Republic of the Philippines
CENTRAL LUZON STATE UNIVERSITY
Science City of Muñoz, Nueva Ecija

UNIVERSITY GENDER AND DEVELOPMENT OFFICE

GAD-RESPONSIVE PROGRAMS, PROJECT AND ACTIVITIES PROPOSAL FORM
(EXTENSION PROJECT)

1. Title	**Gender Differences in Using Social Media as Tool in Teaching Language and Literature**
2. Proponent/s	Daisy O. Casipit, PhD (Project leader) Mercedita M. Reyes, PhD Joan C. Ravago, PhD Sharina Carla S. Merculio, PhD Ms. Evelita V. Cara Mr. Allan Jay A. Esteban Prof. Gina Tagasa Ms. Vanessa B. Morales (Librarian) Mr. Julius Weldon L. Ragasa

3. College/Unit	Department of English and Humanities, College of Arts and Social Sciences

4. Collaborating agencies/offices	University Library

5. Gender issue(s) or mandate(s) to be addressed*	The twenty-first century is characterized by its rapid technological advancement. Our lifestyles and ways of interacting with people have changed significantly as digital technologies turn ubiquitous in our life. The twenty-first century, being described by Castells (2010) as cited by Chu, Reynolds, Tavares, Notari, and Lee (2017), as a period of intense transformation, is an unprecedented era as business operations have become so globalized that core business competencies place greater emphasis on knowledge, mobility, and collaboration. Rapid technological advancement paves the way for social media as an emerging tool for learning and teaching. Recent studies have seen the positive effect of social media as a new platform to improve the learning environment, enhancing interaction, discussion, and sharing of learning resources (Mhorjy et al., 2015). Chen and Bryer (2012) as cited by Mohorjy, Al-Sharqi, and Kutbi (2015) found out that social media, especially Facebook and LinkedIn are used for personal and professional purposes respectively. In addition, academic activities using social media were designed as an informal classroom teaching reinforcement rather than a conventional assessment tool ((Mhorjy et al., 2015). Idemudia, Raisinghani, Adeola, and Achebo (2017) interestingly stated that social media attracts men and women of different ages, educational levels, cultures, among others. However, the study focused on the gender norms that may influence the preference for a particular use of social media, which comes in many interrelated forms, such as blogs, forums, podcasts, photo sharing, social bookmarking, widgets, video, etc. Hence, their study was concentrated on the gender differences relating to the continuance use of social media. Other studies show limited investigations on the impact of social media as a tool in teaching language and literature and concentrated on the most commonly used social media platforms like Facebook. Slim and Hafedh (2019) suggest further investigating the educational use of social media and the formation of a more comprehensive conceptual model, involving other faculties, and maximizing other social media engagements for a more effective learning process. Scant literature was found on gender differences in using social media in teaching language and literature.

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6. Target Beneficiaries	Language and literature teachers and students

7. Total Number of Target Beneficiaries	400 (teachers and students)

8. Period Covered	Month 1 – Month 12 (upon approval)

9. Total Project Cost	Php 277,000.00

9. Rationale (significance with related citations)	The use of social media is considered as a new platform to enhance the delivery of knowledge and improve the learning environment of 21st century learners. With the sudden shift of the education system from the traditional classroom to the new teaching and learning system, flexible learning system, educators need to adapt to the new normal and use all available resources to ensure the continuous delivery of knowledge and instructions.
10. Objectives (at least 3)	1. to provide a platform for the sharing of educational resources on the web that contributes to the accessibility of education, particularly in places and for populations with limited educational means; 2. to serve as a technology-enabled academic cooperation mechanism for the open, noncommercial provision of a broad range of lecture material, textbooks, references and readings, simulations, experimental demonstrations, syllabi, teachers' guides, and other materials for language and literature teaching and learning resources; and, 3. to encourage a culture of flexible and collaborative learning, creativity, and collaboration which are necessary for the current era of dynamic information.
11. Description of the Target Beneficiaries	The target beneficiaries are the CLSU Faculty members who are teaching language and literature and the students who are taking up Bachelor of Arts in Literature and Bachelor of Secondary Education major in English.

(Item with asterisk is required to fill-out. Title must be gender-responsive. The proposal should have a cover letter endorsed by the dean/director and respective vice president)

12. Description of the Target Community (Describe the current situation of the community)	The study will be conducted at Central Luzon State University where faculty members who teach language and literature have not yet developed a website for an online repository of language and literature teaching and learning resources. The website will also be accessible for the students which serve as their e-library.
13. Methodology/Mechanics of the Project/Interventions	The online questionnaire will be produced through Google form, followed by selective interviews with the participants to further understand the results. The questionnaire included background information about the teachers and students, including their gender, training, guidance, and information on how they use social media and open repositories on the web. The online questionnaire will be distributed to all CLSU Faculty members who are teaching language and literature and the students who are taking up Bachelor of Arts in Literature and Bachelor of Secondary Education major in English. After receiving the data and processing it through SPSS (Statistical Package for the Social Sciences), semi-structured interviews will be carried out online to improve understanding of the use of social media and digital repositories as a pedagogical tool in teaching and learning language and literature.

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14. Possible Outcome	To develop a centralized, accessible, and digitized instructional and learning materials in an online repository offer freely and openly for educators, students, and self-learners to use and re-use for teaching, learning and research contribute to the trends of sharing and reusing educational materials and reflect a strategic opportunity to improve the quality of teaching and learning language and literature.
15. Sustainability Plan	Develop a system that manages the access to reusable learning content, store cataloged learning materials and distribute them, and allow sharing and reusing. Portals contain only the meta-data and allow wider use of learning materials developed and stored in digital repositories. These fields describe the material and the possibilities for its use, so that objects may be located using keywords, retrieved, and examined to see whether it suits teachers' and learners' needs. Routine IT management tasks such as backing up digital data are so fundamental to the management of data and learning resources. The development of the requirements specification will be undertaken in consultation with the lead programmers in the collaborative agency/office so that the implementation can be undertaken as soon as is practicable. The proposed project should also support equitable access supported by specific design and usability guidelines that facilitate easier, better and cheaper access, support the personal, institutional and social culture of users, and at the same time conform with the policy and regulatory frameworks of the respective institution.

16. Line Item Budget

Items		Amount
Materials A4 Bond paper (5 reams) Ink (2 bottles black, 3 bottles colored) external driver, computer		Php 5,000.00
Transportation Allowance		Php 6,000.00
Consultancy Service/Web developer/RA		Php 190,000.00
Representation Expenses		Php 6,000.00
Documentation		Php 15,000.00
Publication, Printing and Binding		Php 50,000.00
Incidental Expenses		Php 5,000.00
Total		**Php 277. 000.00**

17. Attachment (e.g. program)	

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Prepared by:

dorasipit

DAISY O. CASIPIT
NAME AND SIGNATURE