MODEL DEVELOPMENT OF PHILIPPINES' DEP-ED TELEVISION AS A SUPPLEMENTAL DELIVERY MODE DURING THE COVID-19 PANDEMIC

RHYAN P. MALANDOG

A THESIS SUBMITTED IN PARTIAL FULLFILLMENT OF THE REQUIREMENT FOR THE DEGREE OF MASTER OF EDUCATION PROGRAM IN EDUCATIONAL TECHNOLOGY AND COMMUNICATIONS

FACULTY OF TECHNICAL EDUCATION
RAJAMANGALA UNIVERSITY OF TECHNOLOGY THANYABURI

ACADEMIC YEAR 2022

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วิทยานิพนธ์ฉบับนี้เป็นงานวิจัยที่เกิดจากการค้นคว้าและวิจัย ขณะที่ข้าพเจ้าศึกษาอยู่ในคณะครุศาสตร์อุตสาหกรรม มหาวิทยาลัยเทคโนโลยีราชมงคลธัญบุรี ดังนั้น งานวิจัยในวิทยานิพนธ์ฉบับนี้ถือเป็นลิขสิทธิ์ของมหาวิทยาลัยเทคโนโลยีราชมงคลธัญบุรี และข้อความต่าง ๆ ในวิทยานิพนธ์ฉบับนี้ ข้าพเจ้าขอรับรองว่าไม่มีการคัดลอกหรือนำงานวิจัยของผู้อื่นมานำเสนอในชื่อของข้าพเจ้า

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Rhyan P. Malandog.

(..Mr. Rhyan P. Malandog..)

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Date 26 Month August Year 2022

หัวข้อวิทยานิพนธ์	การพัฒนารูปแบบโทรทัศน์เดพเอ็ดของฟิลิปปินส์ในฐานะโหมดการจัดส่งเสริมในช่วงการระบาดของ COVID-19
ชื่อ - นามสกุล	Mr. Rhyan P. Malandog
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บทคัดย่อ

การวิจัยนี้มีวัตถุประสงค์เพื่อ 1) พัฒนารูปแบบกระบวนการและกลยุทธ์ของครู-ผู้ออกอากาศในการผลิตและการใช้บทเรียนโดยใช้โทรทัศน์เป็นแพลตฟอร์ม 2) ระบุเนื้อหาของโทรทัศน์เด็พเอ็ดสำหรับผู้เรียนระดับประถมศึกษา การรับชม ตารางเวลาและปริมาณที่เปิดรับ ตลอดจนเหตุผลและแรงจูงใจที่ทำให้ผู้เรียนใช้เด็พเอ็ดทีวี 3) ระบุรูปแบบการไกล่เกลี่ยของผู้ปกครองที่ใช้ในการตรวจสอบการบริโภคสื่อของเด็กและเหตุผลที่ใช้กลยุทธ์ดังกล่าว และ 4) ผลิตคลิปวิดีโอเพื่อโพสต์บนโซเชียลมีเดียและศึกษาความพึงพอใจของผู้ชม

ผู้ให้ข้อมูลหลักของการวิจัย ประกอบด้วย ครู-ผู้ออกอากาศ ผู้ปกครอง และผู้เรียนระดับประถมศึกษา การวิจัยดำเนินการที่แผนกการศึกษา, สำนักงานส่วนกลาง, ปาซิก, ฟิลิปปินส์ กรณีศึกษานี้เป็นการศึกษาเชิงลึกโดยใช้วิธีการและแหล่งข้อมูลที่หลากหลาย มีการสร้างแบบจำลองที่อิงจากบทสรุปของการบริโภคทีวีของเด็กและกลยุทธ์การสอนของเด็ก จึงมีการจัดทำคลิปวีดีโอเพื่อโพสต์ลงยูทูบในที่สุดก็ระบุความพึงพอใจของผู้ชมได้ ข้อมูลเชิงปริมาณที่รวบรวมได้วิเคราะห์โดยใช้สถิติเชิงพรรณนา การทดสอบความสัมพันธ์ของไคสแควร์ และการทดสอบค่าทีตัวอย่างอิสระ วิเคราะห์ข้อมูลการสัมภาษณ์เชิงลึก โดยใช้คำถามการวิจัยที่กำหนดไว้สำหรับการศึกษาเป็นแนวทาง

ผลการวิจัยพบว่า รูปแบบของเด็พเอ็ดทีวี ประกอบด้วย พฤติกรรมของผู้เรียน ผู้เขียนบทเนื้อหาดิจิทัล และขั้นตอนการผลิตคลิปวิดีโอสอน ผลกระทบต่อผลสัมฤทธิ์ทางการเรียนของผู้เรียน เผยคะแนนความคิดเห็นสูงถึง 3.59 ซึ่งแสดงให้เห็นว่าวิดีโอคลิปนั้นถือเป็นมาตรฐานที่มีประสิทธิภาพสูง อีกทั้งการวิเคราะห์ประเมินของผู้เชี่ยวชาญได้คะแนนรวม 4.24 ซึ่งอยู่ในระดับสูง ท้ายที่สุดการวิเคราะห์แบบสอบถามความพึงพอใจของผู้เรียนยังพบว่า พวกเขาพึงพอใจมากที่ได้มีส่วนร่วมในรูปแบบการไกล่เกลี่ยติดตามผล

คำสำคัญ: เด็พเอ็ดทีวี การศึกษาในประเทศฟิลิปปินส์ กลยุทธ์การสอน ประสิทธิภาพของผู้เรียน การไกล่เกลี่ยของผู้ปกครอง

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Academic Year	2022

ABSTRACT

The objectives of the study were to: 1) develop a model of the process and strategies of teacher-broadcasters in producing and implementing a lesson using television as a platform, 2) identify the contents of Dep-Ed TV for elementary learners, their viewing schedules, and the amount of exposure, as well as the reasons and motivations that make learners consume Dep-Ed TV, 3) identify the parental mediation styles used in monitoring children's media consumption and the reasons why such strategies were used, and 4) produce a video clip to post on social media and study the satisfaction of the audience.

The key informants of the study consisted of teacher- broadcasters, parents, and elementary learners. The study was carried out at the Department of Education, Central Office, Pasig, the Philippines. This case study was an in-depth study using multiple methods and data sources. A model based on the summaries of children's Dep-Ed TV consumption and instructional strategies was created. And then, a video clip was produced to post on YouTube. Finally, the satisfaction of the audience was identified. The collected quantitative data were analyzed using descriptive statistics, the Chi-square test of association, and the independent samples t-test. The in-depth interview data were analyzed using the stated research questions for the study as a guide.

The research results revealed that the model of Dep-Ed TV consisted of the learners' behavior, scriptwriter, digital content, and procedure of production. The impact of the video clip instruction on the learning achievement of the learners revealed a high recorded opinion score of 3.59. This showed that the video clip was considered a highly efficient standard. Moreover, the analysis of the experts' evaluation indicated a total score of 4.24, which was at a high level. Finally, the learners' satisfaction questionnaire analysis also revealed that they were very satisfied with taking part in the monitoring mediation styles.

Keywords: Dep-Ed Television, education in the Philippines, teaching strategies, learner's performance, parental mediation

Acknowledgements

I would like to express my heartfelt gratitude and appreciation to everyone who contributed to this fascinating intellectual endeavor.

First and foremost, as a recipient of the RMUTT E-CUBE-I (E3I) Scholarship 2020 from the Rajamangala University of Technology Thanyaburi, Thailand, I would like to express my gratitude to the scholarship and the Thai government for providing me with this wonderful opportunity to pursue higher education in Thailand.

I am also very grateful to Assistant Professor Dr. Tiamyod Pasawano, my Thesis advisor, Assistant Professor Dr. Tipat Sottiwan Thesis Co-Advisor for his guidance, scholarly advice, and fatherly support throughout my Master's study. I would also like to thank the members of my Thesis committee, Assistant Professor Dr. Metee Pigultong, Associate Professor Dr. Nattaphon Rampai, and Dr. Naruemon Thepnuan, for their helpful suggestions as I worked on finishing my thesis. I would like to express my gratitude to all of the experts who contributed to the review and validation of my research instruments. The validation of my research instruments would not have been possible without their enthusiastic participation and suggestions.

I owe a huge debt of appreciation to my family, particularly my parents, uncles, and grandmother, who have provided me with unwavering support and encouragement throughout my two years of study. Without them, this feat would not have been possible.

Finally, I would like to express my gratitude to my friends in Philippines and Thailand, research participants, Director of television station in Philippines and all those who contributed to making my thesis a success all processing.

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Jarel B. Tadio

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CHAPTER 1
INTRODUCTION

1.1 Background of Study and Problem Statement

Delivery of education in the country has greatly changed because of the coronavirus disease 2019 (Covid-19) pandemic. Since public and private schools were closed to protect the health of learners and educators, teaching had to be performed remotely with the use of modular and digital platforms (Montemayor, 2020).

The Basic Education - Learning Continuity Plan (BE-LCP) is the Department of Education's major response and commitment in protecting the health, safety, and well-being of learners, teachers, and personnel (Briones, 2020).

The Inter-Agency Task Force for the Management of Emerging Infectious Diseases approved the BE-LCP to ensure that learning progresses among students despite the absence of face-to-face classes due to the threat of Covid-19. The BE-LCP aims to provide quality distance learning with the use of self-learning modules in digital and printed form, radio, television, and the internet.

Media is a powerful tool that is consumed not only to entertain but also to communicate and educate people. Media information can easily be accessed through different platforms such as television, radio, or internet. As media technology continues to advance and evolve at a rapid speed, it also serves different purposes for different kinds of users. It provides resources and information that people need, whether for work, entertainment, and academic needs. (Bueno, 2019)

In the Philippines, television viewing can be considered as a staple activity in most households. Majority of Filipino households have access to at least one television unit and a substantial number have more than one way to access television programs by adding more units or channels or even setting up online connection (Salazar, 2015). In 2014, Filipinos were reported to be the second-most avid watchers of television in the world, spending an average of 21 hours a week (Corrales, 2014), and an increased average of 33 hours a week by 2015 (Ilagan, 2016). In 2016, a survey conducted by media intelligence Kantar Media reported that an average Filipino spends 3.7 hours watching

television per day (Flores, 2017). Alongside with this, children watch television close to 3 hours per day on weekdays and 6 hours on weekends (Salazar, 2015).

Educational Television in the world today has made great advances worldwide in forging inventive applications. There have been many success stories of using television for education in many countries which has outlined the concept that television is basically not just an entertainment oriented medium and it is hostile to thoughts. Moreover, Television nowadays is not only broadcast on the air but also upload with You Tube pathway and other similar applications.

During the height of COVID-19 Pandemic in 2020, children have reasons to stay comfortable at home during this time of coronavirus disease 2019 (COVID-19) pandemic because several Philippine television networks offer educational programs. Many of these programs are replayed episodes from past years and even decades it includes Batibot is inspired by an American children show Sesame Street. Batibot of RPN 9 TV Network which means small but strong and robust, is characterized by its main character Pong Pagong. It's medium in Filipino is loved by children because of its educational theme from topics like arts, music, science, people in the communities, and more.

As the century shifts to distance learning amid the coronavirus pandemic, the Department of Education (DepEd) of the Republic of the Philippines eyes blended learning as one medium of 'new normal' learning for the students. Through a blended educational system, students will learn from online, television, and printed materials to avoid learners from converging in schools where the usual face-to-face learning happens between students and teachers.

In preparation for the Department of Education's (DepEd) blended learning in August, the Department of Education (DepEd) has announced vacancies for teacher-broadcasters who will be tasked with producing video and audio production of teaching materials for use of DepEd TV, DepEd Radio, and DepEd Teleradyo. Per Presidential Communications Operations Office (PCOO) Secretary Martin Andanar public school teachers will be trained as broadcasters and editors. Andanar said the Intercontinental Broadcasting Corporation (IBC-13) and the Philippine Broadcasting Service (PBS) will lead the training for prospective teacher-broadcasters who will deliver lessons and

relevant content for learners that will be aired on television nationwide. Andanar acknowledged that the use of television and radio, apart from social media and the Internet, would benefit learners, especially those who belong to the indigent and remote communities.

In adopting a blended learning approach, the PCOO has committed to DepEd's cause on producing at least 352 video materials every month for students. The videos, moderated and taught by DepEd teachers, would be aired for 30 minutes to an hour long. The 12 to 48 videos will be distributed to different regions to assist DepEd in the shift to the "new normal." The government would continue to ensure that the quality of education in the country would further improve despite the threat posed by Covid-19.

1.2 Problem Statement

As we face the new challenges brought by coronavirus pandemic particularly in the field of education, Television is one of the tools being use by the Department of Education in the Philippines. With this, the researcher deals with the following questions:

1.2.1 What are the process and strategies of Teacher-Broadcasters in producing and implementing a lesson using television as platform?

1.2.2 What are the contents of Dep-Ed TV consumed by Elementary learners, their viewing schedule and amount of exposure? What are the reasons and motivations that make learners consume Dep-Ed TV?

1.2.3 What are the Parental Mediation Styles used in monitoring their children's media consumption and why they use such strategies?

1.3 Objectives of the Study

The researcher aim to:

1.3.1 Develop a model of the process and strategies of Teacher-Broadcasters in producing and implementing a lesson using television as platform.

1.3.2 Study the contents of Dep-Ed TV consumed by Elementary learners, their viewing schedule and amount of exposure. The reasons and motivations that make learners consume Dep-Ed TV.

1.3.3 Study the Parental Mediation Styles used in monitoring their children's media consumption and why they use such strategies.

