METHODS OF TEACHING KOMFIL IN THE STUDENTS' LEARNING

MYLO S. REDERA

myloredera@lspu.edu.ph

Laguna State Polytechnic University, Philippines

ABSTRACT

This research aims to know and understand the relationship between the KOMFIL teaching method and student learning. Respondents were assigned to answer the problems laid out by the researcher. This study aims to answer the question: What is the level of KOMFIL's teaching method based on interactive discussion, group chat, and say/say? What is the student's level of learning on the final grade based on the task and assessment? What is the students' learning level based on the final score? Does the KOMFIL teaching method have a significant relationship based on student performance? And is there a significant relationship between students' learning and their performance?

It was hypothesized that there is no significant relationship between the KOMFIL teaching method based on student performance and that there is no significant relationship between students learning based on their performance.

This research is based on the descriptive method and used the questionnaire as a data collection instrument. The data came from one hundred and fifty (150) respondents who came from Laguna State Polytechnic University-Sta. Cruz Campus taking the Filipino subject in Contextualized Communication in Filipino or KOMFIL particularly students in the College of Teache Education, College of Arts and Science, and College of Computer Science where usedof purposive sampling to select them.

The formula weighted mean, standard deviation, and t-test were used in its problems. It therefore led to the result that obtained a high mean score which proves how high the respondents' level of agreement is with the KOMFIL teaching method based on interactive discussion, group chat, and show/tell.

It was also realized in this research based on the data gathered from the respondents that the students' learning level is high in the final score based on the task and prediction due to the high mean score obtained.

Keywords: *Interactive Discussion, Show/Tell, KOMFIL, Group Chat, Final Grade, Assignment, Prediction*

INTRODUCTION

Many changes are happening in the field of education, even teaching methods and strategies that serve as challenges facing teachers. In an effective teaching, it is necessary to have

plans and goals to achieve learning. Teaching and learning are constantly changing as time passes based on the needs of the students that suit their understanding. The teachers use different strategies and methods to make the lessons in the Filipino Subject more approachable, effective and understandable.

Teaching is a complex and multifaceted task. A list of teaching methods includes many ideas and examples. Also, a full discussion of them will enrich the students' knowledge. However, they can be grouped into some general topics in teaching methods, skills, or styles that are very important to effective teaching.

Teaching strategies have a big and important role in helping the teacher so that the facts contained in it can be delivered to students faster and with good quality of work. The student's level of learning must be achieved when it is appropriate to use appropriate strategies.

In this study, the researcher wants to know the most effective learning strategies and students' learning levels to help teachers develop strategies that they think will be a meaningful method.

Overall, this research frees up informed and informed KOMFIL Teaching Methods and Student Learning. This study aims to answer the following questions:

1. What is the Komfil Teaching Methodology level based on:
      1.1 Interactive Discussion,
      1.2 Group Chat, and
      1.3 Show / Tell?
2. What is the level of Student Learning based on the Final Grade:
      2.1 task and
      2.2 forecast?
3. What is the performance level of Komfil Students based on the Final Grade?
4. Does Komfil's Teaching Method have a significant relationship based on Student Performance?
5. Does Student Learning have a significant relationship with their Performance?

REVIEW OF RELATED LITERATURE

According to Elayba (2020), in the Philippines, many an educational institution there are certain programs that are formulated in lines with each goals and objectives. There are many development programs had been improved for many years to challenge continuously the State Universities and Colleges (SUC's). These challenges are generally understood as preparing SUC's in different program management of an institution and also their performance. The Commission of Higher Education (CHED) as the highest authority of State universities and Colleges SUC's improve the relevance of higher education institution programs, systems and research to respond to the thrusts of the Philippines Development Plan (PDP), 2011-2016; upgrade the quality of higher education. Institutions, program and systems in the country towards

achieving international standards; Broaden access to quality higher education of those who seek it, Efficiently and effectively manages the higher education system ensuring transparency and integrity in its program and activities as commitment to moral ascendancy; and strengthen the commission on Higher Education and other major stakeholders.

According to a study done by Gannaban (2014) Social Media or Social Networking sites is one of the technological approaches that teachers can use to teach their students. It can give teachers an opportunity to connect with their students. Social Media does not only have an advantage or good effect on students but also on teachers.

Ypon (2020) made it clear those teachers' teaching needs to be focused for the success of the goal of student-centered education, because students are the main goal of education. He went on to say that the teachers he interviewed were very discouraged in relation to their teaching situation, although they allow their students to use the first language in discussing the topic and answering questions, teachers are also concerned that their students get used to this way and if there is face to face learning that teachers will have a hard time correcting it.

