



Multimedia-Based Instructional Materials and Students' Learning Achievement in Literature

Crispher P. Manginyog, MAT¹, Cristobal M. Ambayon, EdD²

¹Teacher III, Telfas National High School, Brgy. Telfas, Columbio, Sultan Kudarat

²Associate Professor V, Sultan Kudarat State University, ACCESS, EJC Montilla, Tacurong City
cristobalambayon@sksu.edu.ph and jophkris_01@yahoo.com

Received: 02 Nov 2024; Received in revised form: 01 Dec 2024; Accepted: 07 Dec 2024; Available online: 17 Dec 2024

©2024 The Author(s). Published by Infogain Publication. This is an open-access article under the CC BY license
(<https://creativecommons.org/licenses/by/4.0/>).

Abstract— *Multimedia-based Instructional Material nowadays become teachers' ultimate equipment to stimulate learner's interest. This descriptive-correlational study investigates the impact of Multimedia-Based instructional materials on students' learning achievement in Literature. The evaluation encompasses experts' assessments of Podcast Instructional Material, PowerPoint Video Material, and Digital Modular Material, focusing on content, relevance, visual appeal, and instructional quality. Additionally, it examines learning achievement in Literature of the Grade 9 students of Telfas National High School, their pre-test and post-test results among control and experimental groups using various multimedia approaches, including Podcast Instructional Material, PowerPoint, and Video Presentation were tested. Findings reveal high-quality Multimedia-Based Instructional Materials, with the Podcast Instructional Material, PowerPoint Video Material, and Video Presentation receiving commendable ratings across evaluated dimensions. Pre-test results indicate students' literary achievements below expectations, with post-test outcomes varying across experimental groups, ranging from fairly satisfactory to very satisfactory. Moreover, significant disparities exist between pre-test and post-test results among control and experimental groups, underscoring the efficacy of multimedia-based approaches. The study concludes that Multimedia-Based Instruction Materials, including Podcast, PowerPoint, and Video Presentation, significantly enhance students' literature achievement. Overall, this research highlights the effectiveness of integrating multimedia resources such as Podcasts, PowerPoint, and Video Presentations in literature education. The findings underscore the potential of multimedia-based approaches to elevate learning outcomes and improve students' engagement and understanding in Literature instruction. Consequently, educators and curriculum developers are encouraged to consider multimedia resources as valuable tools for enhancing learning experiences and promoting academic success in literary studies.*



Keywords— *Multimedia instructional materials, podcast, powerpoint and video presentations, learning achievement, literature class*

I. INTRODUCTION

Learning in recent times has become more complicated. If we try to look back decades ago, learners greatly differ. Before, Students had a longer attention span to listen to teachers' delivery, while the present learners were frequently distracted. In the invasion of the technological world, educators were having difficulty competing against gadgets for their focus. As a part of the

educational arena, the researcher has observed that nowadays, learners are hooked more on their visual skills.

Educational technologists nowadays commonly discuss how multimedia works (Hilal et al., 2015). The impact of education and classroom activities are reinforced and enhanced by it. New information resources like podcasts, blogs, and streaming video and audio are employed to effectively illustrate concepts to our students and reinforce media literacy skills. It was anticipated that

the new technology would shift the focus of learning and teaching from being heavily teacher-dominated to student-centered, allowing students to improve their higher-order thinking talents, such as problem-solving, communication, creativity, and information processing. However, there is little empirical evidence to back up these assertions (Guri-Rosenblit, 2009). Education is coping with a new phenomenon that does not yet have recognized bounds. A variety of terms used to describe the nature of new technologies in learning environments, some research findings that are frequently incongruent, and a lack of consolidation of the numerous findings into a coherent conceptual, theoretical framework are all indications of the multi-based learning field's immaturity.

Moreover, 90% of students worldwide have been impacted by the COVID-19 pandemic, making it one of the largest educational interruptions in history (UNESCO, 2020). Many nations have resorted to online distance learning to guarantee that learning never ends. Learning achievement also significantly influences one's achievement in school. The DepEd bid it as one of the bases for skills an individual can acquire in the educational process wherein a learner must master. Student accomplishments are a doorway for all learners to access other learning areas since a learner who struggles with reading may struggle with other subjects. Studies have indicated numerous explanations for the variations in learners' success levels. According to Luz (2007), many Filipino students lack the reading habits necessary for learning.