1.3.4 Produce a video clip to post on social media and study a satisfaction from audience.

1.4 Scopes and Limitations of the Study

1.4.1 Content

In-Depth Interview utilized to gather data and information from the key informants of the study: The Teacher-Broadcasters, Parents and Elementary Learners. Through this kind of technique the researcher will conduct substantial study. Through this kind of technique the researcher will conduct substantial study. The researcher believe that they are very credible and reliable to generate this study possible

1.4.2 Duration

The study will be conducted in the second semester of the academic year 2021-2022. From June 2021-January 2022.

1.4.3 Population

The key informants of the study consist of Teacher-Broadcasters, Parents and Elementary Learners.

1.4.4 Variables

The researchers used a non-probability sampling design . Non-probability sampling designs are used when the number of elements in population in either unknown or cannot be individually identified in such situations, the selection of element is dependent upon other considerations (Statistic and Probability Theory, Cruz et.al.). Since the tradition of inquiry is In-Depth-Interview (IDI), Non-Probability

Purposive Sampling is used. Purposive Sampling id determining the target population of those who will be taken for study. (Statistic and Probability Theory, Cruz et.al.). Purposive Sampling is based on certain criteria laid down by the researcher; people who satisfy the criteria are interviewed. Because the study iis concern Identify the process and strategies of Teacher-Broadcasters in producing and implementing a lesson using television, the contents of Dep-Ed TV consumed by Elementary learners, their viewing schedule and amount of exposure. The reasons and motivations that make

learners consume Dep-Ed TV and the Parental Mediation Styles used in monitoring their children's media consumption and why they use such strategies the key informants is selected based on pre-selected criteria relevant to the objectives which are founded from the selection of key informants with their respective position such as The key officials of Department of Education who are assign in the implementation of Dep-Ed TV, teacher-broadcasters, executive producers and learners. The researcher believe that they are very credible and reliable to generate this study possible.

The following criteria are as follows:

1) Teacher-Broadcasters who are trained to be the on-cam teachers for Dep-Ed TV.

2) Elementary Learners who regularly watch Dep-Ed TV lessons.

3) Parents or Guardians of Elementary Learners who monitor's their son/ daughter watching Dep-Ed TV lessons.

4) Who are willing and able to share their knowledge and experience with their available time.

1.4.5 Location

The study will be carried out at Department of Education, Central Office, Pasig, Philippines.

1.5 Definition of Terms

The following terms are defined according to the operational use in the study:

1.5.1 DEP-ED TV-is a Philippine educational television programming service block of the Department of Education (DepEd).

1.5.2 Elementary Learners-students ranging from grade level 1-6, enrolled in either public or private school, residing in the Philippines.

1.5.3 Learner's Consumption-learner's viewing hours and the amount of time spent in watching DepEd TV content.

1.5.4 Parents-the term parents is a collective definition for adults that are in charge of, or those who have big part in taking care of the student respondents (parents, grad parents, other relatives, care taker, etc.)

1.5.5 Parental Mediation-strategies used by parents to monitor, supervise or interpret the content consumed by their children.

1.5.5.1 Active Mediation-Parents actively discuss the meanings and significant of Dep-Ed TV lessons with children.

1.5.5.2 Restrictive Mediation-Parents restricting the amount or time of exposure of children on DepEd TV.

1.5.5.3 Co-viewing-parents simply watch DepEd TV together with their children but do not discuss the content.

1.5.6 Processes-these are the steps or action taken by teacher-broadcasters and production staff in producing lessons or contents for Dep-Ed TV.

1.5.7 Teacher-Broadcaster-TV based teachers, wherein their educational materials and instruction will be broadcasted.

1.5.8 Supplemental Delivery Mode–additional and enhancement of understanding of learners in different subjects.

1.5.9 Strategies-also known as instructional strategies, are methods that teachers use to deliver course material in ways that keep students engaged and practicing different skill sets.

1.5.10 Television-a system for transmitting visual images and sound that are reproduced on screens, chiefly used to broadcast programs for entertainment, information, and education

1.5.11 Social media-are interactive technologies that facilitate the creation and sharing of information. One of its example is You Tube. The video clip will post on this platform and study a satisfaction of the audience.

1.6 Conceptual Framework

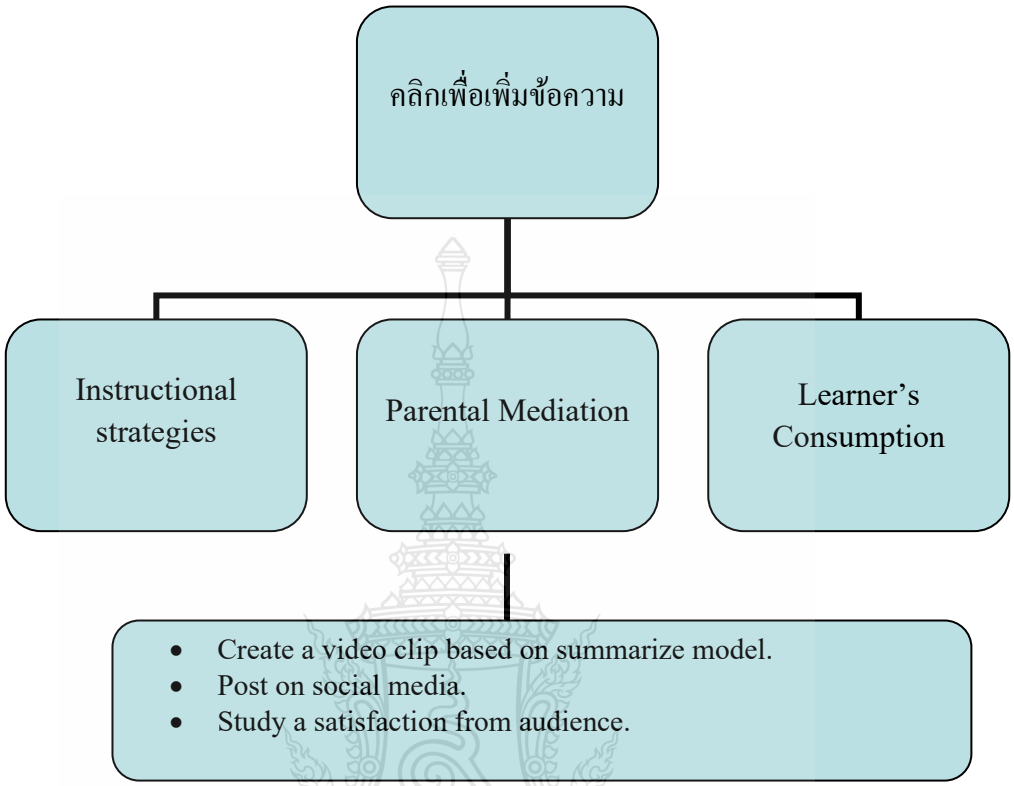

Figure 1.1 A schematic diagram showing the relationship of research variables

Independent Variables: Dep-Ed Television- Delivery Mode Lesson and Contents Model of Strategies.

Dependent Variable: Learning achievement/Satisfaction from Audience

1.7 Contribution to Knowledge

The significance of this study includes the following:

1.7.1 Learners are able to learn from Dep-Ed TV as supplemental delivery mode to enhance their understanding in different subjects.

1.7.2 Dep-Ed Officials and Producers will be able to identify different problems and possible solutions in the implementation of Dep-Ed TV.

1.7.3 Other countries can establish their own television based instruction according to the need and dialects of their respective countries.

CHAPTER 2
REVIEW OF THE LITERATURE

The goal of this chapter is complemented with the introduction. This chapter discussed the related and relevant literature and studies taken from different reference materials of local and foreign origins. The range of topic includes the educational television and the state of education during the COVID-19 Pandemic in the Philippines and in the world. Finally, it includes relevant studies that will strengthen to pursue this study. This chapter is divided into the following parts:

2.1 Educational Television

2.1.1 The Introduction of Educational Television

2.1.2 Educational Television Program Presentation Styles

2.1.3 Benefits of Educational Television

2.1.4 Samples of Educational Television

2.1.5 VDO.online by youtube

2.2 The State of Education During COVID-19

2.2.1 Education in the World Amid the COVID-19 Pandemic

2.2.2 Educational Television During COVID-19 Pandemic

2.2.3 The State of Education in the Philippines During COVID-19 Pandemic

2.2.4 Philippines' Department of Education Delivery Modalities

2.2.5 Educational Television in the Philippines during the COVID-19 Pandemic

2.1 Educational Television

2.1.1 The Introduction of Educational Television

Researchers have generally defined educational television programs as those programs that focused on academic content areas that are taught in schools, such as reading, mathematics, science, and social studies. In contrast, prosocial television programs have been considered to be those that taught positive social interaction skills, self-control and achievement behaviors, and creative fantasy and imaginative play. Some

researchers, however, have defined educational content broadly to include both educational and prosocial programs.

Early educational television typically consisted of instructional programs that were intended for classroom use. Lessons traditionally presented by a verbal lecture were simply moved to the audio-visual medium of television. These "talking heads" presentations were often directed at adult college students and focused on some kind of academic lesson. Presentations were most effective when concrete visual depictions emphasized the verbal message.

Per Ma. Melanie Codilla (2012) ETV or educational television program is considered as a major teaching media that tries to encourage viewers to participate. According to Schramm (1960), ETV is useful in keeping a certain teaching standard, helps improve the quality of instructions in schools for it can provide the best teaching demonstration and allows the student the freedom to take part, involve and work.

According to K12 Academics, Educational television is the use of television programs in the field of distance education. It may be in the form of individual television programs or dedicated specialty channels that is often associated with cable television in the United States as Public, educational, and government access (PEG) channel providers.

2.1.2 Educational Television Program Presentation Styles

Educational television programs are categorized according to their content and context (Güçhan 1981). Educational television programs fall under three parts :

1) Instructional Programs: These programs present either a subject or a subject piece. They give information. Generally, a text prepared by a specialist or a specialist is presented.

2) Informational Programs: Either a subject or a subject piece is given to the audience in a longer time period with indirect way. It expects behavioral changes and presented usually in documentary forms.

3) Motivational Programs: It carries characters of first two programs and its content contains social problems with a dramatic structure, (especially with using entertaining element) audience is educated while entertained. Considering the communication

process, people provide their opinions and problems through visual and aurals or visual-aural symbols. Relating all these factors, George N.

Gordon categorizes appropriate presentations for educational television programs (Gordon, 1970):

1) Speaking oriented programs

It is the mostly used presentation form in educational television programs. It is used in five different ways: Direct Presenting (Straight Narration-Talk); Presentation with Visual Material Use; Presentation/Question/Answer; Interview; Table Discussion/Panel/ Discussion

A. Direct Presenting (Straight Narration-Talk): One or more presenter with no written content, effect, audio, video and other documents.

B. Presentation with Visual Material Use: It is possible to have more understandable and easier program with using visual materials in presentation. For instance, using blackboard using colorful drawing on papers. There is no need to use complex colors and visual aids. Visuals provide more assistance compare to sound (Sarıoglu K., 2017).

C. Presentation/Question/Answer: Targeted audience's direct response provides clarity and assistance in communication process. Especially, if the selected subject brings questions from the audience it will be better for participation. Possible questions are also added in the script.

D. Interview: Specialists', either in their own places or in studio, opinions are given with video and audio. Presentation takes place with this way.

E. Table Discussion/Panel/Discussion: In particular subject, we try to give variety of ideas to the audience. Good research, good preparation, good moderator, preparation time available, characteristics of participants (knowledge and speaking) are the key factors for gaining audience. Audience finds to see the ways of seeing different ideas on a subject.

2) Visuals oriented programs

Visual/Aural Presentation: Proposed subject for teaching is presented with the help of visuals in television's visual codes. Aural are also used on visuals. Closer shots are used for audience attention. Slowing the pictures, repeats are also used.

A. Dramatically presented programs

Drama itself is a way of telling a story with expressing human experiences, attitudes and behaviors. Drama programs are one of the few which audiences like a lot. Drama, with its visual characteristics and easy to adapt to educational texts, is used in educational television programs. Educational subject and script are combined in a story. With this presentation technique, viewers' imagination, aesthetic expectations and intellectual capacities are motivated. Dramatic educational program script writer needs to be aware of planning and research besides having knowledge of strong writing skills, theater, film and television. Dramatic presentation requires understandability. We have to be aware of importance of characters, events, style, the language we use, flashbacks, tempo and pace, conflicts, and their integration with each other.

B. Combined Forms

All categories stated above or some of them are sometimes used together in a program. We call this kind of a use as combined forms. If a program is consisted of series, we may use this style. There might be some music in transitions for not to make viewers bored. Combined forms may sometimes result confusions in meanings and loosens the concentration. If there are too many techniques used in the program, viewer may be focusing on the context pieces instead of the meaning. Integrated pieces in harmony strengthens the structure and the meaning of the program.

3) Production Elements in Educational Programs

A. Characters Presenters: People who present the educational television programs. These are: 1. Specialist characters. 2. Professional characters presenting a texts.

B. Specialists, Speakers: People who take part in discussion tables and in panels or they take part instead of professionals.

C. Artists: People who have roles in educational programs with dramatic structures. Writer puts them in the story with their physiological, sociological and psychological characteristics. (To have more information on character development in dramatic programs refer to (Akyurek, F., 2014).

D. Subjects: Subjects may have additional support on understanding particular subject as using some materials in particular stories. Wrong uses of subjects may also weaken the meaning and understanding of the theme.

E. Environments: Environments in the story can be used with characters and subjects within combination. They are used for program goals and program content. Its main use is to gather the attention of the audience.