Based on the research of Suerte (2019), these are some of the secrets of successful students on how they achieved their high grades based on science and here are also some tips that will help study to be effective.

According to Benezra (2022) taking the ACT and submitting your score can be a stressful process, but it can be made easier by understanding exactly how the process works.

According to Sullera Jr. et al. (2022) this study aims to find out the extent of students' appreciation of the Filipino subject in relation to their academic performance. This study is anchored in Edward Lee Throndike's Connectionism Theory and Skinner's Operant Conditioning. It covers the Final performance of students in the Filipino subject

The book Methodology in Language Teaching by Badayos (2011) states that planning or teaching preparation is an extension of a teacher's personality and style, planning is important and all teachers should be able to do it. Before a teacher enters the classroom, he already has an idea of how to teach his class.

Presented by Dela Pena et al. (2023) this research focuses on the development and validation of interactive modular teaching suprasegmentals. Stress, pause/ stop, and intonation in the College of Teacher Education year 2010-2011. The Research and Development Method was used in the research that went through the process of making and developing a module that used technology.The presentation of the developed module was done by applying a power point presentation that used visual basic. It goes through four processes: module development, module development, module validation and the use of module try-out groups. The development and validation of the interactive module had the highest acceptable results, which led to a complete understanding of the suprasegmentals and its successful implementation.

According to Acedera (2018) the interactive learning theory is an educational concept where a student deepens and easily understands the lessons by connecting school work with meaningful and meaningful activities .Through this, students feel more like they are part of the

learning process. Some traditional examples here are doing Science experiments, going on field trips, doing group activities, and many others. But with the rise of modern technology, along with it the attraction of young people on computers and gadgets, some students seem to neglect their studies. To address this problem, many schools are incorporating into their curriculum the use of modern technology in the teaching and learning process.According to Piggot (2016) Related to the Discussion Principle with three components: Pre-class, Planning, Classroom Discussion and Reflection and Synthesis. It includes a variety of questions to convey information to modify instructional planning.

According to Barot and Oren (2015) the group chat is popular all over the world, even if it is said that the social networking of the world is wide, it is still another traditional use of social networks. They also said that other chat platforms offer cheap substitute for SMS, and they are now thinking to develop this equipment as multimedia hubs for the beauty of photos, videos, games and alternative payment of bills.

According to Lee et al. (2016) suggests Lee that it has a positive effect on the group or member that is good to use for exchanging messages among employees, and through this there is a high chance that the organization will unite for the good of the member.

METHODOLOGY
Research Design
This study was conducted in a descriptive research method. The responses of the individuals who are the respondents of this research were used to see the appropriate teaching method of KOMFIL in teaching the Filipino subject.The researcher will attempt to find out and evaluate the relationship of KOMFIL teaching methods to students' learning. The researcher believes that this design is the most appropriate to use because it is easier to get the necessary information from a large number of respondents.

According to Burns and Grove (2007), descriptive research is the description of things or the actual events that result in the nature or naturalness of a thing or event. This research design was used to clarify current affairs, create current theories and provide feedback or conclusions on matters.

Research Respondent
The selected respondents in this study are individuals or students from Laguna State Polytechnic University-Sta. Cruz Campus who take the Filipino subject in Contextualized Communication in Filipino or KOMFIL particularly the students in the College of Teache Education, College of Arts and Sciences, and College of Computer Science.The researcher chose the respondents to better trigger the KOMFIL teaching method in the students' learning and to make the study conducted strong because the respondents are the main supports or primary references that the researcher can use.

The research has a total number of one hundred and fifty (150) respondents from different programs in the said university. The data collection of this research will be carried out in which they will answer the prepared questionnaire.Through this, the researcher will gather data regarding the aforementioned subject. Since there is only a limited number of respondents to the questionnaires, in this type of design it is not only dependent on the number of respondents to the questionnaire. Therefore, the researcher fully understands that it is suitable for the study in which observation can also be conducted to supplement the gathering of data and information.

Purposive sampling is better known as judgmental sampling. Respondents or respondents of the research were selected with a corresponding objective in mind. The researcher believes that the respondents who are selected have more ability to comprehensively understand the study than other individuals.The researcher used a purposive sampling method to select the eligible respondents who have the high knowledge required by the researcher. Individuals from Laguna State Polytechnic University-Sta.Cruz Campus are the respondents who are able to answer the questions and exercises presented by the researcher.

