5	5	4	3	4	5	3	5	4	4	4	5	5	very useful
17	5	5	5	5	5	5	5	5	5	5	5	4	5	5	5	5	5	5	very useful
18	5	5	5	4	5	4	5	4	4	3	5	4	5	5	4	5	5	5	very useful
19	5	5	5	5	5	5	4	4	5	5	5	5	4	5	5	5	5	5	useful
20	5	5	5	5	5	5	5	5	5	4	5	3	5	5	5	5	4	5	very useful
	Grade 8- Onyx																		
1	4	5	4	3	5	4	4	3	3	4	4	3	4	4	3	5	4	5	very useful
2	5	5	5	5	5	5	4	5	5	5	5	5	5	5	5	4	4	4	useful
3	4	5	4	3	4	4	3	4	5	4	5	5	4	3	4	4	5	4	very useful
4	4	5	5	5	5	4	5	4	5	4	5	5	5	5	5	3	5	4	very useful
5	5	4	5	4	5	5	5	5	5	5	5	5	4	5	5	4	5	5	very useful
6	3	3	2	4	3	5	3	3	3	3	5	2	2	3	3	3	5	2	useful
7	5	5	3	4	4	5	5	5	5	4	5	3	5	4	4	5	5	5	very useful
8	4	4	5	5	5	4	4	4	4	5	4	5	5	5	4	5	5	5	useful
9	4	3	3	3	5	5	4	5	3	3	3	3	4	3	3	3	3	4	useful
10	absent																		
11	4	5	4	5	5	4	5	5	4	5	5	4	5	4	4	5	5	5	very useful
12	5	4	5	4	5	2	3	3	4	3	5	4	3	5	5	5	4	5	very useful
13	5	5	4	4	5	5	5	5	4	4	5	4	4	4	4	3	5	5	very useful
14	5	5	4	4	5	4	4	3	4	4	5	5	5	4	4	5	4	5	very useful
15	5	4	4	4	5	3	4	4	3	4	5	4	4	4	3	4	4	4	very useful
16	5	3	4	5	4	4	3	3	4	3	3	4	3	3	4	3	4	3	very useful
17	5	4	4	5	5	4	5	5	4	4	5	4	4	4	5	5	4	4	very useful
18	5	4	5	5	5	5	5	5	5	4	5	5	5	5	5	5			very useful
19	5	5	5	5	5	5	5	5	5	5	5	5	5	5	4	5	5	5	very useful
1	3	4	3	3	3	4	5	3	3	3	4	3	4	3	4	5	5	4	very useful
2	5	5	5	4	5	5	4	5	5	4	5	5	5	5	4	5	5	4	very useful
3	5	5	4	5	4	5	5	5	5	4	5	4	5	5	5	5	5	4	very useful
4	5	4	5	4	5	5	4	5	4	4	5	5	5	5	4	5	5	5	very useful
5	4	4	5	5	5	4	4	4	4	4	5	5	5	5	4	4	4	5	very useful

6	4	4	5	3	3	5	5	3	3	4	5	5	5	5	5	5	5	5	very useful
7	5	5	4	5	4	5	5	5	5	4	5	4	5	5	5	5	5	4	very useful
8	5	5	4	3	5	5	5	5	3	5	5	5	5	5	4	5	5	3	very useful
9	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	very useful
10	5	4	5	5	5	4	5	5	4	5	5	4	5	4	5	4	5	5	very useful
11	5	5	5	5	5	5	5	4	5	5	5	4	4	4	4	5	5	5	very useful
12	4	4	4	4	5	5	4	5	4	4	5	5	5	4	4	5	5	4	very useful
13	5	5	5	5	5	5	4	5	4	5	5	5	4	5	5	4	5	5	very useful
14	4	5	4	3	5	3	3	3	3	5	5	5	4	4	3	2	5	5	useful
15	5	5	4	5	5	4	4	4	5	3	5	3	4	4	4	5	4	5	very useful
16	4	5	5	5	5	5	5	4	4	4	5	4	4	5	5	3	5	5	very useful
17	5	5	5	4	4	4	4	5	5	5	5	4	5	4	5	5	5	5	very useful
18	5	5	5	3	5	5	5	5	4	3	5	4	4	3	5	5	5	5	very useful
19	5	4	5	4	5	5	4	5	4	5	5	5	5	5	5	5	5	5	very useful
20	5	5	5	5	5	5	5	5	4	4	5	5	5	5	5	4	4	4	very useful

APPENDIX O
CERTIFICATION FROM THE EDITOR

March 08, 2015

C E R T I F I C A T I O N

This is to certify that I have read and edited in its entirety the thesis of MS.
NOIME B. LONGCOP entitled “ Development of Multimedia-based Modules in K to
12 Asian Studies.”



Prof. Ma. Concepcion Y. Raymundo
Name and Signature of Editor

APPENDIX P

MULTIMEDIA-BASED MODULES IN K TO 12 ASIAN STUDIES

I. Introduction

Integrating multimedia into teaching and learning process has become a great concern and is an essential move for many educators nowadays. The field of education is faced with various new challenges in meeting with the demands of teaching and learning for the 21st century. Thus, teachers of the 21st century education must have skills in employing different teaching strategies and methodologies. One of the new challenges is the call for the integration of multimedia in teaching and learning as an alternative mode of instruction delivery.

In a constructivist idea of teaching and learning, multimedia plays a great role in fostering and enhancing the skills of students through constructing their own knowledge and experiences. This multimedia-based modules gave an opportunity for Asian Studies students to develop their knowledge and skills on their own through the lessons with the use of graphics, audio, video and text.

The constructivist approach requires the teacher to create an environment where students can experience the lesson and not merely memorize the concepts being explored and learners are free to construct new meaning within the context of their current knowledge, experiences and social environments. The computer with its ability to present text, graphics, video, animation, and sound in

an integrated way and its ability to facilitate collaboration across the globe provides an effective means of both creating and enhancing a constructivist learning environment (Brooks, 2011).

The Learning and Teaching Resource according to Department of Education states that Modules shall be provided as the basic learning resource and Rolluqui (2013) affirmed that the faculty members are now strategizing teaching methodology for the subjects they have to handle by upgrading not only their knowledge but also teaching materials they are to use in the their classroom.

Social Studies is one of the subjects that is difficult to understand. Students have a hard time understanding the connection of events to present and real-life situations. It takes a lot of effort for the teachers to convince and motivates its learners to appreciate Social Studies. As what Russell (2010) expressed, students often consider Social Studies to be dull and boring and also, they fail to see its relevance in their daily lives. He stated that teachers often rely solely on text, lecturing, worksheets and traditional tests as methods of learning but research concludes that students have more interest in a topic when a variety of teaching methods are implemented.

In this regard, there is a need to produce positive and supportive strategies and instructional materials for Social Studies. Teachers should create opportunities for the students to enjoy, to develop their interest and to improve Social Studies performance skills and achievement at the same time. The answer lies in the development of multimedia-based module in Social Studies to motivate students to enjoy while learning and develop their interest not only to achieve academic excellence but also be competitive and innovative as what the 21st century student should be.

II. Module's Objectives

A. General Objective

To develop a Multimedia based Modules in K to 12 Asian Studies, based on the results of the Self-survey Competency Checklist and the Self-survey Competency Checklist for Multimedia that could provide an empirical proof whether the use of multimedia based modules can be useful and motivates students in learning Asian Studies.

B. Specific Objectives

Specifically, the program intends to:

1. Determine the needed content and competencies based from Asian Studies K to 12 Curriculum to be included in the development of modules.
2. Choose an Instructional Approach, adapt assessment instrument and instructional strategies using multimedia appropriate for the content and learning activity.
3. Develop and try-out multimedia based module in Asian Studies
4. Assess the modules in terms of:
 - a. Objectives
 - b. Content
 - c. Design Characteristics
 - d. Suitability of the Approach
 - e. Evaluation
5. Prepare the final form of the modules.

III. Instructional Design and Application

The Multimedia-based Modules in K to 12 Asian Studies is composed of four modules with two lessons each with a total of eight lessons. The needed competencies based from the results of the self-survey competency checklist were used and the needed multimedia were integrated in the development of

modules. Eight lessons were develop to enhance the teaching and learning of Asian Studies students of leonides S. Virata memorial school thus maximizing the use of technology available in the locale like the Imac.