F. Graphic Materials: To strengthen the understanding of knowledge specifically prepared materials are used. They usually built strong learning structure and enriches the presentation of the subject.

G. Other Visual Materials: Photographs, films and videos can be produced uniquely for the program or they can be used for it from other sources. They have similar use goals as graphic material do. The most important thing to look at is their appropriateness for content and the goal of the program. Just to have an idea of having different visual material may cause distractions for the viewers.

2.1.3 Benefits of Educational Television

According to www.jumpstart .com here are a few ways in which television is beneficial for children:

2.1.3.1 TV can help a child's intellect

In many studies, researchers have observed how educational programs can aid in boosting children's intellect. Surprisingly, children aged 2 to 7 who watched a few hours of educational television programs per day performed better on academic tests than those who didn't watch TV. They also found children who spent most of their television time watching shows like cartoons scored lower than those who viewed educational ones. Therefore, it is important to monitor what your children are watching and show them educational programs as opposed to simply letting them watch cartoons.

2.1.3.2 TV can be a teacher for children

Whatever your child may be interested in, there is likely an educational show on that subject. Television is a great way to open your child's mind to a variety of things and help them learn about topics they may not be exposed to at school. On the other hand, television can reinforce what children learn in school and provide a supplementary method to teaching children about important subjects.

2.1.3.3 TV can show children things they wouldn’t see otherwise

Without television, most children would never be able to see amazing things like exotic animals, different cultures, and beautiful cities. For example, nature shows and history programs are great resources for teaching children about creatures and places that they’ve never heard of. Kids can learn from this type of media in order to appreciate and understand the world around them.

2.1.3.4 TV can provide good role models for children

When children watch television, they are bound to be influenced by the characters they see. Allowing your children to watch shows with characters who promote positive messages like healthy living and helping others will influence them to make good choices. While the effects of television on children continue to be debated, there are ways in which you can make television’s influence beneficial. Making sure your child is keeping their television time to a minimum and watching shows that are educational can actually help your child. Educational television programs can provide them with more knowledge and greater insight on the world that will help them mature into a well-rounded adult.

2.1.4 Samples of Educational Television

Educational television or learning television is the use of television programs in the field of distance education. It may be in the form of individual television programs or dedicated specialty channels that is often associated with cable television in the United States as Public, educational, and government access (PEG) channel providers. There are also adult education programs for an older audience; many of these are instructional television or "telecourse" services that can be taken for college credit, such as the Open University programs on BBC television in the UK. Many children's television series are educational, ranging from dedicated learning programs to those that indirectly teach the viewers. Some series are written to have a specific moral behind every episode, often explained at the end by the character that learned the lesson. In the social aspects of television, several studies have found that educational television has many advantages. The Media Awareness Network explains in its article "The Good Things about Television" that television can be a very powerful and effective learning tool for children if used wisely. The article states that television can help young people discover where

they fit into society, develop closer relationships with peers and family, and teach them to understand complex social aspects of communication. Mexican TV producer Miguel Sabido pioneered in the 1970s the use of telenovela to disseminate the government's policy views to mass audiences. The "Sabido Method" has been adopted by a number of countries, including India, Kenya, Peru, and China.

The time of "TV vs. radio", the early 1960s, were an era of change. Historian Michael Curtin recounted that then-FCC chair Jon Doer for, and TV network heads, had come to an agreement that most television programming was based on commercialism and emphasized entertainment too much. To help counterbalance this, there was a plan organized to produce more serious news and documentary programs. This policy was placed just in time for networks to expand their news coverage on the Kennedy-Nixon campaigns and debates. This increase in coverage stirred up the polls as those who saw the debates, with Kennedy's good looks and camera confidence, decided he had won, whereas those who listened were more impressed with Nixon. By 1962, TV reform was in full swing, and 400 prime-time documentaries had been produced, as opposed to a total of zero back in 1957. Curtin noted that news programs were extended to full half-hour segments, and foreign and domestic issues were receiving heightened degrees of attention. Some television programs are designed with primarily educational purposes in mind, although they might rely heavily on entertainment to communicate their educational messages. In children's programming, edutainment becomes fun and interesting for the child but can still be educational. Other television programs are designed to raise social awareness. One form of edutainment popular in Latin America is the educational telenovela. Miguel Sabido, a producer of telenovelas from the 1970s on, has combined communication theory with pro-health/education messages to educate audiences throughout Latin America about family planning, literacy, and other topics. He developed a model that incorporated the work of Albert Bandura and other theorists, as well as research to determine whether programs impacted audience behavior.

The first ever television series produced in the Pacific Island country of Vanuatu, entitled Love Patrol and launched in 2007, was praised as an edutainment series, as it aimed to educate viewers on the issue of AIDS, while simultaneously providing an entertaining story. The Hulu Original TV series East Los High is backed by a health

initiative to teach healthy sexual behaviors (e.g. using protection, getting checked for sexually transmitted diseases). Some television shows incorporate a considerable degree of historical or factual information while attempting to make the presentation or framing of such content entertaining or exciting. By making learning seem "exciting" they can be said to stimulate curiosity, taking Elinor Wonders Why as an example. The presence of edutainment is especially evident in children's television series, such as Sesame Street, Teletubbies, and Dora the Explorer. Discovery Channel is also known for its various shows that follow that theme, including MythBusters. Sometimes these programs may be more entertaining than educational and may replace educational shows in the television program lineup. The History Channel has transitioned from producing primarily factual and historical documentaries to more sensational, dramatic, and supposedly entertaining programs, with educational content a secondary concern.

Television series notable for negative reception, from around the world, either by published critics, by network executives or by audience response, can be judged based on poor quality, the lack of a budget, rapid cancellation, very low viewership, offensive content, and/or negative impact on other series on the same channel. In some cases, a show that is acceptable on its own merits can be put in a position where it does not belong and be judged "worst ever." In many cases, "worst television series ever" lists are slanted toward more contemporary shows, in recent memory. The Children's Television Act of 1990, which was first fully enforced in 1996, requires broadcast television stations in the United States to carry a minimum of three hours of "educational/informational" programming geared directly at children. The move prompted an exodus of non-educational children's programming to cable television and largely failed in its efforts to expand the amount of educational television on the airwaves (in fact, children's television in general has declined significantly on broadcast television since the act was imposed, although it can be argued that the E/I regulations could very well be the only thing keeping children's television on broadcast airwaves in the 2010s. (Wikipedia, 2020)

2.1.5 VDO. online by youtube

Video is the future of content marketing. That is, if it's not the here and now. Various studies show more than half of companies are already making use of the medium – a figure that's predicted to rise as more and more realise the possibilities. Nielsen claims 64% of marketers expect video to dominate their strategies in the near future. It's not difficult to see why. When it comes to potential reach, video is peerless. YouTube receives more than one billion unique visitors every month – that's more than any other channel, apart from Facebook. One in three Britons view at least one online video a week – that's a weekly audience of more than 20 million people in the UK alone. Video can give you access to all this. Video done well can give you a slice of it. What other form of content can do the same? The success stories of videos that have gone viral are legend. A recent campaign from Volkswagen, for example, saw a trio of its videos viewed a combined 155 million times. If such numbers seem out of reach for companies without 12-figure revenue streams, they at least demonstrate video's inherent shareability. Engage viewers and they will share the video with others. They will spend longer on your website and more time interacting with your brand. For any social media campaign, any SEO exercise, video is without doubt one of the best tools in the kit. It is naturally engaging and, in an age of information overload, it's vital for small businesses to offer content that is easy to digest; if not, consumers will simply move on. Video does this very well. If a picture paints 1,000 words then one minute of video is worth 1.8 million, so say Forrester's researchers. Little wonder then that Axonn Research found seven in 10 people view brands in a more positive light after watching interesting video content from them.

But is video really possible for small businesses? Absolutely. Production costs have fallen significantly in recent years and you no longer need to be a technical whiz to work out how to use it. Apps such as Twitter's Vine, with its six-second maximum clip length, have dramatically increased the opportunity for businesses on a limited budget to get stuck in. Nevertheless, if you're to realise a decent return on your investment, you will need to bear the following in mind. Always consider the audience you are trying to reach and ensure the video is relevant to them. If it's not the most appropriate means of getting your message across, you are probably wasting your time. Do not neglect social media and be sure to promote across multiple channels. If you want

to fully realise video's potential, you must make it easy for users to find and share it. Don't neglect mobile either. Ooyala has claimed a tenth of all video plays happen on mobiles and tablets, and it's an increasingly important segment, with mobile phones holding 41% more share of video consumption at the end of June 2013 than at the start of that year. Finally, be creative, not only with the videos themselves but in the campaign strategy you build around them. As my head of marketing likes to say, creativity wins over the cost of production every time. Get that bit right and video won't just be the future of content marketing, it'll be the future of content marketing for you. (Chris Trimble, 2020)

Online courses and programs continue to expand.1 The potential benefits of online programs often cited include the ability to reach different audiences such as nontraditional students, working professionals, and international students; the variability and flexibility of online learning tools; and the possible reduction of costs - particularly relevant given rising tuition. Video has supported education for many years, and instructional videos are often a key component in online courses. Video has the ability to convey material through auditory and visual channels, creating a multisensory learning environment. Yet much remains unknown as to what makes compelling instructional video, especially in the online environment. What characteristics do students perceive as influencing their learning? What videos receive the most views? These questions are important in online course design, and the teaching and learning experiences. It is also important when considering that even though producing video is less complicated and less expensive than ever, media still requires production resources and therefore strategizing the best ways to allocate those resources.

The School of Continuing Education (SCE) at Columbia University has an internal team that produces online courses for a variety of programs. Instructional design lies at the core of the development of online courses, and the team carries out an ongoing examination of how design impacts learning objectives. To learn more about compelling video, we examined analytics from the video hosting platform and recruited 10 students to participate in in-depth interviews about their learning experiences with course media. This article presents some of the emerging findings from this data.

The School of Continuing Education at Columbia University offers a variety of master's and certificate programs built around emerging and interdisciplinary

professions in fields such as communications, technology, and sustainability. Of these programs, several are online or "hybrid" programs (where a significant amount of course activities occur online but there are also intensive face-to-face residency sessions each semester). The online courses are hosted on the learning management system Canvas by Instructure, where the majority of the materials are posted and social exchanges occur: syllabi, activities, readings, videos, discussion forums, assignments, etc. Most of the courses also have weekly "live sessions" hosted on the webinar platform Adobe Connect, where students and faculty members meet for one to two hours in virtual events that encompass lectures, group work, student presentations, and other forms of classroom interactions.

The graduate student population at SCE consists of adult learners; research has shown that adult learners embody characteristics such as self-direction, internal motivation, and goal orientation.2 Many of the students are full-time working professionals with several years of experience; a significant number already hold advanced degrees on admission. The flexible schedule of online courses is often an ideal fit for those working full time and with family obligations.

To gain insight into what videos received high numbers of views (and what assets were not watched), we considered analytics from Kaltura. Kaltura tracks a number of data points, including the number of video views, the average play-through rate (how much time the average viewer watched a video), number of video downloads, devices through which videos were accessed, page impression rates, etc.

Analytics offer one dimension of user interaction with videos; to gain another perspective, 10 students were interviewed in order to understand their "lived experiences"3 and perceptions of course media. These semi-structured interviews lasted 30–45 minutes; participants discussed in broad and specific terms their viewing, sharing, and watching habits of online course videos. How do the students reflect on their experiences with course videos? Did the media help the students learn content, especially in ways that contrasted with text? Did the students watch the media to completion? With permission, the interviews were recorded, then transcribed and analyzed.

The hosting platform Kaltura presents numerous data points related to media, which offer indicators regarding video viewership. Kaltura tracks view numbers,

player impression rates, what device and what browser viewers are accessing media, etc. An assumption behind examining the media analytics is that higher play-through rates and higher view numbers of videos are more "positive," in that students were compelled enough to watch the video in its entirety, and students watched the video many times. The play-through rate is the amount of time the average viewer watches a video. (For most online videos, the average viewer does not watch 100% of the video to completion, although this does not mean no one watches it to completion. For instance, if one viewer watched 20% of a video, and another watched 100%, the average view time would be 60%). (Melanie Hibbert, 2019)

2.2 The State of Education During COVID-19

2.2.1 Education in the World Amid the COVID-19 Pandemic by UNICEF

The numbers are unprecedented, the implications enormous. As the COVID-19 pandemic has spread across the globe, a majority of countries have announced the temporary closure of schools, impacting more than 91 per cent of students worldwide – around 1.6 billion children and young people. (Mcllwaine and Miks, 2020) Never before have so many children been out of school at the same time, disrupting learning and upending lives, especially the most vulnerable and marginalised. Here are some of the ways UNICEF is working with partners to keep schools safe and students learning, in classrooms or at home, online and offline – wherever they are. (Mcllwaine and Miks, 2020)

2.2.1.1 Ukraine

When educational facilities across Ukraine closed in March to help contain COVID-19, many families found themselves struggling to keep their children's education on track. Since the school closures, UNICEF has been supporting the Ministry of Education and Science with distance learning options for students to ensure continuity and help parents, caregivers and teachers access remote education resources and support during quarantine. Ukraine is also one of the first countries since the COVID-19 pandemic to roll out its online curriculum through the Learning Passport, a global learning platform launched by UNICEF and Microsoft to help children and youth affected by COVID-19 continue their education at home.