RESULT AND DISCUSSION

In Table one, very high level of method and in the view of the respondents, the students are encouraged to express what they know by (M=4.46, SD=0.92) and the flow of the teacher's discussion becomes interesting and student and has a proper presentation of the subject-study has (M=4.45, SD=0.93, 0.89Although a very high level of method was observed, the statement with the lowest score was able to share everyone's idea on the topic being discussed had (M = 3.35, SD = 0.91)

There is an overall mean of 4.41, a standard deviation of 0.92 and shows that the level Komfil Teaching Method based on Interactive Discussion has a comment that strongly agrees and a literal explanation that is very high.

Table 1. Level of Komfil Teaching Method based on Interactive Discussion

Statement	Mean	SD	Interpretation
The flow of discussion between teacher and student becomes interesting.	4.45	0.93	Strongly Agree
Everyone can share their ideas on the topic being discussed.	4.35	0.91	Strongly Agree
Has a proper presentation of the subject-matter.	4.45	0.89	Strongly Agree
There is an exchange of points of opinion/ideas on the topic under discussion.	4.36	0.93	Strongly Agree
There is an exchange of points of opinion/ideas on the topic under discussion.	4.46	0.92	Strongly Agree

Overall Mean: 4.41
Standard Deviation: 0.92
Literal explanation: Extremely High

Scale	Verbal Interpretation
4.20 – 5.80	Strongly Agree
3.40 – 4.19	Agree
2.60 – 3.39	Neutral
1.80 – 2.59	Disagree
1.00 – 1.79	Strongly Disagree

Based on the study conducted by Beauchamp et.al (2010) the word interaction has two differences when it comes to the discourse of education, the first refers to teaching in traditional methods and the second refers to the use of modern technologies in maintaining interactive learning in education. This only means that there is a great relationship between the interaction between the teacher and the student towards effective learning.

Meanwhile, table number two is a very high level of method and in the view of the respondents, there is enthusiasm in learning using group chat of (M=4.38, SD=0.93) and it can be used in the learning of students -study and the discussion on the topic becomes more extensive there is (M=4.32, SD=0.88, 0.91). Although it was observed that the method was very high level, the statement with the lowest score easily conveys the message to the majority has (M = 4)

Table 2. Level of Komfil Teaching Methodology based on Group Chat

Statement	Mean	SD	Interpretation
It is easy to convey the message to the crowd..	4.29	0.91	Strongly Agree
It is easy to convey the message to the crowd.	4.32	0.88	Strongly Agree
Making learning fun with group chat.	4.38	0.93	Strongly Agree
Quickly get a response to questions.	4.31	0.89	Strongly Agree
Quickly get a response to questions.	4.32	0.91	Strongly Agree

Overall Mean: 4.33
Standard Deviation: 0.90
Intrepretation: Strongly Agree

Scale	Verbal Interpretation
4.20 – 5.80	Strongly Agree
3.40 – 4.19	Agree
2.60 – 3.39	Neutral
1.80 – 2.59	Disagree
1.00 – 1.79	Strongly Disagree

It has an overall mean of 4.33, standard deviation of 0.90 and shows that the level Komfil Teaching Method based on Group Chat has a comment that strongly agrees and a literal explanation of Very High.

As a basis, the study conducted by Minalla (2018) indicates that the use of Chat Groups is an effective way to communicate outside the classroom but is still focused
This simply means that maintaining a connection with students is also maintaining learning because there is faster feedback from the teacher to the students. Therefore, it is assumed that the use of chat groups as a resource has a great role from teaching.

Talahanayan 3. . Level of Komfil Teaching Methodology based on Show/Tell

Statement	Mean	SD	Interpretation
Students are encouraged to create, follow directions and choose what they want to say.	4.22	0.93	Strongly Agree
It helps the students to quickly learn the topic being discussed.	4.23	0.87	Strongly Agree
Students' attention is aroused.	4.24	0.90	Strongly Agree
Students' ability to speak in front of other people is shaped.	4.26	0.90	Strongly Agree
This becomes an effective way for students to learn.	4.21	0.95	Strongly Agree

Overall Mean: 4.23
Standard Deviation: 0.91
Intrepretation: Significantly High

Scale	Verbal Interpretation
4.20 – 5.80	Strongly Agree
3.40 – 4.19	Agree
2.60 – 3.39	Neutral
1.80 – 2.59	Disagree
1.00 – 1.79	Strongly Disagree