Learning achievement among learners in the present was deteriorating since they were more disturbed, and teachers of Telafas National High School utilized some learning aids to catch their attention and to strengthen their understanding of the topic, which can enhance their academic achievements (Tomas et al., 2021). The different research dealing with learning achievement, achievement, and development forms vary across rural and urban schools (Johnson et al., 2021), and absenteeism (Santibanez et al., 2021) generally affects student results. It is made worse by the country's paradoxical, high-cost yet sluggish speed internet connectivity, as well as the transition to distant education modalities over self-learning modules and classrooms conducted online. Though many researchers attempt to explore the factors that intervene in learning achievement, very few, if none, can focus on the utilization of multimedia in intensifying the students' learning achievements. Looking at the scenario mentioned above, the researcher as a language educator was also disturbed, for almost all of them carry out challenges on the field. Many had tried to respond to the DepEd's challenge to elevate academic achievements among learners, and Grade 9 students of Telafas National High School were included.

The researchers, on the other hand, came up with instructional strategies that aid them in this venture, and this was through the use of multimedia instructions, which was tested in this study and its impact on student's learning achievements.

Statement of the Problem

The study identified the effect of employing Multimedia-Based Instructional Materials (MBIMs) and Students' Learning Achievement in Literature. It answered the following questions:

1. What is the level of content experts' evaluation of MBIMs, specifically, Podcast IMs, PowerPoint IMs, and Video Presentation IMs in terms of:
 - 1.1. content;
 - 1.2. relevance;
 - 1.3. visual appeal; and
 - 1.4. instructional quality?
2. What is the level of students' learning achievement in the pretest and posttest results among the control and experimental groups using :
 - 2.1. Conventional Teaching for the Control Group;
 - 2.2. Podcast IMs for Experimental Group 1;
 - 2.3. Powerpoint IMs for Experimental Group 2; and
 - 2.4. Video presentation IMs for Experimental Group 3?
3. What are the mean gain scores of the control and experimental groups in their pretest and posttest?
4. Is there a significant difference in the pretest and posttest results on students' learning achievement of the control group and experimental groups using MBIMs, particularly Podcast Instructional Material, PowerPoint, and Video Instructional Material?

II. METHODOLOGY

Research Design

In this study, the experimental research design was adopted. It evaluated how multimedia-based training affected the student's academic performance. Blakstad (2008) defines the experimental method as a systematic, scientific approach to research in which the investigator modifies one or more variables while monitoring and measuring any changes in the other variables. Using podcasts, PowerPoint presentations, and video

presentations, the experimental group received instruction differently.

Locale of the Study

This study was conducted at Telafas National High School, Barangay Telafas, Columbio, Sultan Kudarat. Telafas National High School is established on January 01, 2002 is a public high school located in Columbio, Province of Sultan Kudarat, Region XII-SOCCSKSARGEN.

Participants of the Study

The researchers utilized the four sections of Grade 9 students of Telafas National High School as respondents of this study. It included 40 Xenon students, 37 Argon students, 37 Neon students and 38 Krypton students, a total of 152 Grade 9 students, who were enrolled during the school year 2023-2024. The student-participants were homogenously selected with common attributes. Primarily, all participants were Grade 9 students simultaneously and were enrolled in Telafas National High School for the school year 2023-2024. Their age ranged from fifteen to seventeen years old. Student's average in all sections was evenly distributed to each section, and each group was composed of students with low, average, and high-performing students. This study also involved three (3) language experts, such as a Master Teacher in English and an English teacher with a Master of Arts in Teaching major in English, to validate the contents of the MBIMs used in the study. In addition, two (2) experts in Information Technology, such as a teacher with NC 2 certification in Computer Application and a School Information Technology Coordinator, validated the MBIMs to be used in the study.