2.2.1.2 Rwanda

More than 3 million students are out of school in Rwanda since the government recommended schools close to help prevent the spread of COVID-19. To keep children learning, the country has turned to one of its most accessible mediums: radio.UNICEF identified more than 100 radio scripts from around the world focusing on basic literacy and numeracy that could be adapted to align with Rwanda's school curriculum. It then worked with partners, including the Rwanda Broadcasting Agency, to produce and air the classes around the country.

2.2.1.3 Timor-Leste

Timor-Leste is also rolling out its curriculum on the Learning Passport platform after schools in the country closed in March to prevent the spread of COVID-19. The content available to schoolchildren includes online books, videos and additional support for parents of children with learning disabilities.

2.2.1.4 Syria

Even before COVID-19, millions of children in Syria were out of school or at risk of dropping out as the country entered its tenth year of conflict. The suspension of classes in mid-March as a precautionary measure has created further uncertainty for millions more children."I was shocked when I heard that [school] would be suspended," says 12-year-old Maram from her home in Ar-Raqqa. Maram is using the Self-Learning Programme books she received a few months ago to help keep her education on track. Designed to help children who have either dropped out of school or who are at risk of doing so, the programme helps children to continue learning core subjects such as Arabic and English, math, and science.

2.2.1.5 North Macedonia

When North Macedonia announced schools nationwide would be closing in early March, the country followed a simple principle to keep children learning: Don't reinvent the wheel. Within days of the closures, UNICEF and the Government had shifted lessons from the country's classrooms to its living rooms. One key initiative was the TV-Classroom, which involves volunteer teachers delivering classes and presenting a range of activities, including exercise routines, in the five languages used in the country's schools.Aleksandra, a mother in Skopje, says that TV

learning has been helpful for parents, too, as they try to adapt to the current reality. “It’s a challenge to balance and entertain three kids at home”, she says. “Fortunately, the TV classroom can keep the twins busy enough so that I can focus a bit more on the baby.”

2.2.1.6 Viet Nam

The impact of the COVID-19 pandemic is unsettling for all children, regardless of their physical abilities. But for children like 10-year-old Tran, who has a hearing impairment, the lack of accessible information can feel particularly isolating. As part of its efforts to help reach hearing-impaired children, UNICEF Viet Nam enlisted Tran’s help to sign a video on how to prevent transmission of COVID-19 and pledged to include sign language in more of its online assets. More broadly, UNICEF has also been supporting the Ministry of Education and Training in developing online and offline learning materials, including for physical exercise, to help improve children’s physical strength, health and mental wellbeing during the school closures.

2.2.1.7 Côte d'Ivoire

Since the COVID-19 pandemic began, caregivers and educators have responded in stride, and have been instrumental in finding new ways to keep children learning. In Côte d'Ivoire, UNICEF has been working with the Ministry of Education on a ‘school at home’ initiative that includes taping lessons to be aired on national TV.

2.2.1.8 Latin America and the Caribbean

No region of the world has been spared from the COVID-19 pandemic. By late March, around 95 per cent of enrolled children were temporarily out of school due to COVID-19 across Latin America and the Caribbean – more than 150 million children across the region. To help keep children learning, UNICEF launched the LearningAtHome initiative, providing a fun new activity every day that parents can adapt and share with others, from treasure hunt puzzles to creative toy spiderwebs. UNICEF has challenged families to replicate or share their own activities using #LearningAtHome, and has been sharing some of the best examples, including Goodwill Ambassador Shelly-Ann Fraser-Pryce’s home concert (above).

2.2.1.9 Malawi

Almost six million school-age children in Malawi have been forced to stay home since schools in the country were closed in late March as part of

efforts to prevent the spread of COVID-19. UNICEF Malawi is supporting the Malawi Government in the development of continuity of learning programmes that will be delivered on radio, television and online.

2.2.1.10 Indonesia

Feli and Kimy have been studying at home since their school in Jakarta closed, so their teacher has been sending them daily assignments.“I like studying at home, especially learning Arabic words with my dad and my sister” says Kimy, adding that she misses her friends but that learning at home means she gets to spend more time with her parents. As part of its COVID-19 response, UNICEF is working with the Government to provide support and guidelines for distance learning and child protection while schools are closed, as well as supporting work on a TV programme to help children with limited internet access.

2.2.1.11 Ghana

Victoria, 21, is one of the millions of young people in Ghana impacted by school closures.“I stay connected, getting myself busy with online lectures, having interactions with friends,” Victoria says, explaining that she avoids crowded places and prefers to stay safe at home. “I also try to learn new things I haven’t done before – getting used to cooking, reading more books. Sometimes dancing if I have to, just to take off the stress and not feel very bored at home.”From delivering life-saving health supplies, to building water and hygiene facilities, to keeping girls and boys connected to education and protection, UNICEF is working to slow the spread of COVID-19 and minimize its impact on children worldwide.

2.2.2 Educational Television During COVID-19 Pandemic

Countries around the world have responded to coronavirus (COVID19) driven school closures by adopting remote learning approaches, with many deploying online learning programs. However, online learning has exposed deep digital divides between and within countries, including high-income countries. The situation is far worse for lower resource environments in middle- and- low-income countries with Internet penetration rates typically less than 50% and a large share of students without devices to enable online learning at home. Countries are therefore turning to television to significantly increase access to remote learning. Low- and middle-income countries have

been using education television since the 1950s including interactive television lessons more recently. The World Bank's EdTech team has catalogued examples of education television being used by countries during COVID-19 and has developed a rapid response guidance note on using educational television programming during school closures. This blog summarizes five key insights on starting, using and sustaining education television for remote learning, corroborated by more than 40 current examples from countries.

Five key things to get started

2.2.2.1 Use a mix of live broadcasts, pre-recorded (on demand) content and edutainment programs.

Broadcasting live lessons in mock classroom settings is the fastest way to get started for countries with limited or no education television experience (e.g. Morocco, Spain, South Africa). Broadcasting existing pre-recorded material (possibly available as on-demand content) from private and non-profit organizations (e.g. Khan Academy) is a useful option for countries with existing educational television programs (e.g. Croatia, Spain). Edutainment programs that provide education in the form of entertainment is another useful source for programming. Developing these as a short-term response to COVID-19 is not advised. Instead, consider sourcing, curating and obtaining intellectual property rights for existing content from local or international sources (e.g. Ubongo used in 33 African countries, Sesame Workshop used in 40 countries).

2.2.2.2 Identify channels for broadcasting programs.

Some countries have existing national education television networks with a wide reach. For those without this, partnering with state television networks is a quick-start solution. Morocco's national channel dedicated to sports is now being used to broadcast educational television as well. Partnering with private broadcasters can further amplify the reach of this programming across communities and allow simultaneous broadcasts for students across grade levels (e.g. Mexico). Rebroadcasted content is another way to amplify its reach using livestreaming or as on-demand content (e.g. Kenya uses YouTube, Pakistan uses an app).

2.2.2.3 Develop schedules for educational television programming.

Broadcast schedules must clarify where and when such broadcastting can be accessed. Some countries are providing student-friendly daily and weekly schedules on

their education ministry's website (e.g. Mongolia), some on their education television network websites (e.g. China, India) and some on institutional websites (e.g. Kenya).

2.2.2.4 Develop a communication strategy and communicate regularly.

Continuously communicating during this period is pivotal to the success of such programming. Communicate before launching the programming (e.g. Brazil, West Bank and Gaza). To amplify awareness, communicate schedules continuously and widely using every available media including television, radio, mobile phone via text messages or WhatsApp (e.g. Peru), social media like Facebook (e.g. Rwanda) and websites of education ministries and education television networks (e.g. Korea). Organizing all programming related resources in one place makes it easier to access them and increases uptake. This can be done on the education ministry website, national television network website, etc. (e.g. India, Nigeria, Uganda).

2.2.2.5 Provide support for students, parents and educators.

Throughout this programming, students, parents/caregivers and educators will require technical support (e.g. toll-free helplines or low cost chatbots can be employed), pedagogical support and socio-emotional support (e.g. Spain). Teachers can be mobilized to provide this (e.g. China). Education television can be made more interactive by answering questions during lessons. Questions can be collected by phone calls, text messages, email or social media, and answered during live lesson recordings. Keep multiple communication channels open (e.g. Jamaica has 36 helplines) and encourage feedback to improve the programming (e.g. China, Russia).

Five additional things to consider

2.2.2.6 Connect and learn from other countries.

These can be countries with a history of using educational television (eg. Brazil, China, Ethiopia, Ghana, India, Mexico) or have longer experiences using television to respond to school closures (e.g. Korea).

2.2.2.7 Content used during COVID-19 closures can be reused when schools reopen and to reach out-of-school children.

Video has one great advantage – students can review the content multiple times, thereby possibly increasing its effectiveness. Archive all the education television programming on online platforms (e.g. education television website, YouTube)

and reuse them for regular school lessons and to reach out-of-school children (eg. Mexico).

2.2.2.8 Compliment television with expanded access to the Internet and devices. This can amplify the reach, impact and effectiveness of this television programming as well as related communication including, program schedules and support. This is possible even with limited Internet connectivity (e.g. text messages, WhatsApp) and simple devices. Access to digital platforms that host this education programming can be zero-rated (eg. Ghana, Korea, Qatar). Partner with Internet service providers to provide free internet access to online learning platforms (e.g. Kenya, Rwanda, Nigeria). Ministries and schools can loan out devices to students (e.g. Saudi Arabia).

2.2.2.9 Consider supplementary actions like text messages and print material. Supplementing television programming using print material like workbooks, written homework or newspaper-based activities can improve its effectiveness (e.g. Bangladesh). Text-messages can be used to 'nudge' parents/caregivers, students and educators with reminders to – use this programming, share feedback or adopt 'good practices' that supplement the effectiveness of this programming. Note that too much nudging can defeat the purpose.

2.2.2.10 Consider diversity, equity and inclusion.

Varied expertise can add diversity to this programming, say, by bringing in musicians, chefs or photographers to support teachers in providing real-life lessons to students (e.g. Argentina). Inclusiveness can be achieved through lesson presenters being women as well as men, teachers with handicaps or people from different ethnic/cultural groups.

2.2.3 Education in the Philippines During COVID-19 Pandemic

In the Philippine educational system, the enrollment for elementary and high school plunges by seven million (DepEd, 2020; Jorge, 2020). While this still leaves 74.6 percent out of the 27.7 million students in public and private schools, the remaining 25.4 percent is still a huge drop in the ocean. Meanwhile, a 70 percent drop from last year's 3.2 million enrollees is expected in private higher educational institutions (HEIs) and state universities and colleges (SUCs) (CHED, 2020; Romero, 2020). Among the top

concerns of this virtual opening of classes are the access to the appropriate technology required for remote learning, teachers' training, and instructional materials, and online curricula for modular approach (Altbach and De Wit, 2020; HESB, 2020). Thus, it implies that numerous private and public HEIs and SUCs - and CHED as such - are not equipped to implement the online learning system (Toquero, 2020).

This pandemic has drastically changed the education landscape and revealed old and new challenges such as the digital divide (Altbach and De Wit, 2020; HESB, 2020) - a term coined for lack of appropriate gadgets, internet inaccessibility, teachers' "learning by doing set-up," and other hybrid online opportunities. From the initial data, around 6.9 million Filipino underprivileged learners experience unstable mobile and internet connections, while 6.8 million cite no gadget at all (as cited by Mateo, 2020).

At the basic education level, the Department of Education (DepEd) is offering schools a "menu" of alternatives to physical classes.

Schools and community learning centers, under the guidance of DepEd's regional and division offices, will be allowed to choose among these alternative modes, depending on the available resources for learners and health situation in their locality, the agency said.

2.2.3.1 Distance Learning

Under distance learning, students and instructors are geographically remote from each other. Learners at home may also be supervised by parents or guardians. According to Education Secretary Leonor Briones' presentation to President

Rodrigo Duterte last Thursday, distance learning allows lessons to be delivered to students through the following methods:

1) Printed or digital modules delivered to the homes of the students or picked up by their parents at designated places within coordinated schedules.

2) Online learning resources such as the DepEd Commons.

3) Television or radio-based instruction.

Education officials have also floated the term "blended learning," which refers to a combination of limited face-to-face interaction between student and teacher, and the use of online platforms and printed or digital modules.

2.2.3.2 Homeschooling

Homeschooling, according to the DepEd, provides learners with equal access to quality basic education at home. This can be facilitated by qualified parents, guardians, or tutors who have undergone relevant training. But the DepEd said the policy on homeschooling remains under review.The school year for K-12 students starts on August 24 but private schools can start earlier as long as they do not hold face-to-face classes, according to the DepEd.

2.2.3.3 Flexible Learning

At the tertiary education level, the Commission on Higher Education (CHED) has urged schools to implement flexible learning approach. CHED Chairman Prospero de Vera earlier explained that flexible learning was not limited to online classes or activities. Lessons, he said, may also be delivered through take-home exercises and educational packets. Siliman University, for instance, is developing a learning management system that can work even without internet connection, De Vera said at a Senate hearing last month. Colleges and universities can start their school year depending on their learning delivery mode.

2.2.4 Philippines' Department of Education Delivery Modalities for School Year 2020-2021.

The learning delivery modalities that schools can adopt may be one or a combination of the following, depending on the COVID-19 restrictions and the particular context of the learners in the school or locality.

2.2.4.1 Traditional Face-to-Face Learning

This refers to a learning delivery modality where the students and the teacher are both physically present in the classroom, and there are opportunities for active engagement, immediate feedback, and socio-emotional development of learners.

In areas under the Moderate and High-risk severity grading, this is not possible. However, there are learners with disabilities whose conditions require

face-to-face instruction. This will be the subject of further discussion within DepEd, with partners, and with parents.

