

# The Effects of E-Learning using Video Lesson in Asynchronous Sessions on the Academic Performance of National University - Baliwag Students

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**Abstract:** *The General Education Department has been inundated with suggestions for ways to improve student learning in this situation. Many teachers in the department have difficulty inspiring students to learn or simply listen to the daily social sciences classes which they consider to be tedious (Doyle, 1983). Students will frequently ignore a task if they find it dull or too tough. What would a teacher do in this situation? This is a complete mess, yet it's a problem that many teachers face. Almost every instructor struggles with the lack of interest in the subject among the students, which leads to a lack of enthusiasm to learn especially in this new normal setting which is Synchronous and Asynchronous session. Based on several interviews and observations conducted by the instructor/researcher the following were identified as the possible causes of the encountered problem. Students are not that much interested in the Asynchronous way of teaching that is the more on assignment/reading method in teaching a particular lesson. Students are not properly motivated. Students find it hard to understand the idea about the lesson the researcher found out that there is really a need to give so much attention especially the asynchronous session where in students should take part in every lesson. On this conjecture, the researcher comes up with a study that will investigate the effectiveness of the strategies and techniques to improve students' understanding in the general education subjects. The researcher will advocate the use of E-Lesson (VideoLesson) as a means to increase the academic achievement and participations of the students in the Asynchronous learning process.*

**Keywords:** Asynchronous sessions, academic performance, general education, video lessons

## Introduction

According to decades of research, there are numerous advantages to using video, particularly in primary and secondary education. Salman Khan describes how video can transform teaching and learning in his 20-minute video, "Let's use video to reinvent education," and encourages teachers to consider the flipped classroom model, in which students can digest lecture content at their own pace and explore content more deeply during class time. For a wide range of techniques to creating good videos, see Macquarie University's The Art of Educational Videos.

### 1. Facilitating thinking and problem solving

Shepard and Cooper (1982) and Mayer and Gallini (1990) made the connection between visual clues, the memory process, and the recall of new knowledge. Allam (2006) observes that the creative challenge of using moving images and sound to communicate a topic indeed engaging and insightful, but adds that it also enables students to acquire a range of transferable skills in addition to filmmaking itself. These include research skills, collaborative working, problem solving, technology, and organizational skills. (Bijnens, N.D.)

### 2. Assisting with mastery learning

In some cases, video can be as good as an instructor in communicating facts or demonstrating procedures to assist in mastery learning where a student can view complex clinical or mechanical procedures as many times as they need to. Furthermore, the interactive features of modern web-based media players can be used to promote 'active viewing' approaches with students (Galbraith, 2004)

### 3. Inspiring and Engaging Students

More recently, Willmot et al (2012) show that there is strong evidence that digital video reporting can inspire and engage students when incorporated into student-centered learning activities through:

- increased student motivation
- enhanced learning experience
- higher marks
- development potential for deeper learning of the subject
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- development of learner autonomy
- enhanced team working and communication skills
- a source of evidence relating to skills for interviews
- learning resources for future cohorts to use
- Opportunities for staff development (CPD)

#### 4. Authentic learning opportunities

The work of Kearney and colleagues show the benefits of using video to produce authentic learning opportunities for students (Kearney and Campbell 2010; Kearney and Schuck, 2006), and how 'videos' encourage academic rigor from an advocacy, research based perspective.

#### Objectives

The general objective of this study is to determine the correlation of academic performance of students taking up general education courses who are using prerecorded video lectures as part of their teaching-learning activities and those who are not.

The objectives in doing this study are the following:

- (1) Let the students feel confident in their learning ability tasks with the aid of technology;
- (2) Empower the students by engaging them and their peers in the learning process; and (3) Improve students' interest due to their familiarity with the instructional materials. The power of an E-lesson (Video-Lesson) approach to teaching and learning is its potential to increase intellectual engagement and foster deep understanding through the development of a hands-on, minds-on and 'research-based disposition' towards teaching and learning.

The video lesson method focuses on using and learning content to improve information processing and problem-solving abilities. The system is more student-centered, with the teacher acting as a learning facilitator. The emphasis is on "how we come to know" rather than "what we know." Through active participation, students become more involved in the development of knowledge. It will be easier for pupils to build in-depth understanding of a subject or project if they are enthusiastic and engaged in it. When something fascinates pupils and represents their interests and ambitions, learning becomes nearly effortless.