Sampling Technique

Total enumeration was utilized in this study, wherein the researcher used all 152 Grade 9 students of Telafas National High School. Since the Grade 9 students of the participating school have four sections, namely Xenon, Krypton, Argon, and Neon, and were being sectioned heterogeneously, the researcher utilized them all for this best suit the whole duration of the conduct of the experimental study without disturbing their other classes.

Research Instrument

The researcher used the information from the teachers' learning guides and learner's material for English grade 9 lessons from the material issued by Almonte et al. (2014) of the DepEd Central Office. First Edition, A Journey Through Anglo-American Literature, English Learner's Material, thoroughly chosen and modified. Primarily, the researcher compiled 5 lessons from the Grade 9 learning materials and made a 10-item test that served as the pretest and posttest materials. Results represented the

learning achievement in literature. Specifically, a total of 50-item tests composed of different test types (please refer to Appendix G for test items), which was used in the pretest and posttest that measured the student's achievement in Anglo-American Literature in all experimental groups and was interpreted using the data below based on DepEd Order No. 8 s. 2015.

Grading Scale	Description
90 – 100	Outstanding (O)
85 – 89	Very Satisfactory (VS)
80 – 84	Satisfactory (S)
75 – 79	Fairly Satisfactory (FS)
Below 75	Did Not Meet Expectations (DNME)

The researchers presented the lessons using MBIM tools such as Podcast, MS PowerPoint and Video Presentations, and Digital Modular containing similar contents to the lesson. A panel of experts validated All MBIMs regarding relevance, visual appeal, and interest-proving features using a 5 5-point Likert scale. It was rated using the given scale below.

Scale	
5	Excellent Quality
4	High Quality
3	Moderate Quality
2	Less Quality
1	Least Quality

Statistical Treatment

The information gathered by the researcher was analyzed using frequency count, mean, t-test, and f-test. Frequency count and mean describe the pretest and posttest results among three experimental groups from Grade 9 classes (Xenon, Krypton, Argon, and Neon). F-test (ANOVA) was used to determine the significant difference among the MBIMs, specifically the Podcast, PowerPoint and Video Presentation, and Digital Modular instructional materials, test results among the Grade 9 students of Telafas National High School. Lastly, a t-test was used to test the significant relationship between content experts' evaluations and the student's learning achievement in the experimental group at a 0.05 significance level.

III. RESULTS AND DISCUSSION

Level of Evaluation of the Instructional Materials

The instructional quality, content, acceptability, and relevance of the learning module were validated by the experts and were determined and interpreted.

Table 1. Summary of the Grand Mean Ratings of Podcast Instructional Material

No	Indicators	Mean	SD	Verbal Description
1	Content	4.06	0.44	High Quality
2	Relevance	4.06	0.40	High Quality
3	Visual Appeal	4.10	0.27	High Quality
4	Instructional Quality	4.08	0.48	High Quality
Overall Mean		4.08	0.40	High Quality

Table 1 demonstrates the level of evaluation of the podcast instructional material across various indicators, including content, relevance, visual appeal, and instructional quality. The mean score for content evaluation is 4.06, with a standard deviation of 0.44, indicating a high level of satisfaction with the content provided in the podcast instructional material. It suggests that respondents find the content comprehensive, informative, and relevant to their needs.

Similarly, the mean score for relevance evaluation is 4.06, with a slightly lower standard deviation of 0.40, indicating that validators perceived the material to be highly relevant to the learning objectives. It implies that the content aligns well with the respondents and addresses pertinent topics. Moreover, the mean score for visual appeal is slightly higher at 4.10, with a lower standard deviation of 0.27, indicating that validators find the visual aspects of the instructional material appealing and engaging. The design, layout, and multimedia elements contribute to the user experience.

Lastly, the mean score for instructional quality is consistent with the overall mean at 4.08, with a standard deviation of 0.48, indicating a very high level of satisfaction with the overall quality of instruction provided in the podcast material. It encompasses various aspects such as clarity, organization, interactivity, and effectiveness of instructional methods.

The evaluation results suggest that the podcast instructional material delivers relevant, visually appealing content and highly instructional quality. These findings validate the effectiveness of using podcasts as an instructional tool in the context of this study.