The multimedia-based modules for K to 12 Asian Studies contain the following:

- I. Panimula
- II. Mga Araling Sakop ng Modyul
- III. Mga Inaasahang Kakayahan
- IV. Pamantayan sa Pagkatuto
- V. Paunang Pagtataya
- VI. Nilalaman
- VII. Mga Gawain
- VIII. Pahuling Pagtataya
- IX. Glosaryo
- X. Mga Sanggunian

The following are the description of the four modules of multimedia-based modules in K to 12 Asian Studies in each grading period:

For the First Grading Period, Module 1 is entitled *Katangiang Pisikal ng Asya* comprising of two lessons: *Aralin 1- Konsepto ng Asya* and *Aralin 2- Katangiang Pisikal*. It involves three Learning competencies; (1) *Naipaliliwanag ang konsepto ng Asya tungo sa paghahating-heograpiko: Silangang Asya,*

Timog-Silangang Asya, Kanlurang Asya, Hilagang Asya at Hilaga/Gitnang Asya;
(2) Nailalarawan ang mga katangian ng kapaligirang pisikal sa mga rehiyon ng
Asya katulad ng kinaroroonan, hugis, sukat, anyo, klima at “vegetation cover”;
*and (3) Nakakagawa ng pangkalahatang profile ng heograpiya ng Asya.*Text,
pictures, videos and computer were used as multimedia.

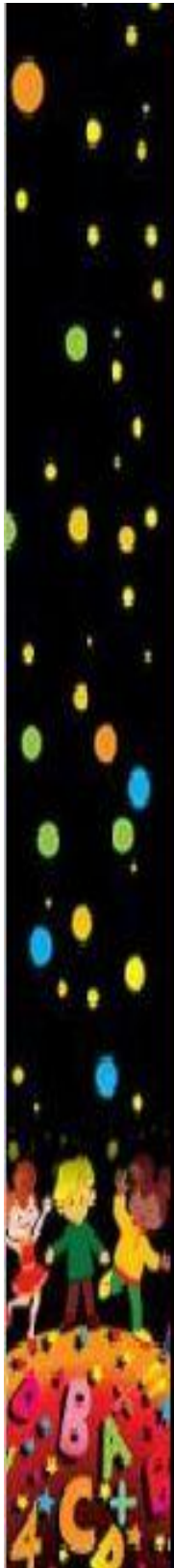
For the Second Grading period, Module 2 is entitled *Paghubog ng Sinaunang Kabihasnan sa Asya*, comprising of two lessons: *Aralin 1- Kahulugan ng Konsepto ng Kabihasnan at ang mga Katangian Nito* and *Aralin 2- Kalagayan, Pamumuhay at Development ng mga Sinaunang Pamayanan*. It involves three learning competencies: *(1) Nasusuri ang paghubog, pag-unlad at kalikasan ng mga pamayanan at estado; (2) Nakakabuo ng mga kongklusyon hinggil sa kalagayan, pamumuhay at development ng mga sinaunang pamayanan; and (3) Nabibigyang kahulugan ang konsepto ng kabihasnan at nailalahad ang mga katangian nito.* Text, pictures, videos and computer were used as multimedia.

For the Third Grading Period, Module 3 is entitled *Ang Nasyonalismo at Paglaya ng mga Bansa sa Timog Asya*, comprising of two lessons : *Aralin 1 - Mga Pamamaraang Ginamit sa Timog Asya sa Pagtatamo ng Kalayaan mula sa Kolonyalismo* and *Aralin 2 - Epekto ng mga Digmaang Pandaigdig sa Pag-aangat ng mga Malawakang Kilusang Nasyonalista*. It involves two learning competencies: *(1) Nasusuri ang pamamaraang ginamit sa Timog at Kanlurang*

Asya sa pagtatamo ng kalayaan mula sa kolonyalismo; and (2) Nasusuri ang matinding epekto ng mga digmaang pandaigdig sa pag-aangat ng mga malawakang kilusang nasyonalista. Text, pictures, videos and computer were used as multimedia.

For the Fourth Grading Period, Module 4 is entitled Ang Nasyonalismo at Paglaya ng mga Bansa sa Timog-Silangang Asya, comprising of two lessons: Aralin 1- Bahaging Ginampanan ng nasyonalismo sa Silangan at Timog-Silangang asya tungo sa paglaya ng mga bansa mula sa imperyalismo Aralin 2 - Epekto ng Nasyonalismo sa Sigalot Etniko sa Asya. It involves two learning competencies: (1) Naihahayag ang pagpapahalaga sa bahaging ginampanan ng nasyonalismo sa Timog- Silangang asya tungo sa Paglaya ng mga bansa mula sa imperyalismo; and (2). Nasusuri ang epekto ng nasyonalismo sa sigalot etniko sa Asya. Text, pictures, videos and computer were used as multimedia. Based on the result, the following were the results of the self survey competency checklist on Asian studies and multimedia needed.

Note: For the complete copy of the Multimedia-based Modules in K to 12 Asian Studies, written permission may be addressed to the College of Graduate Studies and Teacher Education Research of Philippine Normal University.



Multimedia-based Modules **in** **K to 12 Asian Studies**

Prepared by:

Noime Bedana Longcop

Master of Arts in Education with Specialization in History Teaching

MODYUL 1

Katangiang Pisikal ng Asya



Fig. 1 : Ang Kontinenteng Asya sa Globo (<http://upload.wikimedia.org>)



MODYUL 1

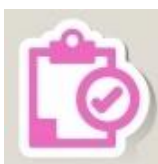
KATANGIANG PISIKAL NG ASYA



PANIMULA:

Sa pag-aaral ng kasaysayan, mahalagang maunawaan at unahing pag-aralan ang heograpiya nito dahil may malaking kaugnayan ang heograpiya sa uri ng pamumuhay, kultura at kasaysayan ng mga tao rito. Tumutukoy ang heograpiya sa isang disiplinadong pag-aaral at paglalarawan ng mga katangian ng ibabaw ng daigdig. Ito ay nagmula sa salitang geography (heograpiya sa Filipino) sa dalawang salitang griyego- ang geo na ang ibig sabihin ay daigdig at graphien na nangangahulugang magsulat.

Bilang panimula sa pag-aaral ng Asya, ilalarawan ang katangiang pisikal ng Asya tulad ng lokasyon, lawak, hugis, sukat, paghahating heograpikal at topograpiya nito. luugnay rin ang iba't ibang klimang nararanasan ng pinakamalaking kontinente sa mundo sa uri ng pamumuhay ng mga Asyano.



MGA ARALING SAKOP NG MODYUL

Aralin 1 – Konsepto ng Asya

Aralin 2 – Katangiang Pisikal

Ang mga sumusunod na mga inaasahang kakayahan ay makikita sa Appendix F hango sa Enhanced Basic Education 2013.

MGA INAASAHANG KAKAYAHAN

Pagkatapos ng modyul na ito ay inaasahang malilining mo ang mga sumusunod na kasanayan:

PAMANTAYANG PANGNILALAMAN (Grade Level Standard)

Naipamamalas ang malalim na pag-unawa at pagpapahalaga sa kamalayan sa heograpiya , kasaysayan, kultura, lipunan, pamahalaan at ekonomiya ng mga bansa sa rehiyon tungo sa pagbubuo ng pagkakakilanlang Asyano at magkakatuwang na pag-unlad at pagharap sa mga hamon ng Asya.

PAMANTAYANG PANGNILALAMAN (Content Standard)

Naipamamalas ng mag-aaral ang pag-unawa sa ugnayan ng kapaligiran at tao sa paghubog ng sinaunang kabihasnang Asyano.

PAMANTAYAN SA PAGGANAP (Performance Standard)

Ang mag-aaral ay may malalim na nakapaguugnay-ugnay sa bahaging ginampanan ng kapaligiran at tao sa paghubog ng sinaunang kabihasnang Asyano

PAMANTAYAN SA PAGKATUTO

1. Naipaliliwanag ang konsepto ng Asya tungo sa paghahating-heograpiko: Silangang Asya, Timog-Silangang Asya, Kanlurang Asya, Hilagang Asya at Hilaga/Gitnang Asya.
2. Nailalarawan ang mga katangian ng kapaligirang pisikal sa mga rehiyon ng Asya katulad ng kinaroroonan, hugis, sukat, anyo, klima at “vegetation cover”.
3. Nakakagawa ng pangkalahatang profile ng heograpiya ng Asya.



PAUNANG PAGTATAYA

Sa bahaging ito, subukin mong sagutan ang panimulang pagsusulit upang mataya ang lawak ng kaalaman mo tungkol sa aralin. Handa ka na ba? Maaari mo nang simulan ang pagsagot sa pamamagitan ng pagpili ng titik ng tamang sagot.. Pagtuunan ng pansin ang mga tanong na hindi mo tiyak ang sagot at alamin ang wastong kasagutan sa mga ito sa iyong pagtuklas sa mga aralin sa modyul na ito.

