



DLSU ARCHERS 2023

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MAY 25-26, 2023



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Bridging Learning Gaps In Media And Information Literacy Through Massive Open Online Course

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Abstract: This research focused on Grade 12 students who participated in a Massive Open Online Course (MOOC) in Media and Information Literacy (MIL) during the school year 2022-2023. The study involved 259 learners from Talipan National High School – Senior High School and employed a quantitative method with a descriptive research design. Input data included the average mean, mean percentage scores (MPS), and mastery level of students. The process involved collecting data from a summative test, item analysis, and grades/ratings from the online course. The average mean scores before the MOOC were distributed as follows: ABM-30.22, HUMSS-31.76, STEM-4.52, and TVL-20.26. Meanwhile, MPS before the MOOC were as follows: ABM-60.43, HUMSS-63.52, STEM-69.04, and TVL-40.41. However, the average mean scores after the MOOC showed the following results: ABM-28.42, HUMSS-48.69, STEM-33.61, and TVL-33.61. Lastly, MPS results after the MOOC revealed the following: ABM-58.83, HUMSS-97.38, and STEM as well as TVL obtained 67.22 and 47.32, respectively. The frequency-percentage distribution of the mastery level in the 50-item test before the MOOC showed that 21 items (42%) were least mastered, 10 items (20%) were nearly mastered, and only 19 items (38%) were mastered by the students. Meanwhile, after the MOOC, only 17 items (34%) had been least mastered, and 13 items (26%) as well as 20 items (40%) had been nearly mastered and mastered, respectively. From the statistical data, the researcher inferred that the use of MOOC as a teaching strategy helped Grade 12 students improve their mastery level in MIL. This finding is supported by the increase in the number of mastered items (+2%) and nearly mastered items (+6%). Consequently, there is a decrease in the number of least mastered items (-8%). These findings will serve as the basis for enhancing the learning guide in MOOC.

Keywords: Learning gaps; massive open online course; media and information literacy;

1. INTRODUCTION

1.1. Rationale

The 21st century has brought many technological advancements that have led to the development of different modes of transmitting and receiving information. Technological products have also resulted in a paradigm shift

in the field of education – from the traditional use of printed information such as books, journals, magazines, encyclopedias, and dictionaries to using their digital or online versions. Now, information can also be gathered from reliable and credible websites and how-to videos on YouTube, all found using search engines such as Google, Yahoo, and Bing (Ramos, 2019).



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Talipan National High School (TNHS) in the town of Pagbilao is one of the many schools in the Division of Quezon that aims to bring innovations in the delivery of instructions in this time of the new normal in education. True to its vision, the Senior High School (SHS) department's learning area of Media and Information Literacy (MIL) has adopted modules that contain activities anchored on online courses. This notion is supported by information from <https://www.openenglishprograms.org>, where "English for Media Literacy," a Massive Open Online Course for English language learners, runs from October 3 to December 23, 2022, with the aim of developing critical thinking and English language skills while exploring how different media forms affect the world today.

This course is designed for non-native English speakers interested in improving their language skills and knowledge of the media simultaneously. Participants will investigate how media has changed over time, explore the world of advertising, identify targeted marketing strategies, analyze sources, detect bias, and examine how diversity representation in media influences individual identity and society. This course provides an opportunity for a broader understanding of the role media plays in our lives while building the vocabulary and language skills needed to analyze what to read and watch.

This research paper aimed to explore the opportunity for Talipan National High School - SHS students to engage in Massive Open Online Courses. The results of the research offer a useful and enhanced learning guide for the future conduct of online education for learners at Talipan National High School who seek ease in discovering knowledge through a digital platform. Specifically, this investigation centered on the following questions:

1. What is the average mean and mean percentage scores (MPS) of Grade 12 students in Media and Information Literacy before and after the implementation of massive open online course?
2. What is the mastery level of Grade 12 students in Media and Information Literacy before and after the implementation of massive open online course?
3. Is there a marked change in the average mean and MPS results among Grade 12 students on Media and Information Literacy before and after the implementation of

massive open online course?