#### STATEMENT OF THE PROBLEM

This action research (be consistent) will deal on how the Video lesson improves the academic performance and participation of students in National University Baliwag under the general education courses. Specifically, this study will seek answers for the following questions

1. Is there a significant difference between the performance of students that undergo the Traditional way of Asynchronous teaching and the Video-Lesson approach of teaching?
2. To what extent does the Video Lesson approach method affect the academic performance of students

#### HYPOTHESIS

The following hypothesis is tested for their significance of .05:

1. There is no significant difference in the performance of students exposed to the traditional way of asynchronous teaching and those that undergo the video lesson approach.

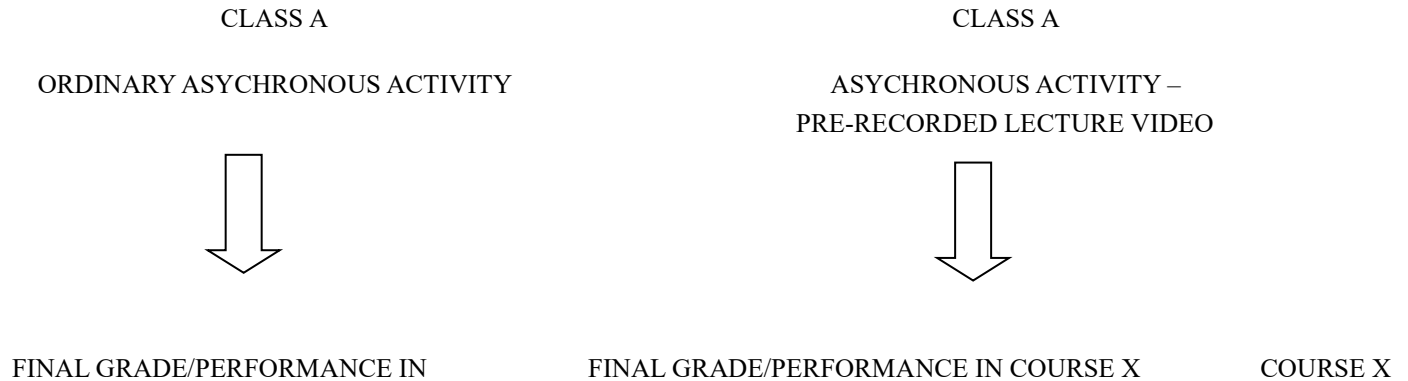
The study will take place in National University located in Baliwag, Bulacan and participants are two classes taking up general education courses. Class A will consist of 40 students while Class B will consist of 40 students from other section. The research will be executed in the school year 2022-2023. A quantitative study between the research designs will be performing using measures

of central tendency as the statistical analysis instrument. The goal is to determine whether traditional asynchronous instruction or Video-Lesson instruction is more effective with regards to students' participation, understanding and comprehension in teaching general education course.

**This research will deal on how study aims to explore and discuss the following:**

**METHODOLOGY**

**RESEARCH PARADIGM**



*Identify and describe the population and the sample of your research study. Discuss your sampling plan with regards to sample size determination, and sampling and selection procedures.*

Identify the instruments/Sources of Data

*Include sources of data, instruments, and questionnaire/s to be used; how these were or are to be developed, with proofs/tests of validity and reliability.*

The survey questionnaire data will be analyzed through descriptive statistics and percentages.

The data will be analyzed to determine the results.

The results will be used to determine to identify the appropriate pedagogical approaches in teaching general education courses.

The same results will be submitted to the National University Baliwag General Education Department for adoption in the coming term.

Independent Samples T-Test

			Statistic	df	P
Final	Grade	Student's t	0.176 <sup>a</sup>	167	0.861

<sup>a</sup> Levene's test is significant ( $p < .05$ ), suggesting a violation of the assumption of equal variances

Upon testing the significance of the study, it shows that the computed value of  $p$  is 0.861 which is greater than 0.05. Consequently, is not statistically significant and it indicates strong evidence for the null hypothesis "There is no significant

difference in the performance of students exposed to the traditional way of asynchronous teaching and those that undergo the video lesson approach.” Thus, the research fails to reject the null hypothesis.

Descriptives

	CATEGORY	Mean	Median	SD
Final Grade	WITH RECORDED VIDEO	3.01	3.00	0.491
	WITHOUT RECORDED VIDEO	2.99	3.00	0.373
	<b>CATEGORY</b>	<b>Mean</b>	<b>Median</b>	<b>SD</b>
	<b>DIFFERENCE</b>	<b>0.02</b>		

Based on the descriptive table above, the computed difference between the mean of final grade with recorded video and the mean of the final grade without recorded video is 0.02. This means that there is no difference in utilizing recorded video lesson on the academic performance of the students.

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