1. Nahahati sa limang rehiyon ang Asya: Hilaga, Kanluran, Timog, Timog- Silangan, at Silangang Asya. Kumpara sa ibang mgarehiyon, bakit ang Hilaga at Kanlurang Asya ay kadalasang tinitingnan bilang magkaugnay?
 - A. Apektado ng iisang uri ng klima ang uri ng pamumuhay ng mga tao rito
 - B. Ang mga porma ng anyong lupa at anyong tubig ng mga ito ay halos pareho
 - C. Magkasama ang mga ito sa parehong pamamaraan ng paglinang ng kapaligirang pisikal
 - D. Ang mga ito ay parehong napapailalim sa halos parehong karanasang historikal, kultural, agrikultural at sa klima

2. Isang katangiang pisikal ng kapaligirang matatagpuan sa Hilaga o Gitnang Asya ay ang pagkakaroon ng malawak na damuhan o *grasslands*. Tinatayang ang sangkapat ($\frac{1}{4}$) ng kalupaan sa mundo ay ganitong uri. Alin sa mga uri ng *grasslands* ang may mga damuhang mataas na malalalim ang ugat na matatagpuan sa ilang bahagi ng Russia at maging sa Manchuria?

- A. *prairie*
- B. *savanna*
- C. *steppe*
- D. *tundra*

Tunghayan ang mapa sa ibaba upang masagot ang susunod na tanong.



Fig. 2 : Mapa ng Asya (<http://www.theodora.com/maps/new8/oceans.gif>)

3. Sa iyong pagtingin sa mapa, paano mo ilalarawan at bibigyang interpretasyon ang kinalalagyan ng kontinente ng Asya?
- A. Insular ang malaking bahagi ng kontinente ng Asya
 - B. Karamihan sa mga bansa sa Asya ay may mainit na panahon.
 - C. Ang malaking bahagi ng hanggahan ng Asya ay mga anyong tubig.
 - D.. Ang hugis at anyo ng mga lupain sa bawat bahagi ng kontinente ay pare-pareho

4. Ang pagkakaiba-iba ng klima sa Asya ay bunsod ng iba't ibang salik kabilang na rito ang lokasyon at topograpiya ng isang lugar. Kung sa Kanlurang Asya ay bihira ang ulan at pababago ang klima, at sa Hilagang Asya naman ay mahaba ang taglamig at maigsi ang tag-init, ano ang katangian ng klima sa Timog-Silangang Asya?
- A. Sobrang lamig sa rehiyon at hindi kayang panirahan ng tao.
 - B. Ang mga bansa sa rehiyon ay nakararanas ng tag-init, taglamig, tag-araw at tag-ulan.
 - C. May mainit na panahon sa ilang bahagi at may mga bahagi ng rehiyon na nababalutan ng yelo.
 - D. Mahalumigmig, taglamig, tag-init at tagtuyot ang nararanasan sa rehiyong ito sa iba't ibang buwan sa loob ng isang taon.

Tunghayan ang mapa sa ibaba upang masagot ang susunod na tanong.



Fig. 3 : Mapa ng Asya (www.lizardpoint.com)

5. Alin sa mga sumusunod ang hindi kabilang sa tatlong karagatan sa daigdig na nakapalibot sa Asya?
- A. Atlantik
 - B. Artiko
 - C. Indian
 - D. Pasipiko

6. Alin sa sumusunod na pahayag ang HINDI kabilang sa mga katangiang pisikal ng kontinente ng Asya?
- A. Ang hangganan ng Asya sa iba pang mga lupain ay maaaring nasa anyong lupa o anyong tubig.
 - B. Taglay ng Asya ang napakaraming uri ng mga kapaligiran batay sa mga tumutubong halamanan.
 - C. Ang Asya ay tahanan ng iba't ibang uri ng anyong lupa: tangway, kapuluan, bundok, kapatagan, talampas, disyerto at kabundukan.
 - D. Ang iba't ibang panig ng Asya ay nagtataglay ng iisang uri ng klima na may malaking implikasyon sa pamumuhay ng mga Asyano.
7. Sa maraming bansa sa Timog-Silangang Asya, itinuturing na pangunahin at napakahalagang butil pananim ang palay. Bakit?
- A. Maaaring ipalit ang palay sa mga butil ng trigo, mais, at *barley*.
 - B. Palay ang pangunahing pagkain ng mga tao sa Timog-Silangang Asya.
 - C. Galing sa palay ang karamihan sa mga panluwas na produkto ng rehiyong ito.
 - D. Sagana sa matatabang lupa at bukirin ang rehiyong ito na angkop sa pagtatanim
8. Ano ang mahalagang gampanin ng mga ilog sa Asya at iba pang anyong tubig nito?
- a. Maraming mahalagang pangyayari sa kasaysayan ng rehiyon sa Asya ay naganap sa mga ilog na ito.
 - b. Ang mga ilog na ito sa Asya ay pinag-usbungan ng mga kauna-unahang kabihasnan sa rehiyon at sa buong daigdig.
 - c. Ang mga ilog na ito ay nagsisilbing daanan ng mga barko paloob at palabas ng bansang kinabibilangan nito para sa kalakalan.
 - d. Madalas magdulot ng pinsala sa ari-arian at pagkasawi ng mga buhay ang mga ilog na ito sa tuwing may nagaganap na mga pagbaha.

Suriin ang talahanayan tungkol sa sukat ng mga kontinente ng daigdig at sagutin ang kasunod na mga tanong kaugnay nito.

Talahanayan ng Sukat ng mga Kontinente ng Daigdig		
Kontinente	Milya Kwadrado	Kilometro Kwadrado
Australya	2,966,155	7,682,300
Asya	17,120,000	44,339,000
Antarktika	5,500,000	14,244,000
Aprika	11,704,000	30,312,999
Timog Amerika	6,874,600	17,804,526
Europa	5,100,000	10,445,000
Hilagang Amerika	9,362,000	24,247,000
Kabuuan	58,626,765	149,134,825

Talahanayan 1 : Sukat ng mga Kontinente ng Daigdig (DepEd Araling Panlipunan Module Grade 8 p. 21)

9. Kung iaayos mo ang nasa talahanayan mula sa pinakamalaking kontinente hanggang sa pinakamaliit, ano ang tamang pagkakasunod-sunod nito?
 - A. Europa, Asya, Aprika, Timog Amerika, Hilagang Amerika, Antarktika, at Australya
 - B. Australya, Europa, Antarktika, Timog Amerika, Hilagang Amerika, Aprika at Asya
 - C. Asya, Aprika, Hilagang Amerika, Timog Amerika, Europa, Antarktika at Australya
 - D. Asya, Aprika, Hilagang Amerika, Timog Amerika, Antarktika, Europa at Australya

10. Alin sa mga sumusunod na pangungusap ang MALI tungkol sa kontinenteng Asya.
 - A. Sumasakop ang kontinenteng Asya ng ikatlong bahagi ng kapuluan ng daigdig.
 - B. Katumbas ng kontinenteng Asya ang pinagsamang sukat ng Hilaga at Timog Amerika, kasama ang Australia
 - C. Ang kontinenteng Asya ay pangalawa sa pinakamalaking kontinente sa daigdig.
 - D. Napalilibutan ng mga anyong tubig ang kontinente ng Asya

Aralin 1 – Konsepto ng Asya



Nais mo bang malaman ang tungkol sa heograpiya ng Kontinenteng Asya? Sa bahaging ito ng aralin ay sisikapin nating tuklasin ang mga natatanging yamang likas ng bawat rehiyon sa Kontinenteng Asya. Lilinangin ang dating mga kaalaman, at pag-unawa. Magsasagawa ng mga kasanayan para sa pagtuklas ng mga kaalaman na may kaugnayan sa heograpiya ng mga rehiyon at bansa sa Asya. Marahil ay handa ka na para sa pagtupad at pagsasagawa ng mga gawain. Kaya halina...



Gawain 1: Halina't Tuklasin

Panoorin ang video na nasa ibaba sa pamamagitan ng pag click dito. Matapos mapanood ay magbigay ka ng iyong ideya o kaalaman tungkol sa napanood mo base sa iyong sariling pananaw at pag-unawa. Isulat mo ito sa pamamagitan ng pangungusap na makikita sa ibaba. Matapos mong masagutan ay ilahad mo at ibahagi sa mga kamag-aral upang ang lahat ay makabuo ng ideya mula sa napanood.



Fig. 4 World Geography – The Geography of Asia and the Pacific
(http://www.youtube.com/watch?feature=player_embedded&v=x-LFOkGfyZM)

Pamprosesong mga Tanong:

1. Anong pagpapahalagang heograpikal ang natutunan mo mula sa video?
2. Mayroon kayang pagkakaiba iba ang mga rehiyon sa Kontinenteng Asya? Anu-ano ang mga ito?

Maaari ring basahin ang tekstong ito tungkol sa kinaroroonan, lokasyon at paghahating panrehiyon ng Asya na makapagbibigay sa iyo ng mga kakailanganin mong kaalaman.

ANG KONTINENTE NG ASYA



Ang Asya ang pinakamalaking kontinente sa daigdig. Tinatawag na kontinente ang pinakamalaking dibisyon ng lupain sa globo. Iba't ibang kaanyuang pisikal ang matatagpuan sa Asya kagaya ng kinaroroonan, sukat at hugis, mga anyong lupa at anyong tubig.