It supports the claim of Ng'ambi and Lombe (2012) that the use of podcasts in the classroom complements a Constructivist approach, which holds its roots in the theories of eminent scholars such as Dewey, Piaget, and Vygotsky, offering different views on the essence of incorporating active, social and creative aspects of learning.

Table 2. Summary of the Grand Mean Rating of PowerPoint Instructional Material

No	Indicators	Mean	SD	Verbal Description
1	Content	4.18	0.30	High Quality
2	Relevance	4.28	0.35	Excellent Quality
3	Visual Appeal	4.24	0.34	Excellent Quality
4	Instructional Quality	4.28	0.35	Excellent Quality
Overall Mean		4.25	0.34	Excellent Quality

Table 2 presents the results of the evaluation of the PowerPoint instructional material. The validators' excellent insight into the material is indicated by the high mean scores obtained for variables, including relevance (4.28), Instructional Quality (4.28), and Visual Appeal (4.24). The 4.25 overall mean score is additional evidence of the excellent quality of the overall PowerPoint material. On the other hand, the lowest mean is obtained by its Content

(4.18) imploring that the content of the PowerPoint instructional material is of high quality.

These results imply that the content should be presented to meet the audience's requirements and expectations by effectively communicating essential in a visually appealing and instructionally effective way. The excellent results show that the material successfully engages students and is in good alignment with the learning objectives.

The findings of Parang et al. (2019) confirm that using PowerPoint has improved motivation and that technology integration and e-learning are now typical in K–12 education. Even Ibrahim (2018) concluded that PowerPoint presentations are a very effective way to raise

academic achievement in social studies and national studies among students at risk of learning disabilities. As such, they should be included in teacher education programs to help prepare future educators who might work with students who perform poorly academically.

Table 3. Summary of the Grand Mean Rating of Video Presentation Instructional Material

No	Indicators	Mean	SD	Verbal Description
1	Content	4.44	0.45	Excellent quality
2	Relevance	4.56	0.40	Excellent quality
3	Visual Appeal	4.50	0.53	Excellent quality
4	Instructional Quality	4.58	0.46	Excellent quality
Overall Mean		4.52	0.46	Excellent quality

Table 3 presents the evaluation results of video presentation instructional material across four key indicators: Content, Relevance, Visual Appeal, and Instructional Quality. Primarily, the content obtained a mean score of 4.44, indicating that respondents generally rated the content of the instructional material as excellent. The material likely covers relevant topics comprehensively and effectively, providing learners with valuable information and insights. The second indicator, relevance, has a slightly higher mean score of 4.56, indicating that respondents perceived the material to be highly relevant to student's needs and learning objectives and that the instructional material aligns well with the context and goals of the learners, making it more engaging and applicable to their learning experiences.

Moreover, the visual appeal has a mean score of 4.50, indicating that validators found the instructional material's visual elements appealing and engaging. Lastly, instructional quality obtains the highest mean score of 4.58 among the indicators. It suggests that validators find the

overall quality of instruction provided by the material to be excellent and encompasses various aspects such as clarity, effectiveness, and engagement of instructional methods employed in the material.

Further, the overall mean score for all indicators is 4.52, indicating that the video presentation has an excellent quality and perceived effectiveness with the overall instructional material. These findings validate the instructional material's effectiveness in meeting learners' needs and expectations, potentially leading to increased content engagement, comprehension, and retention. The instructional material is a valuable resource for teaching and learning literature, offering a positive and enriching learning experience for students and can improve their achievement.

The claim of Jacobs (2012) supports video use results in student participation in the classroom. Furthermore, studies showed that instructional videos are one effective strategy for enhancing student participation in the school.

Table 4. Level of Students' Learning Achievement in the Pretest among the Control and Experimental Groups

No	Groups	Mean Rating	SD	Verbal Description
1	Control Group	66.97	2.02	Did Not Meet Expectations
2	PowerPoint	66.41	2.13	Did Not Meet Expectations
3	Podcast	66.75	2.21	Did Not Meet Expectations
4	Video Presentation	67.39	1.78	Did Not Meet Expectations

Table 4 presents the results of students' learning achievement in the pretest among different groups: Control Group, PowerPoint, Podcast, and Video Presentation. The results show that all groups scored below expectations, with mean ratings of 66.97, 66.41, 66.75, and 67.39,

respectively. Despite slight mean-score variations, all groups fell under the Did Not Meet Expectations category. It suggests that students' learning achievement in the pretest in all groups is comparable. While the differences in mean scores among the groups are minimal, they indicate that no

particular group stood out significantly better during the pretest.