Table number three shows that the level of method is extremely high and in the view of the respondents, students' ability to speak in front of other people is shaped by (M=4.26, SD=0.90) and arouses the attention of students have (M=4.24, SD=0.90).Bagaman napansin na *lubhang mataas* na antas ng pamamaraan, ang pahayag na may pinakamababang marka ay *nagiging mabisang paraan ito sa pagkatuto ng mga mag-aaral* ay mayroong *(M = 4.21, SD = 0.95).*It has an overall mean of 4.23, standard deviation of 0.91 and shows that the level Komfil Teaching Method based on Show/Tell has a comment that strongly agrees and a literal explanation that is very high.

This simply means that the use of the show/tell strategy is an effective approach that can create an interactive teaching that can help students express their opinions, opinions, ideas, and thoughts related to topics being discussed so this is an approach that can be used based on the data that has emerged**.**

Table 4. Student Learning Level based on Task-based Final Grade

Statement	Mean	SD	Interpretation
Prepares proper work on the subject.	4.61	0.59	Strongly Agree
The activity is used appropriately in the discussion of the lesson.	4.50	0.63	Strongly Agree
Macro skills are honed with work.	4.49	0.65	Strongly Agree
The task becomes a guide for discussing the lesson.	4.58	0.63	Strongly Agree
The work helps to fully understand the lesson.	4.58	0.59	Lubos na sumasang-ayon

Overall Mean: 4.55
Standard Deviation: 0.62
Intrepretation: Significantly High

Scale	Verbal Interpretation
4.20 – 5.80	Strongly Agree
3.40 – 4.19	Agree
2.60 – 3.39	Neutral
1.80 – 2.59	Disagree
1.00 – 1.79	Strongly Disagree

Table number four on the other hand is at a very high level of learning and in the view of the respondents, able to prepare the correct work regarding the subject of (M=4.61, SD=0.59) and the work becomes a guide in discussing the lesson and the work is helpful to fully understand the lesson there is (M=4.58, SD=0.63, 0.59Although a very high level of learning was observed, the statement with the lowest score was able to correctly use the activity in discussing the lesson had (M = 4.50, SD = 0.63).

There is an overall mean of 4.55, a standard deviation of 0.62 and it shows that the Student Learning level based on the Final Score based on the Task has a comment that strongly agrees and a literal explanation that is very high. In the study conducted by Kyndt et al (2016), the learning activities are more important so that the students have an application from the discussion conducted. These activities will be signs for teachers to know if the strategies used in teaching and learning of students are valid and appropriate.

Table 5. Student Learning Level based on Final Score based on Assessment

Statement	Mean	SD	Interpretation

The forecast is linked to the lesson.	4.38	0.86	Strongly Agree
Identified those who should be developed in forecasting skills.	4.35	0.88	Strongly Agree
Gaining greater understanding of the lesson.	4.22	0.95	Strongly Agree
There is an exchange of points of opinion/ideas on the topic under discussion.	4.38	0.90	Strongly Agree
Students are encouraged to express what they know.	4.31	0.89	Strongly Agree

Overall Mean: 4.33
Standard Deviation: 0.90
Intrepretation: Significantly High

Scale	Verbal Interpretation
4.20 – 5.80	Strongly Agree
3.40 – 4.19	Agree
2.60 – 3.39	Neutral
1.80 – 2.59	Disagree
1.00 – 1.79	Strongly Disagree

Table number five indicates a very high level of learning and in the view of the respondents, the prediction is related to the lesson and there is an exchange of points of opinion/ideas on the topic discussed by (M=4.38, SD= 0.86, 0.90) and are aware of those who should be developed in forecasting skills (M=4.35, SD=0.88).Although a very high level of learning was observed, the statement with the lowest score had more understanding of the lesson (M = 4.22, SD = 0.95).

There is an overall mean of 4.33, a standard deviation of 0.90 and it shows that the level of Student Learning based on the Final Score based on the Assessment has a comment that strongly agrees and a literal explanation that is very high.
In the study of Ramirez et.al (2011), the test has a great role in the learning of the students because in this way the learning achieved by the students can be measured based on the topics discussed by the teachers. . The test is a method of teachers to find out the knowledge that students have implanted in their minds.