Malawak ang lupang sakop ng Asya at malayo ito sa kanilang Kinlalagyang lugar kung kaya lumikha ng mga katawagan ang mga kanluranin bilang pagkilala sa ilang bahagi ng kontinente. Dahil sa laki ng Asya, lubhang malaki ang pagkakaibaiba ng heograpiyang pisikal.

May limang rehiyon ang Asya na tinatakdaan ng mataas na hanay ng bundok: Hilagang Asya, Silangang asya, Timog Kanlurang Asya, Timog Asya at Timog-Silangang Asya. Nagkakaiba-iba ang bawat rehiyon sa katangian at klima.

Pinakamalaki ang kontinente ng Asya kung ihahambing sa ibang mga kontinente sa daigdig. Sa kabuuang sukat nitong mahigit 17 milyong milya kwadrado (humigit kumulang na 44,936,000 kilometro parisukat), katumbas nito ang pinagsama -samang lupain ng North America, South America, Australia, at halos sankapat ($\frac{1}{4}$) lamang nito ang Europe. Tinatayang sangkatlong ($\frac{1}{3}$) bahagi ng kabuuang lupain ng daigdig ang kabuuang sukat ng Asya. Nahahati sa limang rehiyon ang Asya: Hilaga, Kanluran, Timog, Timog Silangan, at Silangang Asya.

Bilang pantulong na impormasyon sa nailahad sa *video* at babasahing teksto, tunghayan mo ang Talahanayan 1 para makita ang kabuuang sukat ng mga kontinente sa mundo gayundin ang Figura 1 para sa kalupaang sakop ng mga kontinente sa mundo hango sa Information Please Almanac sa <http://www.factoid.com> . Magsagawa ng pag-aanalisa ng mga pigura para sa karagdagang kaalaman.

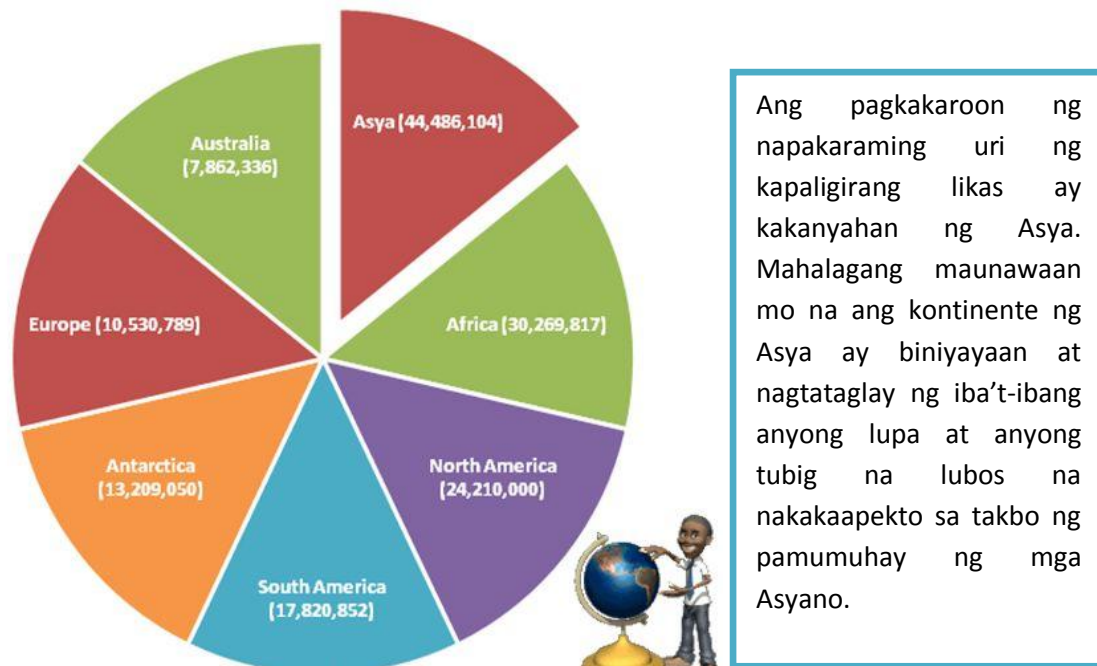


Fig. 5 Kalupaang Sakop ng mga Kontinente sa Daigdig (DepEd AP Grade 8 Modyul 1 p. 21)

Implikasyon ng Likas na Yaman sa Pamumuhay ng mga Asyano

Agrikultura- ang pagsasaka ang pangunahing pinagkukunan ng pagkain ng mga Asyano at Ikung malawak at mataba ang mga lupain, mas matutugunan nito ang pangangailangan ng bansa at makapagluluwas ng mas maraming produkto.

Ekonomiya – maraming bansa ang umuunlad bunsod ng kasaganaan nito sa likas na yaman. Ang mga ito ang pinagkukunan ng mga materyales na panustos sa kanilang mga pagawaan.

Panahanan – ang dami ng populasyon sa isang lugar ay nakabatay sa katangian ng likas na yaman nito. Isang katotohanan na ang populasyon ay lumalaki ngunit ang lupa ay hindi kung kaya't ang ilan ay isinasagawa ang land conversion, na nagdudulot naman ng pagkasira ng tirahan ng mga hayop.

Aralin 2 – Katangiang Pisikal



Pagkatapos ng unang gawain, atin namang lalakbayin ang mga katangitanging lugar sa Asya at alamin mo ang antas ng iyong paunang kaalaman ukol dito. Sa bahaging ito ng aralin ay sisikapin nating tuklasin ang mga natatanging yamang likas ng bawat rehiyon sa Kontinenteng Asya. Lilinangin ang dating mga kaalaman, at pag-unawa. Magsasagawa ng mga kasanayan para sa pagtuklas ng mga kaalaman na may kaugnayan sa heograpiya ng mga rehiyon at bansa sa Asya. Marahil ay handa ka na para sa pagtupad at pagsasagawa ng mga gawain. Kaya halina...



Gawain 1: Halina't Panoorin

Panoorin ang video na nasa ibaba sa pamamagitan ng pag click dito. Matapos mapanood ay magbigay ka ng iyong ideya o kaalaman tungkol sa napanood mo base sa iyong sariling pananaw at pag-unawa. Isulat mo ito sa pamamagitan ng pangungusap na makikita sa ibaba. Matapos mong masagutan ay ilahad mo at ibahagi sa mga kamag-aral upang ang lahat ay makabuo ng ideya mula sa napanood.



Fig. 6 Geography of Asia- Global II (https://www.youtube.com/watch?feature=player_embedded&v=NdmRYNNNoDbQ&hd=1)

Pamprosesong mga Tanong:

1. Paano nagkakatulad at nagkakaiba ang mga nakita mong katangiang pisikal ng Asya?
2. Kung mabibigyan ka ng pagkakataon na aktuwal na mapasyalan ang isa sa mga ito, ano ang iyong pipiliin? Bakit?



PAUNLARIN

Pagkatapos mong matuklasan ang iyong mga pang-unang kalaaman sa aralin ay atin namang lilinangin ang mga kaisipang ito sa pamamagitan ng ipapabasang mga teksto at ibang pang kagamitan na mapagkukunan mo ng mga impormasyon.

Himalayas - Pinakamalaking bulubundukin sa kalupaan ng mundo at nagsisilbing imbakan ng tubig ng mga ilog sa Hilagang India.	 (http://ahamot.org/wp-content/uploads/top.jpg)	Everest- Pinakamataas na bundok sa mundo at bahagi ng Himalaya mountain range, naghahati sa malaking kontinente ng Asia at subkontinenteng India.	 (http://storysouthasia.com/wp-content/uploads/2014/0/Mt._Everes.jpg)
Mayon - Bulkang may pinakaperpektong kono at pinakatanyag na anyong lupa sa Albay at Rehiyong Bicol.	 (http://www.asianpictures.org/mayon_volcano.jpg)	Indonesia - Pinakamalaking archipelago sa buong mundo at isa sa may pinakamahabang baybayin sa mundo. Mahigit kumulang sa limandaang lawa ang matatagpuan dito.	 (http://wwwnc.cdc.gov/travel/images/map-indonesia.png)

Fig. 7 Ilang Natatanging Katangiang Heograpikal sa Asya

The Future of Indonesia

By M.C. Ricklefs

Published in History Today Volume 53 Issue 12 December 2003

Indonesia consists of the world's largest archipelago and running it as a centralised administrative unit would be an immense challenge for any government. Concern about Indonesian unity commonly rests upon a view of its history which is too short-term. All are aware of the extravagant corruption of President Soeharto, his family and his cronies yet this regime also achieved remarkable economic development.

Looking at the archipelago, it gives a distinct identity and continuity which enables us to

Speak meaningfully of the history of the Malay-Indonesian region as an entity. The boundaries of this cultural, political and economic continuity were different from modern national ones. The Malay peninsula and Borneo were part of it, and the southern Philippines was at its outer fringes and Papua for peripheral trading contacts. The revolution in oil prices of the 1970's not only gave Indonesia vital resources for development, but also made possible a degree of economic nationalism.