4. Is there change in the mastery level of Grade 12 students in Media and Information Literacy before and after the implementation of massive open online course?

5. What enhanced learning guide in massive open online course can be developed based on the results of this study?

2. METHODOLOGY

The present study is descriptive-evaluative in nature because it describes the learning gaps in Media and Information Literacy among Grade 12 students of Talipan National High School before and after the conduct of a Massive Open Online Course (MOOC). It attempts to evaluate the improved status of mean, mean percentage scores (MPS), and mastery level in the said subject area. The design employed also enables the researcher to provide an account of students' academic performance.

The study was conducted at TNHS – SHS located in Brgy. Talipan, Pagbilao, Quezon. For the first semester of the academic year 2022-2023, the senior high school department had 13 sections in Grade 12 with 536 students enrolled, identified as ABM with 2 sections, HUMSS with 6 sections, STEM with 2 sections, and TVL learners with 3 sections. The researcher handled 7 sections of the total Grade 12 students. Thus, the study covered only the learners from the handled sections of the researcher, but information about the massive open online course process and conduct was also given to other sections. A total of two hundred fifty-nine (259) students participated in the research.

To gather the data needed to answer the specific questions of the study, the collection of data from summative tests, item analysis, and MOOC online grades was used. These documents served as the main data-gathering instruments for the study. In order to implement the use of an intervention program named as the Massive Open Online Course among Grade 12 students of TNHS SHS, the researcher allowed his students to access the digital platform,



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particularly the provider of the online course. The study was implemented for five (5) months from October 2022 to February 2023, covering the entire first semester of AY 2022-2023.

3. RESULTS AND DISCUSSION

The average mean before MOOC were distributed as follows: ABM with 30.22, HUMSS with 31.76, STEM with 34.52 and TVL with 20.26. Whereas, MPS before MOOC showed the following: ABM with 60.43, HUMSS with 63.52, STEM with 69.04 and TVL with 40.41. However, average mean after MOOC showed the following: ABM got 28.42, HUMSS got 48.69, STEM got 33.61 and TVL got 33.61. Lastly, MPS results after MOOC revealed the following: ABM obtained 58.83, HUMSS obtained 97.38, STEM obtained 67.22 and TVL obtained 47.32.

Given the aforementioned data, it is evident that there is a marked increase in average means and MPS results before and after MOOC among HUMSS and TVL students.

The data showed the frequency-percentage distribution of the mastery level of the fifty-item test of the Grade 12 students before and after the massive open online course (MOOC). Before the implementation of MOOC, 21 items or 42% were least mastered, 10 items or 20% were nearly mastered, and only 19 items or 38% were mastered by the students. Meanwhile, only 17 items or 34% had been least mastered, 13 items or 26% had been nearly mastered and 20 items or 40% had been mastered by the students after the MOOC.

From the statistical data presented above, the researcher inferred that the use of MOOC as a teaching strategy helped the Grade 12 students improve their mastery level in Media and Information Literacy (MIL). This finding is supported by the marked increase in the numbered of mastered items (+2%) and nearly mastered items (+6%). Consequently, there is a decrease in the least mastered items (-8%).

4. CONCLUSIONS

The results of the study offered the following conclusions: That learners experience of massive open online course led them to increase academic performance in

their classes that have similar and related activities implemented in the learning encounter. That massive open online course as teaching strategy will lead to the learners' discovery of alternative mode of learning especially that modern technological approaches can gauge learning. That if appropriate and relevant interventions are provided by teachers either online and in-person, learners can be able to improve their academic performance. That appropriate gadget or technological devices are contributory to the attainment of learners full understanding of lessons and activities related to the subject.

5. ACKNOWLEDGMENTS

The researcher is indebted to the Talipan NHS administration, faculty, learners, and stakeholders for the continued support, assistance and cooperation in the completion of this research output.

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