Results are the manifestation of the stand of Tomas et al. (2021) that learning achievement among

learners in the present is deteriorating since they are more disturbed, and teachers should look and utilize some learning aids to catch their attention and strengthen their understanding of the topic which can improve their achievements academically.

Table 5. Level of Students' Learning Achievement in the Posttest among the Control and Experimental Groups

No	Groups	Mean Rating	SD	Verbal Description
1	Control Group	70.59	4.66	Did Not Meet Expectations
2	PowerPoint	80.76	4.51	Satisfactory
3	Podcast	78.58	5.46	Fairly Satisfactory
4	Video Presentation	85.42	4.44	Very Satisfactory

Table 5 presents the results of students' learning achievement in the posttest in this portion among different groups: Control Group, PowerPoint, Podcast, and Video Presentation. The posttest results reveal notable differences in the mean ratings among the groups, indicating varying levels of learning achievement.

The Control Group, despite showing improvement from the pretest, still fell short of meeting expectations, with a mean rating of 70.59. However, the experimental groups, including PowerPoint (80.76), Podcast (78.58), and Video Presentation (85.42), demonstrated significantly higher mean ratings.

Among these, the Video Presentation group achieved the highest mean rating of 85.42, indicating satisfactory learning achievement in literature. The group also has a denser result being shown by the group's lowest standard deviation of 4.44 compared to the other groups. These results highlight the potential effectiveness of Video Presentation as an instructional method in promoting higher levels of learning achievement among students in literature.

Multimedia learning theory can be used to guide and improve these learning environments through effective instructional message design is visible Mayer, (2019).

Table 6. Results of t-test Analysis between the Pretest and Posttest Scores of all Groups

Groups	Pretest	Posttest	Df	t-stat	p-value
Control Group	66.97	70.59	38	4.52	0.0001
PowerPoint	66.41	80.76	36	17.47	0.0000
Podcast	66.75	78.58	35	10.84	0.0000
Video Presentation	67.39	85.42	35	22.99	0.0000

The results in Table 6 showcase the outcomes of the t-test analysis conducted between all groups' pretest and posttest scores. Results show that all experimental groups, including the PowerPoint, Podcast, and Video Presentation groups' significant improvements in posttest scores are evident. Notably, the Control Group exhibited a moderate increase from a mean pretest score of 66.97 to 70.59 in the posttest, with a t-statistic of 4.52 and a p-value of 0.0001, indicating slight statistical significance.

However, the most evident improvements are observed in the experimental groups utilizing MBIMs. The Podcast group demonstrated significant progress, with posttest mean scores of 78.58 with 0.0000 p-values showing the efficacy of MBIMs in enhancing students' scores. Similarly, the PowerPoint group displayed a substantial

increase from 66.41 in the pretest to 80.76 in the posttest, with a remarkable t-statistic of 17.47 and a p-value of 0.0000, signifying highly significant improvement. Moreover, the Video Presentation group yielded the most substantial improvement in posttest scores, with a mean increase of 18.03 points from the pretest, supported by a notable t-statistic of 22.99 and a p-value of 0.0000. It suggests that video presentations as a pedagogical tool profoundly impact students' literary achievement. Therefore, the null hypothesis is rejected since there is a significant difference in the pretest and posttest results on students' learning achievement of the control group and experimental groups using MBIMs, particularly Podcast, PowerPoint, and Video Instructional Material.

Meanwhile, the findings underscore the importance of employing diverse instructional strategies tailored to different learning styles and preferences, emphasizing the effectiveness of MBIMs in educational settings. It is true in the claim of Kay (2012) that utilizing

supplemental material such as videos increases student engagement. Developing a technique like integrating video clips into MBIM materials promotes effective learning in the learning process.