TANDAAN

Ang heograpiya ay nagbibigay ng malalim na pag-unawa sa walang hanggang relasyon sa pagitan ng mga tao at kapaligiran nito na nagiging dahilan sa pagbubuo ng mga prediksiyon at solusyon sa mga kasalukuyang problemang kinahaharap nito. Ang mga anyong lupa ay nakapagdulot ng malaking impluwensya sa kultura at pamumuhay ng mga taong naninirahan dito. Ang mga bulubundukin ay nagsisilbing tanggulan o depensa ng isang lugar, at proteksyon o harang sa malalakas na bagyo. Ang ilang mga disyerto, baybay-gilid, at mga kabundukan sa iba't-ibang bahagi ng Asya ay nagtataglay ng samu't-saring yamang mineral- mga metaliko, di-metaliko at gas. Sa mga bundok at gubat ay nakukuha ang mga bungang kahoy, mga herbal na gamot, at mga hilaw na materyales, bukod sa panirahan ng mga hayop, lalo na ng *wildlife*. Binubungkal, sinasaka at nililintang ng tao ang mga kapatagan at mga lambak para sa mga pananim, ang mga damuhan at mga burol ay ginagawang pastulan. Ang paggamit ng tao sa iba't ibang uri ng anyong lupa ay nakapag-ambag sa paghubog ng kanyang uri ng pamumuhay at ng kabihasnan.

Sa mga nakuha mong impormasyon ukol sa kinaroroonan, sukat, hugis, paghahating panrehiyon, at mga anyong lupa at anyong tubig ng Asya, bilang isang Asyano ay mahalaga ring matukoy mo ang iba't ibang *vegetation cover* na mayroon sa iba't ibang rehiyon ng Asya bilang bahagi ng pisikal na katangian nito, at iyan ay iyong aalamin sa pamamagitan ng pagbasa ng teksto tungkol dito.

Mga Uri ng Klima sa Asya



Hilagang Asya

- Sentral Kontinental. Mahaba ang taglamig na karaniwang tumatagal ng anim na buwan, at maigsi ang tag-init, ngunit may ilang mga lugar na nagtataglay ng matabang lupa. Gayunpaman, malaking bahagi ng rehiyon ay hindi kayang panirahan ng tao dahil sa sobrang lamig.



Kanlurang Asya

- Hindi palagian ang klima. Maaaring magkaroon ng labis o di kaya'y katamtamang init o lamig ang lugar na ito. Bihira at halos hindi nakakaranas ng ulan ang malaking bahagi ng rehiyon. Kung umulan man, ito'y kadalasang bumabagsak lamang sa mga pook na malapit sa dagat.



Timog Asya

- Iba-iba ang klima sa loob ng isang taon. Mahalumigmig kung Hunyo hanggang Setyembre, taglamig kung buwan ng Disyembre hanggang Pebrero, at kung Marso hanggang Mayo, tag-init at tagtuyot. Nananatiling malamig dahil sa niyebe o yelo ang Himalayas at ibang bahagi ng rehiyon.



Silangang Asya

- Monsoon Climate ang uri ng klima ng rehiyon. Dahil sa lawak ng rehiyong ito, ang mga bansa rito ay nakakaranas ng iba-ibang panahon: mainit na panahon para sa mga bansang nasa mababang latitude, malamig at nababalutan naman ng yelo ang ilang bahagi ng rehiyon.



Timog-Silangang Asya

- Halos lahat ng bansa sa rehiyon ay may klimang tropical. Nakakaranas ang mga ito ng tag-init, taglamig, tag-araw at tag-ulan.

Fig. 8 Mga Uri ng Klima sa Bawat Rehiyon ng Asya (DepEd Araling Panlipunan Grade 8)

Ang mga “Vegetation Cover” ng Asya

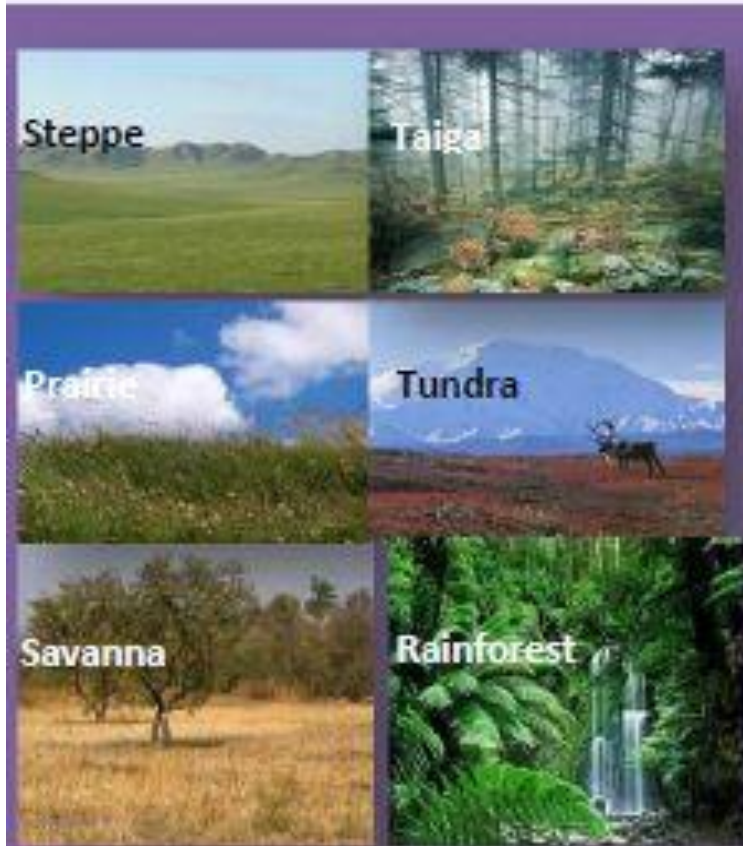


Fig. 9 Vegetation Cover ng Asya (DepEd Araling Panlipunan Grade 8 Module)

Ang *vegetation* o dami ng mga halaman sa isang lugar tulad ng pagkakaroon ng kagubatan o damuhan ay epekto ng klima nito. Sa Hilagang Asya, katangiang pisikal ng kapaligiran nito ay ang pagkakaroon ng malawak na damuhan o *grasslands* na nahahati sa tatlong uri: ang *steppe*, *prairie*, at *savanna*. Ang *steppe* ay uri ng damuhang may ugat na mabababaw. Maliliit lamang ang damuhan sa lupaing ito dahil tumatanggap lamang ito ng 10-13 pulgada ng ulan. Sa hilagang bahagi ng mga *steppe* ng Russia at maging sa Mongolia matatagpuan ang *prairie*, ang lupaing may damuhang mataas na malalim ang ugat o *deeply-rooted tall grasses*.

Ang *savanna* naman na matatagpuan sa Timog Silangang Asya partikular sa Myanmar at Thailand ay lupain ng pinagsamang mga damuhan at kagubatan. Ang mga taong naninirahan sa mga *steppe*, *prairie*, at *savanna* ay kadalasang nakatuon sa pagpapastol at pag-aalaga ng mga hayop tulad ng baka at tupa na pinagkukunan nila ng lana, karne at gatas. Ang *boreal forest* o *taiga* (*rocky mountainous terrain*) ay matatagpuan din sa Hilagang Asya partikular na sa Siberia. *Coniferous* ang mga kagubatang ito bunsod ng malamig na klima dahil sa presipitasyon na maaaring nasa anyong yelo o ulan. Sa bahagi ng Russia at sa Siberia matatagpuan ang *tundra* o *treeless mountain tract*. Ang lupaing malapit sa baybayin ng *Arctic Ocean* ang saklaw ng behetasyong ito. Sa Timog-Silangang Asya at sa mga bansang nasa *torrid zone* ang biniyayaan ng *tropical rainforest* dahil sa mainam na klima nito na halos may pantay na panahon ng tag-ulan at tag-araw.

Mga Katangian ng Klima sa Asya

Ang karaniwang panahon o *average weather* na nararanasan ng isang lugar sa loob ng mahabang panahon ay tinatawag na klima. Kinapapalooban ito ng mga elemento tulad ng temperatura, ulan at hangin. Maraming salik ang nakakaapekto sa klima ng isang lugar. Ilan dito ay ang lokasyon, topograpiya, uri o dami ng mga halaman, at distansya sa mga anyong tubig. Dahil sa lawak ng Asya, matatagpuan dito ang lahat ng uri ng klima at panahon. Samantala, ang mga *monsoon* o mga hanging nagtataglay ng ulan ay isang bahagi ng klima na may matinding epekto sa lipunan at iba pang salik ng pamumuhay ng tao lalo't higit yaong mga nasa silangan at timog-silangang Asya. Depende sa lakas ng bugso nito, ito ay maaaring magdulot ng parehong kapakinabangan at kapinsalaan.