Face-to-face option may also be feasible in very low risk areas such as the geographically isolated, disadvantaged and conflict affected areas (GIDCA) with no history of infection and very low and easily monitored external contacts, but with teachers and learners living in the vicinity of the school.

Any face-to-face learning delivery must have proper risk assessment and must adhere to the health protocols in place. Potential learning spaces in the community near the school may be explored to add spaces for the conduct of classes with the appropriate social distancing.

Type/Modality/Approach/Strategy

- MISOSA
- IMPACT
- OHSP
- Project EASE
- Face to Face and Modular Learning
- Community-based Instruction (ALS)

1) Modified Shifting of Classes (MSC)

In the shifting of classes, teaching is directly focused on concepts with corresponding activities. Supplemental activities and Assessments shall be done, brought by the learners when shifted at home. The shifting depends on how many days the competencies could be covered based on the competency codes and the number of competencies to be covered in all learning areas.

2) Shifting of Classes with Dyadic Teaching (SCDT)

In this scheme, there would be two teachers inside the class per learning area. The number of learners they would handle should be the total number of learners they handled in the normal days. During the dyadic teaching, learners have to go through series of individual activities after teaching the learning competencies to be facilitated, monitored by the two teachers.

3) ESM-Focused Teaching (Junior HS) (ESMT)

In this approach, only English, Science and Mathematics shall be taught in school. Other learning areas shall be using the modular, home-based approach.

4) RESM-Focused Teaching (Elementary) (RESMT)

In this approach, only Reading, English, Science and Mathematics shall be taught in school. Other learning areas shall be using the modular,home-based approach.

5) Core/Specialized-Focused Teaching (SHS) (CST)

In this approach, only core and specialized subjects shall be taught in school. Applied subjects shall be using the home-based, life skill, modular approach.

2.2.4.2 Distance Learning

This refers to a learning delivery modality where learning takes place between the teacher and the learners who are geographically remote from each other during instruction. This modality has three types: Modular Distance Learning (MDL), Online Distance Learning (ODL), and TV/Radio-Based Instruction.

1) Modular Distance Learning

Involves individualized instruction that allows learners to use self-learning modules (SLMs) in print or digital format/electronic copy, whichever is applicable in the context of the learner, and other learning resources like Learner's Materials, textbooks, activity sheets, study guides and other study materials. Learners access electronic copies of learning materials on a computer, tablet PC, or smartphone. CDs, DVDs, USB storage and computer-based applications can all be used to deliver e-learning materials, including offline E-books. The teacher takes the responsibility of monitoring the progress of the learners. The learners may ask assistance from the teacher via e-mail, telephone, text message/instant messaging, etc. Where possible, the teacher shall do home visits to learners needing remediation or assistance. Any member of the family or other stakeholder in the community needs to serve as para-teachers.

2) Type/Modality/Approach/Strategy

Learning is in the form of individualized instruction that allows learners to use self-learning modules (SLMs) in print or digital format/electronic copy, whichever is applicable in the context of the learner and other learning resources like Learner's Materials, textbooks, activity sheets, study guides and other study materials. Learners access electronic copies of learning materials on a computer, tablet PC or smartphone. CDs, DVDs, USB storage and computer-based applications can all be used to deliver e-learning materials, including offline e-books. The teacher takes the responsibility of monitoring the progress of the learners. The learners may ask assistance from the teacer via email, telephone, text message/instant messaging, etc. Where possible, the teacher shall do home visits to learners needing remediation or assistance. Any member of the family or other stakeholder in the community need to serve as para-teachers.

Suggested Platforms/Resources/Mechanisms:

- The use of Learning Resource Materials/Modules in multimedia (slides, video and audio files)
- Digital Packets (Learning Materials)
- The use e-learning materials
- The use of computer-based learning resources

3) Online Distance Learning

Features the teacher as facilitator, engaging learners' active participation through the use of various technologies accessed through the internet while they are geographically remote from each other during instruction. The internet is used to facilitate learner-teacher and peer-to-peer communication. Online learning allows live synchronous instruction. It requires participants to have good and stable internet connection. It is more interactive than the other types of distance learning. The responses are realtime. The learners may download materials from the internet, complete and submit assignments online, attend webinars and virtual classes. This is practiced effectively by using a Learning Management System or related technologies. The DepEd Commons and LR Portal fall in this category. TV/Radio-Based Instruction utilizes SLMs converted to video lessons for Television-Based Instruction and SLMs converted to radio script for

RadioBased Instruction. Distance learning modality is most viable for independent learners, and learners supported by periodic supervision of parents or guardians. The challenge will be in dealing with learners not capable of independent learning. This is the subject of further discussion within DepEd, and with partners and parents.

Type/Modality/Approach/Strategy

It features the teacher facilitating learning and engaging learners' active participation using various technologies accessed through the internet while they are geographically remote from each other during instruction. The internet is used to facilitate learner-teacher and peer-to-peer communication. Online learning is a form of live synchronous platform where it requires both parties to have good and stable internet connection. It is often more interactive than the other types of distance learning. The responses is real-time. The learners may download materials from the internet, complete and submit assignments online, attend webinars and virtual classes. This is practiced effectively by using a Learning Management System or related technologies. The use of DepEd Commons and LR Portal falls in this category as both requires internet connectivity to have access.

Suggested Platforms/Resources/Mechanisms:

The use of virtual classrooms e.g. Google Classroom, Edmodo, Schoology

- The use of Web-Enhanced Learning Activities
- Free access to OERs (Open Educational Resources)
- Access to LR Portals
- Access to DepEd Commons

2.2.4.3 Blended Learning

This refers to a learning delivery that combines face-to-face with any or a mix of online distance learning, modular distance learning, and TV/Radio-based Instruction. Blended learning will enable the schools to limit face-to-face learning, ensure social distancing, and decrease the volume of people outside the home at any given time. Critical for implementation will be the production of the needed teacher's and learner's learning materials (LR Portal and DepEd Commons will be maximized), as well as the support of media institutions like TV and radio stations.

Suggested Platforms/Resources/Mechanisms:

The use of print/non-print learning materials such as but not limited to the following:

- Modules
- Worksheets
- Activity Sheets
- The use of gadgets for K to 3 SpEd learners

2.2.4.4 Homeschooling

This is an Alternative Delivery Mode (ADM) that aims to provide learners with access to quality basic education through a home-based environment to be facilitated by qualified parents, guardians or tutors who have undergone relevant training. It allows families to educate according to their personal faith, philosophy, and values, and to adjust learning schedules around family schedules and circumstances. However, there remain several issues in its implementation, including the supervision of licensed teachers and alignments with the curriculum. Thus, this modality will be the subject of a later DepEd issuance before its expansion.

Suggested Platforms/Resources/Mechanisms:

- The use of the print materials/learning resources (modules, worksheets, activity sheets, etc.)
- The use of digital packets (learning materials)

2.2.4.5 Frequently Asked Questions on DepEd Learning Delivery Modalities for School Year 2020-2021

1) What is Distance Learning? This refers to a learning delivery modality where learning takes place between the teacher and the learners who are geographically remote from each other during instruction.

2) What is Modular Distance Learning?Learning is in the form of individualized instruction that allows learners to use self-learning modules (SLMs) in print or digital format/electronic copy, whichever is applicable in the context of the learner and other learning resources like Learner’s Materials, textbooks, activity sheets, study guides and other study materials.

3) What is Online Distance Learning? It features the teacher facilitating learning and engaging learners' active participation using various technologies accessed through the internet while they are geographically remote from each other during instruction.

4) What is Home Schooling? It is an alternative delivery mode (ADM) that aims to provide learners with equal access to quality basic education through a home-based environment to be facilitated by qualified parents, guardians or tutors who have undergone relevant training.

5) What is Blended Learning? This refers to a learning modality that allows for a combination of face to face and online distance learning (ODL), face-to-face and modular distance learning (MDL), face-to-face and TV/Radio-based Instruction (RBI), and face-to-face learning and a combination with two or more types of distance learning.

6) What is Traditional Face-to-Face Learning? This refers to a learning delivery modality where the students and the teacher are both physically present in the classroom, and there are opportunities for active engagement, immediate feedback, and socio-emotional development of learners.

7) What is Alternative Delivery Modes (ADM)? Alternative Delivery Modes (ADM) are tried and tested alternative modalities of education delivery within the confines of the formal system that allow schools to deliver quality education to marginalized students and those at risk of dropping out in order to help them overcome personal, social and economic constraints in their schooling.

2.2.5 Educational Television in the Philippines during the COVID-19 Pandemic

In May 2020 briefing of the executive branch of the Republic of the Philippines regarding to the response of government to COVID19-Pandemic, Education Secretary Leonor Briones proposed television or radio-based instruction as one of the learning delivery mode for basic education.. Briones said that since resources and transportation of printed modules are limited and that not all teachers and students have computers and internet access for online classes, the DepED can use "classic long-time approaches" which are the use of free TV and radio programs. "Homes that don't necessarily have internet connectivity may have televisions. And the most and the best-used approach, of course, is radio-based instruction. Kasi ang television mga 1950s, 60s [while] radios have been around since the 1800s", she said.

To strengthen the resiliency of the education system beyond the COVID-19 pandemic, the Department of Education (DepEd) is proposing the implementation of the "DepEd TV" and the "DepEd Radio" as a long-term strategy for education. "Learning using TV and Radio will continue to be used to address recurring problems caused by disasters and classroom congestion," said DepEd Undersecretary for Administration Alain Del Pascua. He noted that the recent restrictions in face-to-face classes caused by the COVID-19 pandemic compelled DepEd to adopt alternative learning delivery modalities for School Year (SY) 2020-2021.

As cited in its Basic Education Learning Continuity Plan (BE-LCP), DepEd has identified four modalities for distance learning:

- Print-based or offline self-learning modules (SLMs)
- Online learning
- Television-based instruction, and
- Radio-based instruction.

The DepEd TV and DepEd Radio projects were initiated by Pascua's office through the Information and Communications Technology Service (ICTS) led by Director Abram Abanil, in partnership with the Curriculum and Instruction Strand led by Undersecretary Diosdado San Antonio and Assistant Secretary Alma Ruby Torio.

The first batch of teacher-broadcasters were trained in July wherein the participants were able to produce the first DepEd TV episodes which aired during the dry run in August. "All TV episodes will also have a corresponding radio-based lecture that is intended to reach learners who do not have access to television," Pascua said.

To ensure the sustainability of DepEd TV and Radio for future use, Pascua said that the DepEd have to invest in building up the pool of teacher broadcasters and production personnel to produce 220 episodes per week. Pascua also noted the need to establishing studios in all the regions and divisions in the country as well as radio stations/transmitters in all schools. Establishing a 6-channel digital television infrastructure that can cover the whole Philippines will also be very crucial. "We are potentially looking at the future of education here," Pascua said. "Apart from online learning, which we are pursuing through DepEd Commons, television and radio continue to be very effective channels for instruction and education, hence the DepEd TV and DepEd Radio," he ended.

CHAPTER 3
RESEARCH METHODOLOGY

This chapter discussed the research design which is plan, structure and strategy of investigation so conceived as to obtain answers to research questions or problems. According to Jahoda, et.al. “A research design is the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedur”.

3.1 Research Design

3.2 The Research Procedure

3.3 Research Instrument Development

3.4 The Participants/Key Informants and the Selection Technique

3.5 Ethical Procedures

3.6 Data Analysis Procedures

3.1 The Research Design

In order to achieve the objectives of the study: the researcher utilized the Qualitative Approach. Qualitative Research is form of social inquiry that focuses in the way people interpret and makes sense of their experiences and the world in which they live (Herson 2009).

The researcher will use a triangulation of research methods to understand the production lessons of teachers through television, children’s Dep-Ed TV consumption, and parental mediation. Triangulation can enrich research as it offers a variety of datasets to explain differing aspects of a phenomenon of interest. It also helps refute where one dataset invalidates a supposition generated by another. The researcher limits its study in Metro Manila, Philippines setting alone.

The second step is create a model base on summaries children’s Dep-Ed TV consumption and instructional strategies. And produce a vdo. clip to post an a youtube. Finally study a satisfaction from the audience

3.2 The Research Procedure

The researcher identify the thesis as a case study. It is defined as an in-depth study using multiple methods and data sources. A case study refers to collection or presentation of detailed information about a particular participant or small group, frequently including the accounts of subject themselves.

In identifying the process and strategies of Teacher-Broadcasters in producing and implementing a lesson using television as platform, contents of Dep-Ed TV consumed by Elementary learners, their viewing schedule and amount of exposure. The reasons and motivations that make learners consume Dep-Ed TV. And the Parental Mediation Styles used in monitoring their children's media consumption and why they use such strategies. the case study is the most appropriate to used. It is essential and worthy: it is a case to be study with the help of Teacher-Broadcasters, Parents and Elementary Learners.

Secondly, create a model of Dep-Ed TV. Suitable for learners. Thirdly, produced a video clip posted on You Tube. Fourthly, the researcher created an assessment of media feedback from the audience satisfaction.

Finally, the collected quantitative data will be analyzed using, descriptive statistics, Chi-square test of association, and independent T test. The data analysis of the in-depth interviews will also be done using the stated research questions for the study as a guide.

3.3 Research Instrument Development

The researcher used In-Depth Interview (IDI) in evaluating the effectiveness of strategies and practices of Dep-Ed TV as one of the learning delivery mode amid the COVID-19 pandemic. In-Depth Interview is a data collection method relied on quite extensively by qualitative researchers, as described by Kahn and cannel (1957). "a conversation with a purpose".