Table 7. Results of the one-way Analysis of Variance in the Mean Gain Scores of the 4 Groups

<i>Source of Variation</i>	<i>SS</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p-value</i>	<i>F crit</i>
Between Groups	4249.68	3	1416.56	49.49	0.00	2.67
Within Groups	4121.64	144	28.62			
Total	8371.32	147				

Table 7 presents the one-way Analysis of Variance (ANOVA) outcomes to analyze the mean gain scores among the four groups. The results indicate a significant difference in mean gain scores between the groups, as evidenced by a higher F-value of 49.49 and a corresponding p-value of 0.00, which is relatively lower than the set 0.05 statistical significance level.

The between-groups variance ($SS = 4249.68$) significantly outweighs the within-groups variance ($SS = 4121.64$), emphasizing the substantial impact of the MBIMs on the participants' learning outcomes. With a critical F-value of 2.67, the calculated F-value surpasses this

threshold by a significant margin, further supporting the rejection of the null hypothesis. Thus, results reveal a significant difference in the pretest and posttest results on students' learning achievement of the control group and experimental groups using MBIMs, particularly Podcast, PowerPoint, and Videos.

Further, the difference between the sample means of the groups is big enough to be statistically significant. Thus, there is a need for a post hoc analysis. The Tukey's Honestly Significant Difference (HSD) is applied in this case. From the multiple comparisons of means, the table below was derived.

Table 8. Results of Post-Hoc Analysis in the Mean Gain Scores of the 4 Groups

<i>Groups</i>	<i>Mean Gains</i>	<i>F</i>	<i>p-value</i>
Control Group	3.62a	49.49	0.00
PowerPoint	11.83b		
Podcast	14.35b		
Video Presentation	18.03c		

Notes: Means of the same subscript are comparable

Table 8 displays the result of the post-hoc analysis conducted to compare the mean gain scores among the four groups: Control Group, PowerPoint, Podcast, and Video Presentation. The results reveal substantial variations in mean gains across the groups, with statistically significant differences in the F-values and corresponding p-values. Notably, the Control Group exhibits the lowest mean gain score of 3.62, while the PowerPoint, Podcast, and Video Presentation groups show considerably higher mean gains of 11.83, 14.35, and 18.03, respectively.

Furthermore, the post-hoc analysis allows for meaningful comparisons between the groups, revealing notable differences in mean gains that align with the nature of the MBIMs employed. The results emphasize the

effectiveness of MBIMs, particularly video presentations, in fostering deeper understanding and retention of educational content. The increases in mean gain scores from PowerPoint to Podcast to Video Presentation groups highlight the benefits of utilizing MBIMs to engage learners and effectively improve the achievement of students in literature.

The ascending order of mean gains suggests a clear trend wherein MBIMs yield progressively higher improvements in literary achievement compared to conventional instruction in the control group. This is indicative of the statement of Greenberg et al. (2012) that video-based tools enhance students' creativity and teamwork. Access to videos can inspire learners and give

their education a unique setting. Using MBIMs in the classroom has allowed students and teachers to improve self-directed learning. Overall, the results highlight the potential of MBIMs in enhancing learning outcomes and call for further exploration and integration of innovative technologies in educational practices.

IV. CONCLUSIONS

Considering the study's findings, the researcher concluded that Multimedia-Based instructional materials, namely podcasts, PowerPoints, and video presentations used in this study, are of excellent quality in their content, relevance, visual appeal, and instructional quality. The student's achievement in literature during the pretest Did Not Meet Expectations. However, it ends fairly satisfactory and very satisfactory in Podcast, PowerPoint, and Video Presentation respectively. Additionally, the mean gain score of the three experimental groups, showed that the video presentation had a relatively higher gain than Podcast and Powerpoint.

Hence, this study concluded that integrating Multimedia-Based Instruction Materials such as podcasts, PowerPoints, and Video Presentations significantly improved the students' achievement in literature, creating a more welcoming and productive learning environment.