Table number eight shows the level of Student Learning based on the Final Score, out of a total of one hundred and fifty respondents, the score "2.25 to 2.00" scored the highest number of seventy-six (76) or 50.67% of the total responded and had a descriptive equivalent of Exceptional. And the score "1.75 to 1.50" had a number of sixty-eight (68) or 45.33% of the total responded and had a descriptive equivalent of Exceptional.While the score of "1,25 to 1.00" obtained the lowest number of six (6) or 4.00% of the total response and has a descriptive equivalent of Very Exceptional.

Overall (Weighted Mean=1.79, SD=0.24) and (lowest score = 2.00, highest score = 1.25) shows that the level of Students' Learning based on the Final Score has a descriptive equivalent of Moderate to Outstanding.

Table 6. Level of Learning of Students based on Final Grade

Mark	Frequency	Scale	Interpretation
1.25 – 1.00	6	4.00	Excellent
1.75 – 1.50	68	45.33	Satisfactory
2.25 – 2.00	76	50.67	Moderately Satisfactory
2.75 – 2.50	0	0.00	Satisfactory
3.00	0	0.00	Moderately Satisfactory
4.00	0	0.00	Need an assistance
5.00	0	0.00	Need to improve
Total	**150**	**100**	
Weighted Mean	**1.79**		
Lowest Mark	**2.00**		
Highest Mark	**1.25**		Moderately Satisfactory
Standard Deviation	**0.24**		

Based on the University of South Carolina (2014) study, the final grade is used to evaluate and provide feedback on the student's work. Through this, the teacher communicates with the students how they are performing in their course and where they still need to improve.

This simply means that doing activities such as tests will help students to practice and apply the knowledge they have gained from the lessons.

Table 7. Significant relationship of Komfil Teaching Method based on Students Performance

Method		r-value	Evidence of Relationship	Analysis
Interactive Discussion		0.172	Very low correlation	Significant
Groupings Chat	*Performance*	0.162	Very low correlation	Significant
Show/Tell		0.219	Low correlation	Significant

Palatandaan:

Sukatan	**Katibayan ng Ugnayan**
± 0.00	no connection, No relation
$\pm 0.01 - \pm 0.20$	very low correlation, Almost no correlation

$\pm0.21 - \pm0.40$	low correlation, The relationship is definite but shallow
$\pm0.41 - \pm0.70$	moderate correlation, The relationship is significant
$\pm0.71 - \pm0.90$	highly correlated, Critical relationship
$\pm0.91 - \pm0.99$	very high correlation, Believable relationship
±1.00	Totally related, Totally related

Meanwhile, Table number seven shows a significant relationship between the Komfil Teaching Method based on Students Performance. The data was analyzed using a statistical method that resulted in a calculated value for the r-value.It shows that the calculated value for Interactive Discussion, with an r-value of 0.172 for Group Chat, 0.162 and for Show/Tell with 0.219 has a very low to low correlation and has a low support calculated p-value and the analysis is significant.

Based on the data gathered, it shows that the null hypothesis that "There is no significant relationship between Komfil Teaching Method based on Students Performance" should not be accepted and the alternative hypothesis should be accepted that it shows that "there is a significant" relationship between them. .

In the study conducted by Shahiri et al (2015), the students' performance is important to their learning because at this point they experience and apply the knowledge they have gained from the teaching. Therefore, the performance of students is also a big factor in making grades so that teachers can also know the progress of students' knowledge based on the results of their performance.

Table 8. Significant relationship of Student Learning with Students Performance

Learning		r-value	Evidence of Relationship	Analysis
Work		0.054	Very low correlation	Significant
Forecast	*Performance*	0.128	Very low correlation	Significant

Signs:

Measure	Evidence of Relationship
±0.00	No connection, No relation
$\pm0.01 - \pm0.20$	Very low correlation, almost no correlation
$\pm0.21 - \pm0.40$	Low correlation, the relationship is definite but shallow
$\pm0.41 - \pm0.70$	Moderately correlated, the relationship is significant
$\pm0.71 - \pm0.90$	Highly correlated, Critical relationship
$\pm0.91 - \pm0.99$	Very high correlation, Believable relationship
±1.00	Totally related, totally related

Table number eight shows the significant relationship of Student Learning with Students Performance. The data was analyzed using a statistical method that resulted in a calculated value

for the r-value. It is shown here that the calculated value for Task, with r-value of 0.54 and for Forecast with 0.128 has very low correlation and has low support calculated p-value and the test is significant.Based on the data gathered, it shows that the null hypothesis that "There is no significant relationship between Student Learning and Students Performance" should not be accepted and the alternative hypothesis should be accepted that it shows that there is a "significant" relationship between them.