In-Depth Interview utilized to gather data and information from the key informants of the study: The Teacher-Broadcasters, Parents and Elementary Learners. Through this kind of technique the researcher will conduct substantial study.

The researcher will furnish a letter to the target participants to do an in-depth interview. The interviews will be conducted using Google Meet and it will be recorded with the knowledge of the participants. The interview will last for 30 minutes to one (1) hour for each participant (children, parents and teacher broadcasters. The purpose of the in-depth interview is to elicit the narratives on the elementary learner's consumption, parental mediation and the lesson production of teacher-broadcaster. The discussion will be transcribe , coded and thematically analyze and reported in the discussion of the results. Distribution the knowledge by produce a vdo. clip and post on a youtube platform. And study a satisfaction of audience by use a google form.

3.4 The Participants/Key Informants and the Selection Technique

The researchers used a non-probability sampling design. Non-probability sampling designs are used when the number of elements in population in either unknown or cannot be individually identified in such situations, the selection of element is dependent upon other considerations (Statistic and Probability Theory, Cruz et.al.).

Since the tradition of inquiry is In-Depth-Interview (IDI), Non-Probability Purposive Sampling is used. Purposive Sampling is determining the target population of those who will be taken for study. (Statistic and Probability Theory, Cruz et.al.).

Purposive Sampling is based on certain criteria laid down by the researcher; people who satisfy the criteria are interviewed.

The key informants is selected based on pre-selected criteria relevant to the objectives which are founded from the selection of key informants.

The following criteria are as follows:

1) Teacher-Broadcasters who are trained to be the on-cam teachers for Dep-Ed TV.

2) Elementary Learners who regularly watch Dep-Ed TV lessons.

3) Parents or Guardians of Elementary Learners who monitor's their son/ daughter watching Dep-Ed TV lessons.

4) Who are willing and able to share their knowledge and experience with their available time.

3.5 Ethical Procedures

Ethics is the branch of philosophy that concerns itself with decision making, to ascertain what is right and wrong (Fouka & Mantzorou, 2011). Fouka and Mantzorou (2011) stipulates that professional codes and laws have been introduced to prevent scientific abuses of human life during research and that the Nuremberg code (1947) is the leading code for all subsequent codes made to protect human rights in research.

The Researcher will provide the teacher-broadcasters, parents and elementary learners with Participant Consent Form stating their autonomy and decision whether to take part in the study or not. The Consent Forms indicated the needed information and its research purpose; it likewise stated that neither harm nor penalty would be incurred should they decide to not to take part in the study. Furthermore, the participant will be inform that they are free to withdraw from the research at any time without giving a reason or without prejudice.

3.6 Data Analysis Procedures

The key informants of the study consist of teacher-broadcasters, parents, and elementary learners. Location of the study will be carried out at department of education, central office, Pasig, Philippines. The researcher identifies the thesis as a case study. It is defined as an in-depth study using multiple methods and data sources. To use a non-probability sampling design. Non-probability sampling designs are used when the number of elements in population in either unknown or cannot be individually identified in such situations, the selection of element is dependent upon other considerations. The second step is to create a model base on summaries children's Dep-Ed TV consumption and instructional strategies. And produce a video clip to be posted on You tube. Finally study a satisfaction from the audience.

The collected quantitative data will be analyzed using, descriptive statistics, Chi-square test of association, and independent T test. The data analysis of the in-depth interviews will also be done using the stated research questions for the study as a guide.

The average score is obtained from the formula below.

$$\overline{X} = \frac{\sum_{i=1}^{N} x_i}{N}$$

with $\overline{X}$ is arithmetic mean

x_i is the value of the data of the population i

i is the order of the population i by i = 1,2,3,…,N

N is the total number of people interested in studying

Standard Deviation

$$S^2 = \frac{\sum_{i=1}^{N} (x_i - \overline{X})}{N-1}$$

with *S.D.* is standard Deviation

$\overline{X}$ is Arithmetic mean

x_i is the value of the data of the population i

i is the order of the population i by i = 1,2,3,…,N

N is the total number of people interested in studying

CHAPTER 4
RESEARCH RESULT

This chapter reports the descriptive analysis of the responses from the survey and development of a model base on summaries children's Dep-Ed TV consumption and instructional strategies. And produce a video clip to be posted on You tube. Finally study a satisfaction from the audience. The findings are presented as follows:

4.1 Model of children's Dep-Ed TV consumption

4.2 Descriptive statistical summaries from survey

4.3 Analysis of Expert Results

4.4 Satisfaction Assessment Media Feedback from Audiences

4.1 Model of children's Dep-Ed TV consumption

Researcher create a model base on summaries children's Dep-Ed TV consumption and instructional strategies. Then it can summarize idea conceptual framework at the figure below.

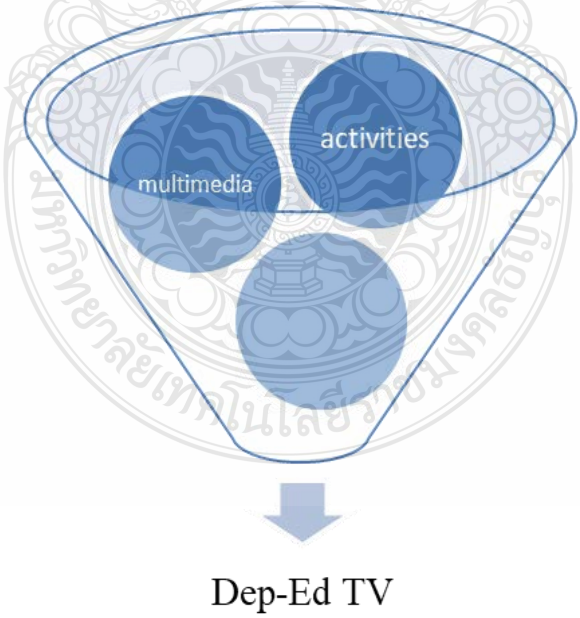

Figure 4.1 Model of children's Dep-Ed TV consumption

From figure 4.2 Summarize model by survey an opinion from teacher-broadcasters, parents, and elementary learners. Location of the study will be carried out at department of education, central office, Pasig, Philippines. Then can identify core idea below.

1) Multimedia is a form of communication that combines different content forms such as text, audio, images, animations, or video into a single interactive presentation, in contrast to traditional mass media which features little to no interaction from users, such as printed material or audio recordings. Popular examples of multimedia include video podcasts, audio slideshows and animated videos. Multimedia can be recorded for playback on computers, laptops, smartphones, and other electronic devices, either on demand or in real time (streaming). In the early years of multimedia, the term "rich media" was synonymous with interactive multimedia. Over time, hypermedia extensions brought multimedia to the World Wide Web.

2) Activities which involve student interaction with content can include listening to and/or watching a live or recorded talk, engaging with a written or visual text, engaging with multimedia, or a combination of these. Typically, students are more likely to retain information presented in these ways if they are asked to interact with the material in some way, which is why it is useful to ask or invite questions, or include another activity type after every 5 or 15 minute 'chunk' of information.

Example: Assigned Reading/text

Provide students with access to a text (e.g., journal article, blog, multimedia presentation). Accompany the text with a number of questions which will help guide students' focus as they engage with the text. The questions could be provided for personal reflection, they could be addressed further in a subsequent synchronous session (online or on-campus), they could be presented in the form of an online quiz (weighted or unweighted) or survey, or they could be required as part of an asynchronous activity (online) among other options and possibilities.

The questions posed, and how students are asked to respond to them will be dependent upon what the ILOs require students to do. For example, a unit with an ILO that requires students to 'identify' might have questions that highlight the relevant aspects, or which require students to identify the key ideas in a reading. For a unit with an ILO for

students to 'evaluate', however, the questions might ask student to list advantages and disadvantages, or to compare and contrast different approaches noted in the text(s).

3) Content: Interactive activities have a way of creating curiosity among learners. The good side of this experience is that it can lead to active knowledge acquisition. That said, for you to create interactive training content that'll help you improve your learners' retention ability, here are some of the elements that you should incorporate into your course: Scenario-based elements, Multimedia elements, such as video, Gamified elements

(3.1) How To Create Interactive Learning Content In eLearning. Now that you've seen some of the benefits of making your digital learning content interactive, it's time to start creating your course. However, before you go ahead and do that, here's a burning question: How exactly do you create effective interactive training content?. To create your interactive learning content all you need is to follow the steps below:

(3.1.1) Utilize Interactive Learning Templates

One of the best approaches to create your interactive content is by making use of templates. If you don't know, interactive learning templates are pretty effective for creating various content that can help you boost your learners' engagement and improve their retention ability. Interestingly, they do not require you to have any programming skills to get your course done.

(3.1.2) Use Tools

Apart from using templates, you can also create interactive content by using different tools. You can always opt for reliable authoring tools to create your content. Although there are several different authoring tools out there, you need to understand that no two can perform the same function. All of them have their strengths and weaknesses. Irrespective of the tool you're opting for, one thing is important and that is: You need to choose the one that has an interactivity builder.

(3.1.3) Make It Real

Another way to make your content interactive is by using multimedia elements like video, animation, and audio when necessary. However, when doing that, ensure you make it as real as possible. Also, try and avoid overusing unnecessary interactive elements.

4.2 Descriptive Statistical Summaries from Survey

The researcher used a non-probability sampling design. Non-probability sampling designs are used when the number of elements in population in either unknown or cannot be individually identified in such situations, the selection of element is dependent upon other considerations (Statistic and Probability Theory, Cruz, et.al.). Purposive Sampling is based on certain criteria laid down by the researcher; people who satisfy the criteria are interviewed. The key informants is selected based on pre-selected criteria relevant to the objectives which are founded from the selection of key informants. Then it can show the result summarize in the table 4.1.

Table 4.1 In-depth interview guide questions for elementary learner

Question for in-dept interview	Opinion yes	Opinion No
1. What is the role you are playing on the studies of your children?	1.02	0.23
1.1 Can you describe the studies and study habits of your children?	2.12	0.12
1.2 Based on your experience, what are the things that you can provide to improve your children's studies?	2.34	0.31
2. Do you encourage your children to watch Dep-Ed TV?	3.02	0.25
2.1 Do you provide a schedule plan for the Dep-TV viewing of your student?	1.05	0.36
2.2 Do you always remind your children to watch Dep-Ed TV?	1.25	0.45
2.3 Do you watch Dep-Ed TV with your children?	2.45	0.25
2.3.1 If yes, do you provide additional information regarding the lesson being discussed in Dep-Ed TV?	2.05	0.45
2.3.2 If no, how do you make sure that your children understand the lesson being presented in Dep-Ed TV?	2.01	0.47
3. How Dep-Ed TV help your children in their studies?	3.25	0.63

From table 4.1 Show that how Dep-Ed TV help your children in their studies is most opinion yes, while opinion no is 0.63. That mean audience are agree with experience parent provide to children. Parents and families encourage their child for learning at home and feel themselves accountable for their children's education. The help provided by parents in studies helps students in completing their assignments on time. It also provides children with an opportunity for a lifelong love for learning. Therefore, the importance of parents in the academic life of children is also important.

Similarly, the focus provided by parents on their children's education also proves to be important for healthy classrooms. The involvement of parents enhances the motivation of their kids and improve their behavior as well as grade. Children whose parents take interest in their studies tend to adopt better qualities. With parents' participation and interest, children are more likely to secure better grades in exams and assessments, study more and earn higher degrees, enjoy motivation and confidence in their classrooms, execute enhanced attitude in the classroom and interpret better social skills and finally enjoy higher self-esteem and self-confidence.

4.3 Analysis of Expert Results

Results of evaluation of children's Dep-Ed TV consumption by three experts in media show on a table 4.2

Table 4.2 Show the results of analysis from three experts in media

Evaluation Items		$\bar{X}$	S.D.	Result Interpretation
1. Contents				
1.1	Content structure is clear and each content shows structural relationship.	4.33	.57	Good
1.2	The demonstrated contents of instruction cover the learning objectives defined.	4.00	.00	Good
1.3	Language use is appropriate and correct.	3.66	.57	Good
1.4	The learning content is appropriate for the students' grade level	4.00	.00	Good
2. Instructional Design				
2.1	The objectives and the students' grade level are clearly identified.	4.33	.57	Good
2.2	The sequence of content presentation is appropriate according to types of media used.	4.66	.57	Very good
2.3	Presentation techniques are attractive to students.	4.66	.57	Very good
2.4	Dep-Ed TV is creatively designed.	4.33	.57	Good
2.5	The interactive function design in Dep-Ed TV systems such as interaction between users and instructional contents or teacher is effective.	4.00	.00	Good
2.6	The instruction is designed for individual differences and responds to the needs of diverse students.	4.00	.00	Good
2.7	Instructional design improves the ability of students to control their pace of learning properly.	4.00	.00	Good
2.8	Exercises and assessments cover all learning objectives defined.	4.33	.57	Good
2.9	Interaction and timely feedback are provided suitably.	4.33	.57	Good
2.10	The instructional design enhances students' analytical thinking.	4.00	.00	Good

Table 4.2 Show the results of analysis from three experts in media (Cont.)