V. RECOMMENDATIONS

Based on the findings of the study, the following recommendations are considered:

1. The content of the Podcast instructional material needs to be further improved by incorporating additional activities or exercises in evaluating the students' learning performance. It provides opportunities for reflective engagement and a more diverse range of exercises for practice sessions, fostering deeper comprehension and active learning.
2. Language teachers may consider utilizing Multimedia-based instructional materials like podcasts, PowerPoints, and Video presentations to improve achievement in literature among students.
3. The school administrators and the DepEd stakeholders may consider means to provide more multimedia materials to language teachers that could be used in learning opportunities.
4. For further study employing Multimedia-based instructional materials, future researchers may correlate it in other learning areas to elicit its impact and be used by teachers of different subjects.

REFERENCES

- [1] Almonte, L., Soliaban, A. C., Flandez, L., Lagustan, N., de Paz-Langutan, H., Malayo, D., Mangaluz, L., Miranda, E. R., Palomar, L., and Barradas-Soriano, G. A., (2014). A Journey Through Anglo-American Literature, DepEd's Instructional Materials Council Secretariat (IMCS), Pasig City, Philippines.
- [2] Blakstad, O. (2008). Experimental Research. Retrieved from: <https://explorable.com/experimental-research>.
- [3] Greenberg, A., Barnett, T. L., & Nicholls, J. A. F. (2007). Teaching experiential learning: Adoption of an innovative course in an MBA marketing curriculum. *Journal of Marketing Education*, 29 (1), 25-33.
- [4] Guri-Rosenblit, S. (2019). Distance Education in the Digital Age: Common Misconceptions and Challenging Tasks. *International Journal of E-Learning & Distance Education (IJDE)*, Volume 23, Issue 2. Canadian Network for Innovation in Education (CNIE), Ottawa, Canada.
- [5] Hilal, A., Amer, F., Suleiman, A. (2015). *The Effectiveness of Multimedia Learning Tools in Education*. King Saud Bin Abdulaziz University for Health Sciences, College of Sciences and Health Profession. Riyadh, Kingdom of Saudi Arabia.
- [6] Ibrahim, I. (2018). *The Effect Of Using Powerpoint Presentations in Academic Achievement of Social and National Studies in The Fifth Grade Students At-Risk For Learning Disabilities*. Department of Special Education, Najran University, Kingdom of Saudi Arabia.
- [7] Jacobs, G. E. (2012). Models of power and the deletion of participation in a classroom literacy event. *Journal of Research in Reading*, 35(4), 353-371.
- [8] Johnson, A., Kuhfeld, M., Soland, J. (2021) [The Forgotten 20%: Achievement and Growth in Rural Schools Across the Nation](#). AERA
- [9] Kay, R. 2012. Exploring the use of video podcasts in education: A comprehensive review of the literature. *Computers in Human Behavior*, 28, 820-831.
- [10] Luz, M. J. (2007). Literature and Literacy: A Nation of Non-Readers. <https://Old.Pcij.Org/Stories/A-Nation-Of-Nonreaders/>
- [11] Mayer, R. E. (2019). Multimedia Instruction. In J. M. Specter (Ed.), *Handbook Of Research On Educational Communications And Technology* (4th Ed). New York, Ny: Springer Science+Business Media.
- [12] Ng'ambi, D., & Lombe, A. (2012). Using Podcasting To Facilitate Student Learning: A Constructivist Perspective. *Educational Technology & Society*, 15(4), 181-192.
- [13] Parang, J., & Mayer, R. E. (2019). Learning Science In Immersive Virtual Reality. *Journal Of Educational Psychology*, 110(6), 785- 797.
- [14] Tomas, M., Villaros, E. And Galman, S. (2021) The Perceived Challenges In Reading Of Learners: Basis For School Reading Programs. *Open Journal Of Social Sciences*, 9, 107-122. Doi: [10.4236/Jss.2021.95009](https://doi.org/10.4236/Jss.2021.95009).
- [15] Santibañez, L. and Guarino, C. (2021). [The Effects of Absenteeism on Academic and Social-Emotional Outcomes: Lessons for COVID-19](#)
- [16] UNESCO. (2020). The state of literacy in the world: Challenges and opportunities. UNESCO Publishing. <https://www.unesco.org/reports/literacy/2020>