(www.googleimages.com)



Direksyon ng Hanging Amihan o Northeast Monsoon na nagmumula sa Siberia patungong Karagatan (kaliwa), at ng Hanging Habagat o Southwest Monsoon na nagmumula sa karagatan patungong kontinente

(DepEd AP Grade 8 Module)

The Effects of Russia's Geography and Climate

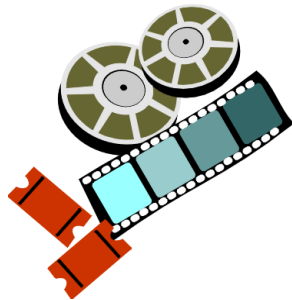
By: John Etty

Published in History Review Issue 58 September 2007

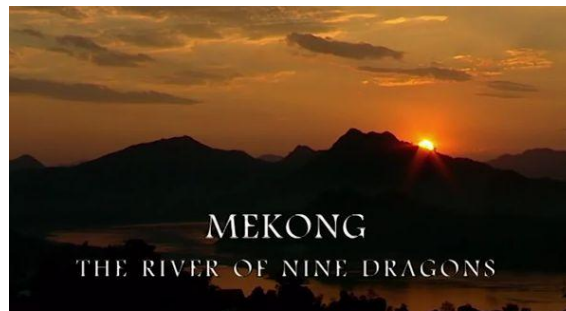
Russia's geography and climate hindered her development through the nineteenth century, at a time when the rest of Europe was modernising. The country was unlikely to experience a European-style agrarian revolution, and thus it would have been almost impossible for Russia to undergo a spontaneous industrial revolution. Agriculture was too precarious. Even when the harvest was good, yields were poor compared with the rest of Europe. A major reason for this was that farmers simply did not attempt to improve production. Communications were so poor that any potential market in the city was too far away for individual farmers to supply. Farming was so difficult that many Russians viewed it as something to escape from.

Fertilising the soil could have improved peasants' yields significantly. However, long snowy winters and frequent food shortages made it difficult to keep livestock healthy. A lack of manure, and slow decomposition in Russia's cold climate, meant that land recovered very slowly. Russia's geography and climate have undoubtedly caused problems for the state in recent centuries.

Para makaragdag ng iyong interes kung gaano kayaman sa likas na katangian at kapaligiran ang Asya gayundin ang interaksyon ng tao dito para sa kanyang pamumuhay, narito ang ilang video na magpapamalas sa iyo ng mga ito. Malaya kang panoorin ang isa o lahat ng ibinigay para sa pag-unlad ng iyong kaalaman. Mahalagang makapagtala ka ng mahahalagang punto o ideya habang pinapanood ang video nang sa gayon ay lalo mong maunawaan ang kahalagahan ng katangiang pisikal ng Asya sa mga Asyano sa pagbuo at pag-unlad ng kanilang kabihasnan.



www.googleimages.com



Mekong: The River of Nine Dragons

Fig. 9 Mekong: The River of Nine Dragons

(<https://www.youtube.com/watch?v=3Yu8nst95u8&snfreload=10&h>)



Asia: Its Physical Features

Fig. 10 Asia: It's Physical Features

(https://www.youtube.com/watch?feature=player_embedded&v=D7qvqQKYMt4&hd=1)



The Geaography and Cultures of Southeast Asia

Fig. 11 The Geography and Cultures of Southeast Asia

(https://www.youtube.com/watch?v=5_Wklb01bs8)

Proyekto: Profile ng Asya

Taglay ang iyong kaalaman sa mga detalye ng aralin, gumawa ka ng pangkalahatang heograpikal na profayl ng Asya na siyang magagamit mo sa paggawa ng iyong proyekto sa pagtatapos ng unang aralin ng modyul. Ito ay kinakailangang naglalaman ng komprehensibong paglalarawan ng mga salik pangheograpiya ng Asya, ang kaibahan ng Asya sa iba pang mga kontinente sa daigdig, at ang kontribusyon ng pisikal ng kapaligiran sa pagbuo ng kabihasan ng mga Asyano.

Lapatan mo ito ng masining na *lay-out* o gawin sa anumang malikhaing pamamaraan tulad ng sa *facebook* upang maging kaaya-aya ito sa mga babasa nito. Tandaan mo lamang na bago mo ito ibahagi sa iba ay kinakailangang ito'y nasuri na ng iyong guro upang matiyak ang pagiging wasto ng nilalaman ng *profile*.

Ang iyong likha ay mamarkahan batay sa sumusunod na pamantayan:

Pamantayan	Katangi-tangi 4	Mahusay 3	Nalilinang 2	Nagsisimula 1
Nilalaman (40%)	Ang <i>profile</i> ay naglalaman ng komprehensibo, tumpak, at may kalidad na detalye batay sa ibinigay na panuntunan	Ang <i>profile</i> ay naglalaman ng kumpletong detalye batay sa ibinigay na panuntunan	Ang <i>profile</i> ay naglalaman ng tumpak na impormasyon batay sa ibinigay na panuntunan	Ang <i>profile</i> ay kulang sa impormasyon
Organisasyon (30%)	Sapat, malinaw, detalyado, at madaling maunawaan ang pagkakalahad ng detalye ng <i>profile</i>	Sapat, malinaw at maayos ang pagkakalahad ng detalye ng <i>profile</i>	May lohikal na organisasyon ngunit hindi sapat ang mga detalye ng <i>profile</i>	Hindi maayos at hindi maunawaan ang pagkakalahad ng mga detalye ng <i>profile</i>
Pagkamalikhain (20%)	Ang pagkakagawa at paglalahad ng <i>profile</i> ay nilapatan ng mataas na antas ng pagkamalikhain	Ang pagkakagawa at paglalahad ng <i>profile</i> ay nilapatan ng malikhaing pamamaraan	Ang pagkakagawa at paglalahad ng <i>profile</i> ay hindi gaanong nilapatan ng malikhaing pamamaraan	Ang pagkakagawa at paglalahad ng <i>profile</i> ay hindi nilapatan ng anumang malikhaing pamamaraan
Hikayat (10%)	Nakakatawag pansin at lubos na nakakahikayat ang dating ng <i>profile</i> sa mga mambabasa	Nakakahikayat ang dating ng <i>profile</i> sa mga mambabasa	Hindi gaanong nakakahikayat ang dating ng <i>profile</i> sa mga mambabasa	Hindi nakakahikayat at walang dating sa mga mambabasa ang <i>profile</i>

Table 2: Rubric ng Pamantayan sa Paggawa ng Proyekto (DepEd Araling Panlipunan Grade 8 Modyul)



Lagyan ng tsek (/) ang hanay na nagpapakita ng iyong kahusayan sa pagsagawa ng mga kasanayan sa aralin.

Pamantayan:

- 3 – Naintindihan ko at makakayanan kong ituro ito sa iba.
- 2 – Naunawaan ko ngunit hindi ko kayang gawin nang mag-isa.
- 1 – Naunawaan ko ang ilang bahagi ngunit mayroon pa akong mga tanong.
- 0 – Hindi ko naintindihan! Kailangan ko pa ng ibayong pagsasanay.

Paano mo ipinakita ang iyong kakayahan sa gawaing ito?	3	2	1	0
1. Naipaliliwanag ang konsepto ng Asya tungo sa paghahating-heograpiko: Silangang Asya, Timog-Silangang Asya, Kanlurang Asya, Hilagang Asya at Hilaga/Gitnang Asya.				
2. Nailalarawan ang mga katangian ng kapaligirang pisikal sa mga rehiyon ng Asya katulad ng kinaroroonan, hugis, sukat, anyo, klima at “vegetation cover”.				
3. Nakakagawa ng pangkalahatang profile ng heograpiya ng Asya.				



BINABATI KITA!

Ngayong may sapat ka nang kaalaman tungkol sa Katangiang Pisikal ng Asya ay maari ka ng tumungo sa huling bahagi ng modyul upang mailapat ang lahat ng iyong natutuhan.

PAHULING PAGTATAYA

Sa bahaging ito, subukin mong sagutan ang panimulang pagsusulit upang mataya ang lawak ng kaalaman mo tungkol sa aralin. Handa ka na ba? Maaari mo nang simulan ang pagsagot sa pamamagitan ng pagpili ng titik ng tamang sagot.. Pagtuunan ng pansin ang mga tanong na hindi mo tiyak ang sagot at alamin ang wastong kasagutan sa mga ito sa iyong pagtuklas sa mga aralin sa modyul na ito.