In the study by Cebi et al (2020), the learning activities and students' performances have a great impact on having meaningful learning because through this the students also have extensive interaction. Students in performing tasks and how they can apply the information and knowledge they have inferred from the discussed lesson.

It simply means that conducting learning activities and considering performance has a significant factor towards meaningful learning for each student.

CONCLUSION

Through the T-test it can be said that the null hypothesis that "There is no significant relationship between the Komfil Teaching Method based on Students Performance" should not be accepted and the alternative hypothesis should be accepted that it shows that there is a "significant" relationship between them.

It can also be said that the null hypothesis that "There is no significant relationship between Student Learning and Students Performance" should not be accepted and the alternative hypothesis should be accepted that it shows that there is a "significant" relationship between them.

That's why the researcher realized that the KOMFIL teaching method and Students Performance have a good relationship. So is the relationship between students' learning and Students' Performance.

RECOMMENDATIONS

Based on the conclusion laid out above, the following are the recommendations of this research:

1. For the students, choose what they think is an appropriate method to learn in any subject and can also refer it to the teacher so that they can consider in their method of teaching them.

2. For teachers, it is important for them to know the appropriate method for teaching lessons to students so that they can achieve a high level of relevance to student performance.

3. Readers, you can use the results of this research to gain more knowledge on related topics and share with others.

4. To the school administrators, the teaching methods presented in this research can be used by the teachers under their management as the respondents responded positively to it. In this way the high quality of school education can be further ensured.

5. For future researchers, the data in this study may be helpful to be the basis for your research. You can use this as a basis and further support and/or it can also be reversed depending on the data available to have a more meaningful discussion regarding this topic.

ACKNOWLEDGEMENTS

REFERENCES

Article detail (2020) *International Journal of Advanced Research*. Available at: https://www.journalijar.com/article/35666/program-management-and-performance-of-teacher-education-among-state-universities-and-colleges-(sucs)-in-calabarzon/ (Accessed: May 5, 2023).

Beauchamp, G. K., & Kennewell, S. (2010). Interactivity in the classroom and its impact on learning. Computers & Education, 54(3), 759–766. https://doi.org/10.1016/j.compedu.2009.09.033

Benezra, S., & Benezra, S. (2022). Everything You Need to Know About ACT Scores | TUN. The University Network. https://tl.tun.com/Blog/lahat-ng-kailangan-mong-malaman-tungkol-sa-mga-marka-ng-pagkilos/

Bracey, G. W. (1996). Final Exam: A Study of the Perpetual Scrutiny of American Education. NASSP Bulletin, 80(581), 113–115. https://doi.org/10.1177/019263659608058126

Broadbent, J., & Lodge, J. M. (2021). Use of live chat in higher education to support self-regulated help seeking behaviours: a comparison of online and blended learner perspectives. International Journal of Educational Technology in Higher Education, 18(1). https://doi.org/10.1186/s41239-021-00253-2

Canaria, A. F. C. (n.d.). Ang Pagkatutong Interaktibo. Scribd. https://www.scribd.com/document/516676262/Ang-Pagkatutong-Interaktibo

Galamay, J. M. I. P. D. a. C. C. P. J. V. (2023, February 9). INTERAKTIBONG MODYUL SA PAGTUTURO NG FILIPINO. EPRA Journals. https://eprajournals.com/IJSR/article/10071

Shimon, J. (n.d.). Show and Tell: A Teaching Strategy – PHE America. https://www.pheamerica.org/2020/show-and-tell-a-teaching-strategy/

Dede, C. (1990). The Evolution of Distance Learning. Journal of Research on Computing in Education, 22(3), 247–264. https://doi.org/10.1080/08886504.1990.10781919

Felipe SULLERA JR. | Researcher | Doctor of Education | College of Education | Research profile. (n.d.). ResearchGate. https://www.researchgate.net/profile/Felipe-Sullera-Jr

Tyrer, C. (2019). Beyond social chit chat? Analysing the social practice of a mobile messaging service on a higher education teacher development course. International Journal of Educational Technology in Higher Education, 16(1). https://doi.org/10.1186/s41239-019-0143-4

Undefined *et al.* (1970) *The effectiveness of using PADLET in ESL classroom.*, *Mendeley*. Available at: https://www.mendeley.com/catalogue/40361815-4cdc-3d17-9746-8b23481e3512/ (Accessed: May 5, 2023).