Evaluation Items		$\overline{X}$	S.D.	Result Interpretation
3.	Screen Design			
3.1	Page layout control students' attention, and facilities ease of use.	4.33	.57	Good
3.2	Choices of typeface, size and color facilities ease of use and is appropriate for students.	4.33	.57	Good
3.3	Choices of color is appropriate and is applied consistently to specific types of on-screen information.	4.66	.57	Very good
3.4	Images presented are consistent with instructional contents.	4.66	.57	Very good
3.5	Buttons, text displayed, visual message can be properly established and can convey a very clear and correct message to the viewers.	4.66	.57	Very good
4.	Techniques			
4.1	The web program is employed correctly such as user's information system.	4.00	.00	Good
4.2	The linkages to each frame or focal point can be correctly established.	4.00	.00	Good
4.3	Images and audio can function correctly and rapidly.	4.00	.00	Good
	Total	4.24	.10	Good

From table 4.2 The average mean score of the children's Dep-Ed TV consumption evaluated by three experts in media is 4.24, which was at a good level. In accordance with the result, there were issues that must be improved before the implementation. There was an item which was to be modified: Language use is appropriate and correct.

4.4 Satisfaction Assessment Media Feedback from Audiences

Table 4.3 Show the result satisfaction assessment a media feedback from the 100 audiences.

List of assessment		$\overline{X}$	S.D.	Result Interpretation
1. Content				
1.1	Content in multimedia is not too easy or difficult	3.76	.89	high
1.2	New content to learn	3.80	.83	high
1.3	Learners have an understanding of multimedia content Content Average	3.82 3.80	.87 86	High high
2. Multimedia Presentation				
2.1	The images presented in multimedia are clear, easy to understand	3.91	.83	high
2.2	The quality of the soundtrack is clear. Perspicuous	3.91	.83	high
2.3	The font style, font size and color are clear. Easy to read	3.88	.84	high
2.4	Multimedia is interesting	3.88	.84	high
	Multimedia Presentation Average	2.91	.62	moderate
3. Activities				
3.1	Knowledge-Enhancing Activities	3.82	.87	high
3.2	Activities can be learned at any time	4.19	.85	high
3.3	The content description is clear and easy to understand	4.13	.89	high
3.4	Overall satisfaction with multimedia Activity Average	3.13	.64	moderate
	Total	3.59		high

From table 4.3 The satisfaction assessment a media feedback from the 100 audiences are more happy with multimedia and activities.

For this class, we will define multimedia as the integration of text, graphics, animation, sound, and/or video. Using this very broad definition of multimedia, multimedia in the classroom could include Power Point presentations that are created by the teacher, commercial software (such as multimedia encyclopedias) that is used for reference or instruction, or activities that directly engage the students in using multimedia to construct and convey knowledge. For the purposes of this course, we will focus on the final category -- engaging students in the use of multimedia to construct and convey knowledge. Examples of multimedia, then, could include: Students using concept-mapping software (such as Inspiration) to brainstorm. Students using a spreadsheet or graphing calculator to record data and produce charts. A small group of students creating a digital movie to demonstrate a procedure. A class website that displays student artwork. Students scanning their hands and importing the images into PowerPoint for a presentation about fingerprints.

While there is no doubt that the interest in technology education is rising, the fast progression in the past years has been impressive. Multimedia applications can be used in many areas, for example like educations, businesses, homes and public places. Videos, television, and computers are effective electronic teaching tools, especially in today's context. Media can be a component of active learning strategies such as group discussions or case studies. Media can be used to motivate discussions or lock-in concepts.

The use of videos and television certainly improves the learning process among students. Generally, young children and teenagers learn better and faster, from the small screen than from the printed word. For example, student video projects can be a powerful learning experience. They absorb more from the screen. It does not matter what educational program they are reading or watching. There are six main elements in multimedia applications for educational purposes which are texts, images, audios, videos, animations, and user control.

Video tutorials reinforce concepts and show learners exactly how to perform specific tasks. The use of multimedia to enhance teaching and learning complements traditional approaches to learning. Through the Internet and the multiple formats communicated over the web, students have access to new and exciting ways of learning. The computer allows the incorporation of animation, moving pictures and sound into lessons. These multimedia resources present materials that encourage the learner's interaction with the subject matter. Pictures and animations help bring to life principles and content of the subjects they are learning. Effective instruction builds bridges between students' knowledge and the learning objectives of the course. By so doing, students can take a more active role in their learning.

One of the advantages of using multimedia resources is they convey information quickly and effectively. In this way, they make students more interested in learning. Moreover, they can learn at their own pace and convenience. All they need is a computer or television and some CD-ROMs. Teachers or lecturers can make the lesson more interesting by using multimedia applications.

The use of multimedia resources in education is widespread today. Investments, as well as the school spendings, are on the rise. Its greatest benefit is that it enables a wide range of resources at the learners' disposal. Multimedia applications can highlight certain important points rather than writing on the whiteboard. What is happening is for schools to use a combination of class lessons, texts, and multimedia resources during lessons. The dramatic growth of social media creates new opportunities for engaging students.

CHAPTER 5
CONCLUSION AND RECOMMENDATIONS

In the study of the Philippines' Dep-Ed television as supplemental delivery mode during the COVID-19 pandemic: teacher's lesson productions, learner's consumption, and parental mediation strategies. there are three major objectives 1) Create a model of the process and strategies of teacher-broadcasters in producing and implementing a lesson using television as platform; 2) Identify the contents of Dep-Ed TV consumed by elementary learners, their viewing schedule and amount of exposure. The reasons and motivations that make learners consume Dep-Ed TV; 3) Identify the parental mediation styles used in monitoring their children's media consumption and why they use such strategies; and 4) Produce a video clip to post on social media and study a satisfaction from audience population. The collected quantitative data will be analyzed using, descriptive statistics, Chi-square test of association, and independent t-test. The data analysis of the in-depth interviews will also be done using the stated research questions for the study as a guide. The second step is to create a model base on summaries children's Dep-Ed TV consumption and instructional strategies. And produce a video clip to be posted on You tube. Finally study a satisfaction from the audience. The conclusion, discussion and suggestion of the research are as follows:

5.1 Discussion

5.2 Conclusion

5.3 Recommendation

5.4 Suggestion for Further Study

5.1 Discussion

The discussion of the study on the Philippines' Dep-Ed television as supplemental delivery mode during the COVID-19 pandemic: teacher's lesson productions, learner's consumption and parental mediation strategies is as follows:

5.1.1 Model of children's Dep-Ed TV consumption summarize idea based on an instructional strategies conceptual framework. Also survey an opinion from teacher-broadcasters, parents, and elementary learners. Location of the study will be carried out

at department of education, central office, Pasig, Philippines. The model consist of multimedia is a form of communication that combines different content forms such as text, audio, images, animations, or video into a single interactive presentation, in contrast to traditional mass media which features little to no interaction from users, such as printed material or audio recordings. Popular examples of multimedia include video podcasts, audio slideshows and animated videos. (Sarıoglu, K., 2017) An activities which involve student interaction with content can include listening to and/or watching a live or recorded talk, engaging with a written or visual text, engaging with multimedia, or a combination of these.(Melanie, C., 2012) Finally content interactive activities have a way of creating curiosity among learners. The good side of this experience is that it can lead to active knowledge acquisition.

5.1.2 Analysis of the children's Dep-Ed TV consumption evaluated by three experts in media found average mean score is 4.24, which was at a good level. The result indicated that the model of Dep-Ed TV consists of learner's behavior, scriptwriter, digital content, procedure of production. The impact of the video-clip instruction on the learning achievement of learners revealed that the recorded a high opinion score of 23.72 compared to the parents score of 16.8. This indicated that the video-clip was highly efficient standard. Boonnark (2013) conducted a study of children TV. on the theory of mass communication for undergraduate students, and the result showed that the value of the efficiency was 81.80. In addition, the study on courseware development on research methods in educational technology through instructional television systems conducted by Jirasathid pornpong (2014) also demonstrated that the efficiency of children TV. was 75.80. Saitakham (2010) developed a digital TV. model for English vocabulary learning ability, and the result displayed that the level of the efficiency was 83.50 which met the standard criterion.

5.1.3 The comparison of learning achievement tests on English reading comprehension of students who studied with the web-based instruction

Based on the comparison between the learning achievements on English reading comprehension of students who learnt with the web-based instruction, the result showed that students had higher scores in learning achievement tests at a significant level of 0.05. Learning with web-based instruction produced effective results when learning

content with this tool was appropriate. This was because the tool could help motivate users with the fascinating techniques such as motion graphics and images. The comparative study on the teaching of food and nutrition using media techniques and traditional teaching methods conducted by Chalaumkate (2016) presented that the learning achievement of students who learned with web-based instruction was higher at a significant level of 0.05.

5.1.4 Audiences' satisfaction assessment media feedback are more satisfy with multimedia and activities. Based on the results of this survey, it has been found that students had high satisfaction towards learning activities. This was in line with the results of studies reported in the literatures Akyurek, F., (2004), Fouka & Mantzorou (2011) Two thirds (2/3) of students in these studies perceived learning through children TV. with high satisfaction. This was because they were able to access the media from anywhere and at any time. They benefited from proceeding through the online course at their own pace. Additionally, their learning speed could be adjusted in accordance with their learning ability.

5.2 Conclusion

The analysis result of the above information answers to the research objectives as follows:

5.2.1 The result indicated that the model of Dep-Ed TV consists of learner's behavior, scriptwriter, digital content, procedure of production. The impact of the video-clip instruction on the learning achievement of learners revealed that the recorded a high opinion score of 23.72 compared to the parents score of 16.8. This indicated that the video-clip was highly efficient standard.

5.2.2 Dep-Ed TV help your children in their studies is most opinion yes, while opinion no is 0.63. That mean audience are agree with experience parent provide to children. Parents and families encourage their child for learning at home and feel themselves accountable for their children's education. The help provided by parents in studies helps students in completing their assignments on time. It also provides children with an opportunity for a lifelong love for learning. Therefore, the importance of parents in the academic life of children is also important.

5.2.3 the students' satisfaction questionnaire also revealed that the students were generally very satisfied with taking part of their monitoring mediation styles., especially in terms of gaining access to educational content and involving with other learning resources which made it more appropriate to study.

Ethics is the branch of philosophy that concerns itself with decision making, to ascertain what is right and wrong (Fouka & Mantzorou, 2011). Fouka and Mantzorou (2011) stipulates that professional codes and laws have been introduced to prevent scientific abuses of human life during research and that the Nuremberg code (1947) is the leading code for all subsequent codes made to protect human rights in research. The researcher were provide the teacher-broadcasters, parents and elementary learners with participant consent form stating their autonomy and decision whether to take part in the study or not. The consent forms indicated the needed information and its research purpose; it likewise stated that neither harm nor penalty would be incurred should they decide to not to take part in the study. Furthermore, the participant will be inform that they are free to withdraw from the research at any time without giving a reason or without prejudice.

5.3 Recommendation

In this research, researcher have suggested that the results of the study should be applied as follows:

5.3.1 The development of a model children's Dep-Ed TV consumption should be conducted step-by-step based on best practice in this field, since it would enable the researcher to achieve the objectives of constructing media instruction lessons which result in higher efficiency and a more successful implementation.

5.3.2 Teacher-broadcasters, parents, and elementary learners which has been studied in several aspects of research and found to be successfully taught using the children's Dep-Ed TV consumption so that the technique shall be further studied for the learning and teaching other subjects. Regular trainings from the broadcast practitioners is really important to the success of the lesson productions of the Teacher-Broadcasters. They should be provided with the extensive training in writing for television, video production and television performance.

5.3.3 Regarding students' different learning styles, they should be offered the opportunity to decide whether they wish to work on their own or in small groups when utilizing the children's Dep-Ed TV consumption. This would prosper cooperative learning skills and peer correction.

5.3.4 Proper guidance and reminder from parents is one of the effective parenting style and strategies to make their children focus and finish their video lessons. Providing them a printed schedule of Dep-ED TV helps the children remember their day-to-day tasks. Asking their children what they've learned from the video lesson helps the parents assess if their children are attentive and focus on the video lesson.

5.4 Suggestion for Further Study

Based on the summary and discussion of the study, the researcher has several suggestions for further study as follows:

5.4.1 Technique of children's Dep-Ed TV including animation sound should be added to develop the motion graphic in order to make it more interesting and attractive to students.

5.4.2 Other instructional strategies in which students are interested should be developed through the use of children's Dep-Ed TV.

5.4.3 Should be created as the channels of web board (chat & e-mail) to added more channel of communication between students and instructors.

5.4.4 There should a further study on applying the children's Dep-Ed TV using other teaching methodologies such cooperative learning skills, blended learning process skills and critical thinking process skills.

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APPENDICES

APPENDIX A

- List of experts reviewing research instruments

- Invitation Letter to experts to examine research instruments

List of experts reviewing research instruments

Content Specialists

1. Asst. Prof. Dr. Piyanan Vipahasana Pannim
   Rajamagala University of Technology Thanyaburi
2. Dr. Darunwan Kaewnunuan
   Kasetsart University Laboratory School Bangkhen
3. Dr. Anuwat Wattanapitchayakul
   Ubon Ratchathani University

Media Specialists

1. Asst. Prof. Dr. Nattakorn Papan
   Faculty of Education, Chandrakasem Rajabhat University
2. Asst. Prof. Direk Akkahard
   Faculty of Education, Bansomdejchaopraya Rajabhat University
3. Dr. Kittisak Paen-Ngam
   Nakhonnayok Primary Educational Service Area Office

Assessment Specialists

1. Asst.Prof.Dr.Ruaysap Detchaisri
   Faculty of Education, Bansomdejchaopraya Rajabhat University
2. Asst. Prof. Dr. Setthachai Chaisanith
   Expert Technology Development co.ltd.
3. Asst. Prof. Sungwan Tukpimai
   Surindra Rajabhat University

MHESI 1501.10/2021

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3 December, 2021

Dear Director, Department of Education
Central Office, Pasig, Philippines.