1. Nahahati sa limang rehiyon ang Asya: Hilaga, Kanluran, Timog, Timog- Silangan, at Silangang Asya. Tinatawag na heograpikal at kultural na sona ang mga rehiyong ito dahil isinaalang-alang sa paghahati ang mga aspektong pisikal, historikal at kultural. Kumpara sa ibang mga rehiyon, bakit ang Hilaga at Kanlurang Asya ay kadalasang tinitingnan bilang magkaugnay?
 - A. Apektado ng iisang uri ng klima ang uri ng pamumuhay ng mga tao rito
 - B. Ang mga porma ng anyong lupa at anyong tubig ng mga ito ay halos pareho
 - C. Magkasama ang mga ito sa parehong pamamaraan ng paglinang ng kapaligirang pisikal
 - D. Ang mga ito ay parehong napapailalim sa halos parehong karanasang historikal, kultural, agrikultural at sa klima
2. Isang katangiang pisikal ng kapaligirang matatagpuan sa Hilaga o Gitnang Asya ay ang pagkakaroon ng malawak na damuhan o *grasslands*. Tinatayang ang sangkapat ($\frac{1}{4}$) ng kalupaan sa mundo ay ganitong uri. Alin sa mga uri ng *grasslands* ang may mga damuhang mataas na malalalim ang ugat na matatagpuan sa ilang bahagi ng Russia at maging sa Manchuria?
 - A. *prairie*
 - B. *savanna*
 - C. *steppe*
 - D. *tundra*

Tunghayan ang mapa sa ibaba upang masagot ang susunod na tanong.



Fig. 10 : Mapa ng Asya (<http://www.theodora.com/maps/new8/oceans.gif>)

3. Sa iyong pagtingin sa mapa, paano mo ilalarawan at bibigyang interpretasyon ang kinalalagyan ng kontinente ng Asya?
 - A. . Insular ang malaking bahagi ng kontinente ng Asya.
 - B. Karamihan sa mga bansa sa Asya ay may mainit na panahon.
 - C. Ang malaking bahagi ng hanggahan ng Asya ay mga anyong tubig.
 - D. Ang hugis at anyo ng mga lupain sa bawat bahagi ng kontinente ay pare-pareho

4. Ang pagkakaiba-iba ng klima sa Asya ay bunsod ng iba't ibang salik kabilang na rito ang lokasyon at topograpiya ng isang lugar. Kung sa Kanlurang Asya ay bihira ang ulan at pabago-bago ang klima, at sa Hilagang Asya naman ay mahaba ang taglamig at maigsi ang tag-init, ano naman ang katangian ng klima sa Timog-Silangang Asya?
 - A. Sobrang lamig sa rehiyon at hindi kayang panirahan ng tao.
 - B. Ang mga bansa sa rehiyon ay nakararanas ng tag-init, taglamig, tag-araw at tag-ulan.
 - C. May mainit na panahon sa ilang bahagi at may mga bahagi ng rehiyon na nababalutan ng yelo.
 - D. Mahalumigmig, taglamig, tag-init at tagtuyot ang nararanasan sa rehiyong ito sa iba't ibang buwan sa loob ng isang taon.

Tunghayan ang mapa sa ibaba upang masagot ang susunod na tanong



Fig. 11 : Mapa ng Asya (www.lizardpoint.com)

5. Alin sa mga sumusunod ang HINDI kabilang sa tatlong karagatan sa daigdig na nakapalibot sa Asya?
 - A. Atlantiko
 - B. Artiko
 - C. Indian
 - D. Pasipiko
6. Alin sa sumusunod na pahayag ang HINDI kabilang sa mga katangiang pisikal ng kontinente ng Asya?
 - A. Ang hangganan ng Asya sa iba pang mga lupain ay maaaring nasa anyong lupa o anyong tubig.
 - B. Taglay ng Asya ang napakaraming uri ng mga kapaligiran batay sa mga tumutubong halaman.
 - C. Ang Asya ay tahanan ng iba't ibang uri ng anyong lupa: tangway, kapuluan, bundok, kapatagan, talampas, disyerto at kabundukan.
 - D. Ang iba't ibang panig ng Asya ay nagtataglay ng iisang uri ng klima na may malaking implikasyon sa pamumuhay ng mga Asyano.
7. Bakit maraming bansa sa Timog-Silangang Asya, itinuturing na pangunahin at napakahalagang butil pananim ang palay?
 - A. Maaaring ipalit ang palay sa mga butil ng trigo, mais, at *barley*.
 - B. Palay ang pangunahing pagkain ng mga tao sa Timog-Silangang Asya.
 - C. Galing sa palay ang karamihan sa mga panluwas na produkto ng rehiyong ito.
 - D. Sagana sa matatabang lupa at bukirin ang rehiyong ito na angkop sa pagtatanim
8. Alin sa mga sumusunod na pangungusap ang MALI tungkol sa kontinenteng Asya.
 - A. Napalilibutan ng mga anyong tubig ang kontinente ng Asya
 - B. Sumasakop ang kontinenteng Asya ng ikatlong bahagi ng kapuluan ng daigdig.

C. Ang kontinenteng Asya ay pangalawa sa pinakamalaking kontinente sa daigdig.

D. Katumbas ng kontinenteng Asya ang pinagsamang sukat ng Hilaga at Timog Amerika, kasama ang Australia

9. Ano ang mahalagang gampaning ng mga ilog at iba pang anyong tubig sa Asya?

A. Maraming mahalagang pangyayari sa kasaysayan ng rehiyon sa Asya ay naganap sa mga ilog na ito.

B. Ang mga ilog na ito sa Asya ay pinag-usbungan ng mga kauna-unahang kabihasnan sa rehiyon at sa buong daigdig.

C. Madalas magdulot ng pinsala sa ari-arian at pagkasawi ng mga buhay ang mga ilog na ito sa tuwing may naganap na mga pagbaha.

D. Ang mga ilog na ito ay nagsisilbing daanan ng mga barko paloob at palabas ng bansang kinabibilangan nito para sa kalakalan.

Suriin ang talahanayan tungkol sa sukat ng mga kontinente ng daigdig at sagutin ang kasunod na mga tanong kaugnay nito.

Talahanayan ng Sukat ng mga Kontinente ng Daigdig		
Kontinente	Milya Kwadrado	Kilometro Kwadrado
Australya	2,966,155	7,682,300
Asya	17,120,000	44,339,000
Antarktika	5,500,000	14,244,000
Aprika	11,704,000	30,312,999
Timog Amerika	6,874,600	17,804,526
Europa	5,100,000	10,445,000
Hilagang Amerika	9,362,000	24,247,000
Kabuuan	58,626,765	149,134,825

Talahanayan 1 : Sukat ng mga Kontinente ng Daigdig (DepEd Araling Panlipunan Module Grade 8 p. 21)

10. Kung iaayos mo ang nasa talahanayan mula sa pinakamalaking kontinente hanggang sa pinakamaliit, ano ang tamang pagkakasunod-sunod nito?

A. Asya, Aprika, Hilagang Amerika, Timog Amerika, Antarktika, Europa at Australya

B. Australya, Europa, Antarktika, Timog Amerika, Hilagang Amerika, Aprika at Asya

C. Asya, Aprika, Hilagang Amerika, Timog Amerika, Europa, Antarktika at Australya

D. Europa, Asya, Aprika, Timog Amerika, Hilagang Amerika, Antarktika, at Australya



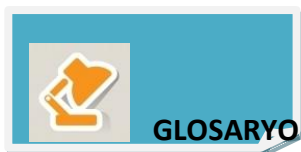
PAGWAWASTO

Paunang Pagtataya	Pahuling Pagtataya
1. D	1. D
2. A	2. A
3. C	3. C
4. B	4. B
5. A	5. A
6. D	6. D
7. B	7. B
8. B	8. C
9. D	9. B
10. C	10. A

FEEDBACK: Tunghayan ang tsart sa ibaba at pagnilayan ang iyong nakuhang puntos sa pahuling pagtataya.

PUNTOS	INTERPRETASYON	PAGLALARAWAN
4 at pababa	Beginning (B)	Hindi mo nakuha ang pasadong marka. Pag-aralang muli ang modyul at malalaman mong hindi ito mahirap maunawaan gaya ng una mong pagtatangka.
5	Developing (D)	Binabati Kita ngunit maaari mong pag-aralang muli ang modyul at malalaman mong hindi ito mahirap maunawaan gaya ng una mong pagtatangka.
6	Approaching Proficiency (AP)	Binabati Kita! Naunawaan mo ang mga konseptong tinalakay. Maari mong balikan ang mga bilang na hindi mo nasagutan sa pahuling pagtataya upang malaman ang dahilan ng iyong pagkakamali.
7	Proficient (P)	Binabati Kita! Naunawaan mo ang mga konseptong tinalakay. Maari mong balikan ang mga bilang na hindi mo nasagutan sa pahuling pagtataya upang malaman ang dahilan ng iyong pagkakamali.
8-10	Advanced (A)	Binabati kita! Napakagaling ng iyong nagawa. Maaari ka nang tumungo sa susunod na gawain.

