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UCAP: UTILIZATION OF CANVA IN TEACHING ARLING PANLIPUNAN



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ABSTRACT

The process of teaching and learning has always been difficult, even in past generations. The lives of 21st-century educators and students have been profoundly impacted by technology. Teachers must overcome a variety of issues and challenges in order to effectively and efficiently conduct their lessons. These difficulties are particularly felt by the teachers when teaching history classes, as the process of teaching and learning this subject is difficult for both parties. Teachers are accustomed to teaching history through traditional discussion, while students find it difficult to understand concepts because they learn in a different way than the traditional discussion method.

The study utilized qualitative and quantitative method in analyzing the data gathered. Participants of this study were determined through purposive sampling who were observed and surveyed. The study found how the utilization of Canva aided in the Araling Panlipunan 3 teaching and learning process.

Throughout the final two quarters of the 2022-2023 academic year, the research proved beneficial where a number of students were taught Araling Panlipunan 3 utilizing Canva. However, it can be argued that in order to aid students' and teacher's ongoing development, this practice of utilizing Canva in teaching Araling Panlipunan should continue to be used and practiced in the following grade level.

Keywords: Teachers, Students, Canva, Araling Panlipunan, 21st Century, Technology, History, Teaching and learning process

INTRODUCTION

The K-12 Education program in the Philippines has made the use of technology in the classroom necessary. Teachers of social studies can bridge the gap and strengthen the shortcomings of traditional teaching methods by utilizing technology-based teaching and learning resources and tools. Regression analysis was used in a study titled The Impact of Technology Integration in Teaching Performance to demonstrate the significant impact that technology integration has on teaching performance. The study also suggested that the Department of Education should continue to offer workshops, seminars, and other programs on technology integration in order to further enhance the performance of Social Studies teachers (Hero, 2019).

Based on various assessments, student performance, and the teachers' challenges in organizing a lesson for the subject, it was clear that Araling Panlipunan 3's teaching and learning performance is noticeably poor. Utilizing technology such as Canva should be practiced in improving teaching and learning process in Araling Panlipunan 3. There are many aspects that Canva can support and provide in the teaching-learning process. Technology like Canva can support different learning styles in the classroom. It is assumed that when a student's learning style and the format of their instruction align, they will learn more effectively. A visual learner, for instance, might absorb information more effectively when it is presented visually. This method is called "learning hypothesis," or "meshing" or "matching hypothesis" in more recent iterations (Pashler et al, 2009:108).

Visual aids enable teachers in establishing, explaining, connecting, and associating ideas and concepts in order to make the learning process more interesting, enjoyable, and effective (VariQuest, 2021). Moreover, inventive presentation templates can be used to effectively grab students' attention. These templates can be altered to create interesting slides with images, charts, and icons for educational purposes by changing up the font and color scheme. This

adds interest and enjoyment to the teaching and learning process.

Hence, this study "U Can Aral Pan: Utilizing Canva in Teaching Araling Panlipunan 3" action research is conceptualized where Canva will be utilized as a supporting instruction material in teaching Araling Panlipunan for selected Grade 3 students and teacher to have efficient and effective teaching and learning experience. The results of the study will also identify substantial data that can be utilized in developing training programs and plans for enhancing and educating teachers on how to use Canva in the classroom.

METHODOLOGY

Data gathering will be through monitoring of Araling Panlipunan performance and observation checklist of the teacher to identify areas of the visual aids that needs modification and students' performance. Feedbacking of assessed information should be listed down by the proponent and be reported to Araling Panlipunan teachers.

The procedure for data collection were summarized below:

Phase I. Preparation Stage.

Preparation of the proponent on the agenda as well as objectives of the study. Crafting of all different tools and instruments to be utilized in the study. Checking and validation of the instruments.

Phase II. Data Gathering Stage.

Identification of the respondents through purposive sampling where thirty-four Grade 3 students were identified as the respondents and their teacher. Conducting meeting for communication of the respondents and gathering survey and observation data.

Phase III. Data Analysis Stage.

Retrieval of all data gathered from the respondents. The researcher performed initial reading and listing identified areas for improvements.

Phase IV. Summary and Interpretation Stage.

Constructing of research summary based on the main domains of the study.

Phase V. Reporting.

Crafting of the findings and recommendations of the study.

RESULTS

The study highlighted the status of the teaching and learning process in Araling Panlipunan in Grade 3. Furthermore, the study investigated the implications of utilizing Canva in teaching Araling Panlipunan 3.

Question 1. What is the performance rating of selected grade 3 students in Araling Panlipunan before the Utilization of Canva in Teaching Araling Panlipunan?

- Factor showing status of performance rating of the selected students was statistically significant in the MPS result where before the utilization of the study they gathered a percentage of 62%.
- Students have difficulty in grasping concepts of the lesson.
- The teacher faces issues and challenges in effectively teaching the Araling Panlipunan subject.
- Provision of support mechanism and guidance to teachers and students through utilization of technology will be more effective in attaining academic performance improvement.

Question 2. Is there significant relationship between the performance rating of selected grade 3 students and the Utilization of Canva in Teaching Araling Panlipunan?

- There is a significant relationship between the performance rating of the students and the utilization of Canva in teaching Araling Panlipunan as these students gained a percentage of 68% in the MPS result.
- Communication to the teacher, students as well as the parents contributes also to the significant improvement of the students' performance and teacher's morale and motivation in teaching.

Question 3. What are the challenges encountered by the teacher in the utilization of Canva in teaching Araling Panlipunan 3?

- It is essential for the teacher to have stable internet connection in order to use the Canva.
- Issue on the lack of knowledge of the tools and other functions in the utilization of Canva frequently occurred.
- Lack of training about the utilization of Canva in teaching.

DISCUSSION

Based on the analysis and findings of the study, the proponent concluded that "U Can Aral Pa: Utilizing Canva in Teaching Araling Panlipunan 3" was effective for teaching and learning Araling Panlipunan in selected Grade 3 students. Through the utilization of Canva in teaching, the teacher significantly saw a change in the students' attitude during discussion which is also supported by the results seen on their assessments. The teacher was also more motivated in teaching the said subject as he/she has more options in crafting his/her lesson plan. Thus, this improvement generally contributed to a more efficient and effective teaching and learning process.

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