Subject: Request cooperation to collect research data

Mr. Rhyan Malandog is a master student of Faculty of Technical Education, in Educational Technology and Communications, student ID: 116370201009-6 is in the process of conducting a research study for his thesis title "Philippines' Dep-Ed television as supplemental delivery mode during the COVID-19 pandemic: teacher's lesson productions, learner's consumption and parental mediation strategies". Under advice from Assistant Professor Dr. Tiamyod Pasawano is his advisor.

In this regard, we would like to ask for the participation of students and parents in conducting the study. The result of the research study will lead to better understand the effectiveness of watching DepEd TV content and its difference with modular setting during the pandemic.

We look forward to hearing from you soon, if you have any question please do not hesitate to contact us Mr.Rhyan Malandog, e-mail: rhyanpinesmalandog@gmail.com

Yours sincerely,

(Assistant Professor Arnon Niyomphol)
Dean of Faculty of Technical Education

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3 December, 2021

Dear Asst.Prof.Dr.Piyanan Vipahasana Pannim

Subject: Respectfully Requesting for letter of Invitation of Experts for M.Ed.Thesis

I am writing to request your assistance as an honorary external research reviewer in evaluating the research instruments of Mr.Rhyan Malandog, Master of Education Program in Educational Technology and Communications Rajamangala University of Technology Thanyaburi, who has been working on the thesis titled "Philippines' Dep-Ed television as supplemental delivery mode during the COVID-19 pandemic: teacher's lesson productions, learner's consumption and parental mediation strategies". under the supervision of Assistant Professor Dr. Tiamyod Pasawano. In this regard, I would like to request your valuable time to evaluate the research instruments as I strongly believe that your expertise will be of great value in improving the research instruments.

If you have any questions or need further information, please feel free to contact Mr.Rhyan Malandog, on the e-mail: rhyanpinesmalandog@gmail.com or via mobile number +66 0815445575.

Yours sincerely,

(Assistant Professor Arnon Niyomphol)
Dean of Faculty of Technical Education

MHESI 1501.12/2021

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3 December, 2021

Dear Dr.Darunwan Kaewnunuan

Subject: Respectfully Requesting for letter of Invitation of Experts for M.Ed.Thesis

I am writing to request your assistance as an honorary external research reviewer in evaluating the research instruments of Mr.Rhyan Malandog, Master of Education Program in Educational Technology and Communications Rajamangala University of Technology Thanyaburi, who has been working on the thesis titled "Philippines' Dep-Ed television as supplemental delivery mode during the COVID-19 pandemic: teacher's lesson productions, learner's consumption and parental mediation strategies". under the supervision of Assistant Professor Dr. Tiamyod Pasawano. In this regard, I would like to request your valuable time to evaluate the research instruments as I strongly believe that your expertise will be of great value in improving the research instruments.

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Yours sincerely,

(Assistant Professor Arnon Niyomphol)
Dean of Faculty of Technical Education

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3 December, 2021

Dear Dr.Anuwat Wattanapitchayakul

Subject: Respectfully Requesting for letter of Invitation of Experts for M.Ed.Thesis

I am writing to request your assistance as an honorary external research reviewer in evaluating the research instruments of Mr.Rhyan Malandog, Master of Education Program in Educational Technology and Communications Rajamangala University of Technology Thanyaburi, who has been working on the thesis titled "Philippines' Dep-Ed television as supplemental delivery mode during the COVID-19 pandemic: teacher's lesson productions, learner's consumption and parental mediation strategies". under the supervision of Assistant Professor Dr. Tiamyod Pasawano. In this regard, I would like to request your valuable time to evaluate the research instruments as I strongly believe that your expertise will be of great value in improving the research instruments.

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Yours sincerely,

(Assistant Professor Arnon Niyomphol)
Dean of Faculty of Technical Education

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3 December, 2021

Dear Asst.Prof.Dr.Nattakorn Papan

Subject: Respectfully Requesting for letter of Invitation of Experts for M.Ed.Thesis

I am writing to request your assistance as an honorary external research reviewer in evaluating the research instruments of Mr.Rhyan Malandog, Master of Education Program in Educational Technology and Communications Rajamangala University of Technology Thanyaburi, who has been working on the thesis titled "Philippines' Dep-Ed television as supplemental delivery mode during the COVID-19 pandemic: teacher's lesson productions, learner's consumption and parental mediation strategies". under the supervision of Assistant Professor Dr. Tiamyod Pasawano. In this regard, I would like to request your valuable time to evaluate the research instruments as I strongly believe that your expertise will be of great value in improving the research instruments.

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Yours sincerely,

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Dean of Faculty of Technical Education

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3 December, 2021

Dear Asst.Prof.Direk Akkahard

Subject: Respectfully Requesting for letter of Invitation of Experts for M.Ed.Thesis

I am writing to request your assistance as an honorary external research reviewer in evaluating the research instruments of Mr.Rhyan Malandog, Master of Education Program in Educational Technology and Communications Rajamangala University of Technology Thanyaburi, who has been working on the thesis titled "Philippines' Dep-Ed television as supplemental delivery mode during the COVID-19 pandemic: teacher's lesson productions, learner's consumption and parental mediation strategies". under the supervision of Assistant Professor Dr. Tiamyod Pasawano. In this regard, I would like to request your valuable time to evaluate the research instruments as I strongly believe that your expertise will be of great value in improving the research instruments.

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Yours sincerely,

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Dean of Faculty of Technical Education

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3 December, 2021

Dear Dr.Kittisak Paen-Ngam

Subject: Respectfully Requesting for letter of Invitation of Experts for M.Ed.Thesis

I am writing to request your assistance as an honorary external research reviewer in evaluating the research instruments of Mr.Rhyan Malandog, Master of Education Program in Educational Technology and Communications Rajamangala University of Technology Thanyaburi, who has been working on the thesis titled "Philippines' Dep-Ed television as supplemental delivery mode during the COVID-19 pandemic: teacher's lesson productions, learner's consumption and parental mediation strategies". under the supervision of Assistant Professor Dr. Tiamyod Pasawano. In this regard, I would like to request your valuable time to evaluate the research instruments as I strongly believe that your expertise will be of great value in improving the research instruments.

If you have any questions or need further information, please feel free to contact Mr.Rhyan Malandog, on the e-mail: rhyanpinesmalandog@gmail.com or via mobile number +66 0815445575.

Yours sincerely,

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Dean of Faculty of Technical Education

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3 December, 2021

Dear Asst.Prof.Dr.Ruaysap Detchaisri

Subject: Respectfully Requesting for letter of Invitation of Experts for M.Ed.Thesis

I am writing to request your assistance as an honorary external research reviewer in evaluating the research instruments of Mr.Rhyan Malandog, Master of Education Program in Educational Technology and Communications Rajamangala University of Technology Thanyaburi, who has been working on the thesis titled "Philippines' Dep-Ed television as supplemental delivery mode during the COVID-19 pandemic: teacher's lesson productions, learner's consumption and parental mediation strategies". under the supervision of Assistant Professor Dr. Tiamyod Pasawano. In this regard, I would like to request your valuable time to evaluate the research instruments as I strongly believe that your expertise will be of great value in improving the research instruments.

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Yours sincerely,

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3 December, 2021

Dear Asst.Prof.Dr.Setthachai Chaisanith

Subject: Respectfully Requesting for letter of Invitation of Experts for M.Ed.Thesis

I am writing to request your assistance as an honorary external research reviewer in evaluating the research instruments of Mr.Rhyan Malandog, Master of Education Program in Educational Technology and Communications Rajamangala University of Technology Thanyaburi, who has been working on the thesis titled "Philippines' Dep-Ed television as supplemental delivery mode during the COVID-19 pandemic: teacher's lesson productions, learner's consumption and parental mediation strategies". under the supervision of Assistant Professor Dr. Tiamyod Pasawano. In this regard, I would like to request your valuable time to evaluate the research instruments as I strongly believe that your expertise will be of great value in improving the research instruments.

If you have any questions or need further information, please feel free to contact Mr.Rhyan Malandog, on the e-mail: rhyanpinesmalandog@gmail.com or via mobile number +66 0815445575.

Yours sincerely,

(Assistant Professor Arnon Niyomphol)
Dean of Faculty of Technical Education

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3 December, 2021

Dear Asst.Prof.Sungwan Tukpimai

Subject: Respectfully Requesting for letter of Invitation of Experts for M.Ed.Thesis

I am writing to request your assistance as an honorary external research reviewer in evaluating the research instruments of Mr.Rhyan Malandog, Master of Education Program in Educational Technology and Communications Rajamangala University of Technology Thanyaburi, who has been working on the thesis titled "Philippines' Dep-Ed television as supplemental delivery mode during the COVID-19 pandemic: teacher's lesson productions, learner's consumption and parental mediation strategies". under the supervision of Assistant Professor Dr. Tiamyod Pasawano. In this regard, I would like to request your valuable time to evaluate the research instruments as I strongly believe that your expertise will be of great value in improving the research instruments.

If you have any questions or need further information, please feel free to contact Mr.Rhyan Malandog, on the e-mail: rhyanpinesmalandog@gmail.com or via mobile number +66 0815445575.

Yours sincerely,

(Assistant Professor Arnon Niyomphol)
Dean of Faculty of Technical Education

APPENDIX B

The example of children's Dep-Ed Television

Figure appB.1 title of opening children's Dep-Ed Television

Figure appB.2 teddy tell story about history and Tagalog language

Figure appB.3 animation explain a detail of Tagalog language

Figure appB.4 short cut to be real actors playing

Figure appB.5 insert a documentary survivor into the ocean

Figure appB.6 summarize from announcer about create program for children

APPENDIX C

Sample In-Depth Interview Guide Questions for Teacher-Broadcaster

Sample In-Depth Interview Guide Questions for Teacher-Broadcaster

Background Question

1. Provide details about your teaching background?
   1.1 Years in Profession
   1.2 Subject Matter
   1.3 School
2. As Teacher-Broadcaster what are your primary task in Dep-Ed TV?
3. Prior to the involvement of Dep-Ed TV do you have background in TV production?

Processes, Strategies and Challenges

1. In pre-production stage of Dep-Ed TV, what are the things you need to prepare as Teacher-Broadcaster?
2. Do you have proper training in TV scriptwriting and broadcasting?
3. How you translate your lesson to TV script?
   3.1 What are the differences between lesson plan and TV script?
   3.2 What are the thing you need to consider in writing your lesson for TV?
4. What are the differences between a teacher in face to face set-up and Teacher-Broadcaster?
5. What are the strategies you created in implementing your lesson using Television as your platform?
6. What are the challenges you encountered as Teacher-Broadcaster?

Exit Question:

1. Do you want to share additional idea or information?

Sample In-Depth Interview Guide Questions for Elementary Learner

Background Question

1. Provide details about your educational background?
   1.1 Year level
   1.2 School

Dep-Ed TV Consumption

1. What is the learning delivery mode you are enrolled to?
   1.1 Online Learning
   1.2 Modular
2. What are the challenges you are encountering in the new delivery mode?
3. Did your teacher encourage you to watch Dep-TV?
   3.1 Provide list of schedule
   3.2 Regular Monitoring
4. Do you watch Dep-Ed TV?
   4.1 Provide your schedule time of viewing
   4.2 Do you watch Dep-Ed TV regular basis?
   4.3 Do you watch Dep-Ed TV with companion?
      4.3.1 Siblings
      4.3.2 Parents
      4.3.3 Others
   4.4 Can you tell me what is your parent doing while you are watching Dep-Ed TV
   4.5 Do your parents provide you a schedule in watching Dep-Ed TV?
   4.6 Do your parents always remind you to watch Dep-Ed TV?
5. How Dep-Ed TV help you in your lesson?

Exit Question:

1. Do you want to share additional idea or information?

Sample In-Depth Interview Guide Questions for Elementary Learner

1. What is the role you are playing on the studies of your children?
   1.1 Can you describe the studies and study habits of your children?
   1.2 Based on your experience, what are the things that you can provide to improve your children's studies?
2. Do you encourage your children to watch Dep-Ed TV?
   2.1 Do you provide a schedule plan for the Dep-TV viewing of your student?
   2.2 Do you always remind your children to watch Dep-Ed TV?
   2.3 Do you watch Dep-Ed TV with your children?
      2.3.1 If yes, do you provide additional information regarding the lesson being discussed in Dep-Ed TV?
      2.3.2 If no, how do you make sure that your children understand the lesson being presented in Dep-Ed TV?
3. How Dep-Ed TV help your children in their studies?

Exit Question:

1. Do you want to share additional idea or information?

Biography

Name - Surname	Mr. Rhyan P. Malandog
Date of Birth	December 5, 1989
Address	Ph 9, Pkg 5, Blk 63, Lot 34, Bagong Silang Caloocan City, Metro Manila, Philippines
Education	Bachelor in Broadcast Communication Polytechnic University of the Philippines Sta. Mesa, Manila, Philippines
Experience Work	
2021 - Present	Assistant Program Director, Anchor and Host DZUP 1602 khz, Department of Broadcast Communication, College of Mass Communication University of the Philippines Diliman
2020 - 2022	Program Coordinator Bachelor of Arts in Communication University of Caloocan City
2017 - Present	Faculty Member / Instructor III Languages and Communication Department College of Liberal Arts and Sciences University of Caloocan City
2018 - 2020	Teaching Fellow Eugenio Lopez Jr. Center for Media Arts Senior High School, Quezon City, Philippines
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