Source: DepEd K to 12 Assessment



arkipelago/ kapuluan – pangkat ng mga pulo

bulkan – bundok na may butas sa pinakatuktok na nilalabasan ng maiinit na bato, lava, putik, lahar at abo.

bulubundukin – hanay ng mga bundok na magkakadikit

bundok – mataas na anyong lupa na nagtataglay ng mga bato at lupa

disyerto – rehiyong may malawak na tuyong lupa at buhangin

hanging Amihan – hilagang-silangang monsoon; umiihip nang salungat sa unang hangin mula Oktubre hanggang Abril mula sa Siberia patungong karagatan

hanging Habagat – timog-kanlurang monsoon; umiihip mula Mayo hanggang Setyembre na may dalang napakalakas na ulan mula sa Karagatan

heograpiya – nauukol sa pag-aaral ng mundo at mga taong naninirahan dito, na sumasakop din sa pag-aaral sa katangiang pisikal nito, iba't ibang anyong lupa at anyong tubig, klima, at likas na yaman ng isang pook

Kabihasanan -pamumuhay na kinagawian at pinipino ng maraming pangkat ng tao.

kapaligirang pisikal – katangian ng daigdig na binubuo ng anyong lupa, klima, anyong tubig, *wildlife*, buhay-hayop, behetasyon, at mineral

kapatagan – malawak na lupang pantay o patag

klima - ang karaniwang panahon o *average weather* na nararanasan ng isang lugar sa loob ng ilang buwan, ng isang taon, o mahaba-habang panahon na kinapapalooban ito ng mga elemento tulad ng temperatura, ulan at hangin

konsepto – ideya o kaisipan

kontinente – malawak na masa ng lupa na napapaligiran ng mga karagatan

lambak – lupain patag na makikita sa pagitan ng mga bundok o sa gilid ng mga ilog

monsoon - mga hanging nagtataglay ng ulan

peninsula/ tangway – bahagi ng pulo o kontinenteng nakaungos sa tubig

savanna - lupain ng pinagsamang mga damuhan at kagubatan

sibilisasyon – masalimuot na pamumuhay sa lungsod

steppe - uri ng damuhang may ugat na mabababaw o *shallow-rooted short grasses*

taiga – mataas na kagubatang coniferous at mabato na matatagpuan sa Hilagang Asya partikular na sa Siberia

topograpiya – tumutukoy sa mga katangiang pisikal na nasa ibabaw ng daigdig na gaya ng anyong lupa at anyong tubig

tropikal – uri ng klimang may katamtamang init



Mga Aklat

Department of Education Module 2 sa Araling Panlipunan Unang Kwartar

De Leon, Zenaida M., et. al., *ASYA: Tungo sa Pag-unlad*, Makabayan Serye, Vibal Publishing House, Quezon City, 2003

Fornier Ph.D, Joselito N., et.al., *Asia: History, Civilization and Culture*, Anvil Publishing Inc., Pasig, City, 2007

Garrovillas, Fe S.J., Rosalie N. Nieva and Melinda C. Vidallo, *Workteks sa Araling Panlipunan II: Kasaysayan ng Asya*, Innovative Educational Materials, Inc., Sta. Ana, Manila, 2008

Mateo Ph.D, Grace Estela C., et. al., *Asya: Pag-Usbong ng Kabihasnan*, Vibal Publishing House, Quezon City, 2008

Samson, Maria Carmelita B. *KAYAMANAN II; Kasaysayan ng Asya*, Workteks sa Araling Panlipunan II, Rex Book Store Inc. Manila 2010

Mga Website

Asia: Its Physical Features; last retrieved Feb. 24, 2015 from
(https://www.youtube.com/watch?feature=player_embedded&v=NdmRYNNNoDbQ&hd=1)

Mekong: The River of Nine Dragons; last retrieved Feb. 24, 2015 from
(<https://www.youtube.com/watch?v=3Yu8nst95ug&spfreload=10&hd=1>)

The Geography and Cultures of Southeast Asia; last retrieved Feb., 24, 2015 from
https://www.youtube.com/watch?v=5_Wklb01bs

World Geography- The Geography of asia and the Pacific; last retrieved Feb. 24, 2015 from http://www.youtube.com/watch?feature=player_embedded&v=x-LFOkGfyZM

CURRICULUM VITAE

NOIME BEDAÑA LONGCOP

Mobile Number: 09295130895

E-Mail: jasminepisces_yahoo.com

**Address: LRH 50 C, Borax Street, RTN Townsite,
Rio Tuba, Bataraza, Palawan**



Objective: To be involved in a field relevant in the practice of my profession, that will enhance my knowledge and skills and provide opportunities for career advancement and fulfilment.

Work Experience:

<u>Position</u>	<u>Job Description</u>	<u>Period</u>
Subject Area Coordinator Social Science Department Leonides S. Virata Memorial School Rio Tuba, Bataraza, Palawan		June 2013- March 2014
Full Time High School Social Studies and Economics Teacher Leonides S. Virata Memorial School Rio Tuba, Bataraza, Palawan	Teaching World History and Economics to Third Year and Fourth Year students	June 2010 - March 2013
Subject Area Coordinator Social Science Department Leonides S. Virata Memorial School Rio Tuba, Bataraza, Palawan		June 2010- March 2012
Full Time High School Social Studies Teacher Leonides S. Virata Memorial School Rio Tuba, Bataraza, Palawan	Teaching Asian Studies and World History to Second Year and Third Year students	June 2008 - March 2010

Full Time High School Social Studies Teacher Leonides S. Virata Memorial School Rio Tuba, Bataraza, Palawan	Teaching Philippine History and Asian Studies to First Year and Second Year students	June 2005 - March 2008
Full Time Integrated Civics and Culture Teacher Diliman Preparatory School Diliman, Quezon City	Teaching Civics and Culture to Grade Four and Six students	June 2004 - March 2005
Young Explorer's Club Moderator Leonides S. Virata Memorial School Rio Tuba, Bataraza, Palawan	Facilitator of United Nation's Month Celebration and other club activities	June 2005 - March 2012

Awards and Recognitions:

College: Cum Laude	2004
High School: Third Honorable Mention	2000
Elementary : Principal's Honors	1996
Paligsahan sa Tagis Talino : Unang Gantimpala	September 15, 2003
Samahan ng mga Mag-aaral sa Kasaysayan(SAMAKA)	

Educational Background:

Level	School Attended	Year	Degree/Course
Graduate	Philippine Normal University Taft Avenue, Manila	2008-2014	Master of Arts in Education with Specialization in History Teaching
Tertiary	Philippine Normal University Taft Avenue, Manila	2000-2004	Bachelor of Secondary Education major in History
Secondary	Leonides S. Virata Memorial School Rio Tuba, Bataraza, Palawan	1996-2000	
Primary	Leonides S. Virata Memorial School Rio Tuba, Bataraza, Palawan	1990-1996	

Seminars/ Trainings Attended

November 28, 2014	Subject Area Coordinator's Guide Forum 2014-2015 (Instructional Leader's Guide to Transformative Assessment: Optimizing Formative Assessment for Transformational Education Taal Vista Hotel, Tagaytay City
July 12, 2014	Socially Response-able Education (SRE) Philippine Normal University, Manila
July 5, 2014	Beyond the Rhetoric of Student Centered Education: Productive Pedagogy as a tool for Improving Research and Teaching Philippine Normal University, Manila
May 7, 2014	Latest Developments in the Education Sector: Updates from Key Agencies on the Shift to the K to 12 Systems Hotel Benilde, De La Salle College of Saint Benilde
May 7, 2014	Towards a Philippine Lasallian Education Framework: Making Meaning of the Transition to K to 12 Hotel Benilde, De La Salle College of Saint Benilde
May 8, 2014	Assessing Student Learning with the Standards of the K to 12 Curriculum
May 20, 2013	Macolytes First MAC Basics Training Leonides S. Virata Memorial School Rio Tuba, Bataraza, Palawan
October 24-27, 2012	In Service Training at La Salle Greenhills
Jan 13-14, 2011	Classroom Test Construction and Higher Order Thinking Skills through QuAD (Questioning, Assessment, Design of Classroom Activities With Delfin C. Bautista of Ateneo de Manila Grade School Leonides S. Virata Memorial School

August 20, 2011	Rio Tuba, Bataraza, Palawan Child Protection Against Child Abuse Leonides S. Virata Memorial School
April 15, 2011	Rio Tuba, Bataraza, Palawan Forum on Vocal Hygiene Philippine Normal University Taft Avenue, Manila
November 6, 2004	The Filipino Learner: Educated, Committed and Transformed Diliman Preparatory School, Quezon City
February 8-9, 2002	POPLAW Seminar-Workshop for Philippine Normal University Students/Teachers Philippine Normal University, Manila
September 3-4, 2002	Pambansang Kumperensya ng mga Mag- aaraal ng Kasaysayan; :Kasaysayan at Panitikang Pambata: Kaparaanan at Kabuluhan” Bahay Kalinaw, Conference Hall University of the Philippines, Quezon City

Examination and Eligibility:

	Date Issued:
Civil Service Eligibility	March 2004
Licensure Examination for Teachers (LET)	November 2004