EM20 INSTRUCTIONAL MATERIAL

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Title of the Instructional Material

Q.U.E.S.T (Quick Understanding through Engaging Self-paced Tools)

Situation Addressed

This instructional material addresses the challenge of substitute teaching in an unfamiliar class. Student teacher must deliver a tech-enhanced lesson on context clues with limited prep time and no background knowledge of the students' prior tech exposure.

Grade Level and Lesson Focus

The lesson is intended for Grade 7 English learners, with a focus on Vocabulary Development: Context Clues

Learning Competency

The material targets the following competency from the K-12 English Curriculum: EN7V-II-a-7, which states that students should be able to use context clues to determine the meaning of unfamiliar words.

Objectives of the Instructional Material

This instructional material is designed to teach the topic Vocabulary Development: Context Clues through a tech-enhanced lesson that can be delivered with limited preparation time. It aims to meet the learning objectives by offering a structured yet flexible approach to learning. The material also provides an engaging and interactive platform where learners can explore vocabulary development at their own pace. Through the use of guided lessons, interactive activities, and quizzes, the website supports independent learning and enhances understanding by effectively integrating technology into the learning process.

Description of the Material

QUEST is a web-based instructional material specifically designed for self-paced learning, aimed at helping students understand their English lessons. The platform features a user-friendly homepage with intuitive navigation, ensuring easy access for both teachers and learners. At its core, the website offers interactive lessons that include text-based examples, guided practice activities, and quizzes. To accommodate diverse learning styles and maintain engagement, the material integrates multimedia content such as short video lessons that simplify complex concepts. This approach benefits not only visual and auditory learners but also supports those who may struggle with reading long texts. As a flexible tool, QUEST adapts to individual learning needs, making it an effective resource for various types of learners in the classroom.

Mechanics on How to Use the Material

For Teachers:

1. Open the QUEST platform using a web browser.
2. Provide the learners with the correct URL or launch the offline version using a USB drive.
3. Assist the learners with initial navigation, especially in using the drop-down menu that organizes the sequence of the lesson components.

4. Explain the structure of the lesson: it includes the Preliminary Activity, Discussion/Lesson (with options for either a PowerPoint presentation or a video lesson), Application Activity (with rubrics provided), Quiz, and Assignment.
5. Set expectations regarding the duration of each section and monitor learners' progress throughout the session.

For Learners:

1. Access the QUEST platform through the link provided by your teacher.
2. Begin with the Preliminary Activity to activate prior knowledge and introduce the topic.
3. Proceed to the Discussion/Lesson section. It has two option you may view the PowerPoint presentation or watch the video lesson.
4. Engage in the Application Activity to apply what you have learned. Make sure to review the rubrics provided on the website, which will guide how your output will be assessed.
5. Take the Quiz to check your understanding of the lesson content.
6. Complete the Assignment as a follow-up task and submit it according to your teacher's instructions.
7. Review the feedback provided, and revisit any sections as needed to improve your understanding.

Tools/Platforms Required:

Website platform: Google Chrome, Safari

Devices: Smartphone, tablet, or personal computer

Justification and Rationale

The development of QUEST (Quick Understanding through Engaging Self-paced Tools) as an instructional material is anchored on strong theoretical and pedagogical foundations that support effective, modern learning. It primarily draws from the Constructivist Learning Theory, which proposes that learners construct their own understanding and knowledge of the world through experiences and reflection. In QUEST,

this theory is applied through interactive modules that require learners to actively engage with examples, exercises, and assessments, allowing them to discover the meaning of unfamiliar words using context clues. This process promotes deeper comprehension rather than rote memorization.

Moreover, QUEST addresses the Department of Education's (DepEd) ongoing advocacy for digital transformation in classrooms by integrating technology that enhances accessibility, engagement, and learner autonomy. In today's digital age, students must be equipped with 21st-century skills—such as critical thinking, information literacy, and the ability to learn independently. QUEST helps develop these skills through its user-friendly, self-paced platform, which empowers learners to take charge of their own learning journey.

The use of multimedia in QUEST is based on Mayer's Cognitive Theory of Multimedia Learning, which suggests that people learn more effectively from words and visuals than from words alone. By incorporating videos, illustrations, and interactive exercises, QUEST leverages both visual and auditory channels, making abstract concepts like types of context clues easier to grasp and retain. This not only enhances understanding but also accommodates diverse learning styles.

By enabling learners to control the pace and sequence of their learning, "QUEST" supports both autonomy and competence, which are essential for motivation and deep learning. Therefore, QUEST is not just a digital learning material; it is a carefully designed educational tool that supports active learning, cognitive development, digital literacy, and inclusivity making it highly suitable for 21st-century learners in varied classroom situations.

Review of Related Literature and Studies

In the 21st century, the integration of digital technology into education has significantly transformed traditional teaching methods into more interactive, accessible, and student-centered approaches. Among the most influential developments in this paradigm shift are e-learning platforms and web-based educational tools that promote personalized instruction and self-paced learning. These innovations support learners in

developing essential 21st-century skills such as digital literacy, self-regulation, and independent study.

Hoppe (2021) emphasized that the rapid evolution of digital technologies—driven by machine learning and advanced computing—has led to practical applications in daily life, including the educational domain. Similarly, Yadav (2020) noted that these technologies, initially designed for technical fields such as healthcare and e-commerce, now contribute to the creation of engaging and adaptive educational platforms tailored to the diverse needs of learners.

Moreover, interactive learning tools have gained popularity in educational settings. These tools often feature multimedia content, gamified environments, and flexible navigation systems that empower learners to control the pace and direction of their studies. Platforms like Kahoot!, Classcraft, and other web-based instruction models enhance motivation and understanding (Smith, 2023). These platforms clearly demonstrate how technology supports individualized learning paths, even without relying heavily on artificial intelligence.

In addition, several studies indicate that the structure and quality of digital platforms play a crucial role in learner engagement. Muqtadiroh et al. (2020) identified responsiveness, reliability, assurance, and quality content as significant factors influencing students' willingness to use digital tools. Likewise, Malanga et al. (2021) affirmed that accessibility and ease of navigation significantly increase student interaction with online educational materials.

Furthermore, effective content delivery is essential. Ferrario (2024) argued that clarity and simplicity in instructional language promote comprehension and sustained attention. Correspondingly, Alterkait et al. (2024) emphasized that content should be relevant, accurate, and easily digestible to optimize user satisfaction and educational effectiveness. Likewise, Visual design is another important component. Studies by Check N Click (2023) and Simpl4all (2022) highlighted that appropriate typography, spacing, and color schemes improve readability and user experience, helping learners remain focused without experiencing cognitive overload. These features are notably integrated into the design of the web-based platform QUEST.

Local studies support these findings, highlighting the relevance and effectiveness of digital instructional materials within the Philippine educational context. For instance, Reyes (2019) conducted a study on junior high school students and found that the use of digital platforms significantly enhanced vocabulary acquisition. The study emphasized that students exposed to digital tools with interactive features and multimedia elements showed higher improvement in word retention and usage, compared to those who relied solely on traditional classroom instruction. On the other hand, De Jesus (2021) explored the impact of well-structured and engaging digital learning materials in various public schools and reported a marked increase in both student engagement and academic performance.

Overall, these studies form a solid foundation for the development of QUEST (Quick Understanding through Engaging Self-paced Tools), a web-based platform specifically created to support vocabulary instruction and foster independent learning. By integrating user-friendly design with evidence-based educational strategies, QUEST supports vocabulary development, nurtures learner autonomy, and responds to the evolving needs of 21st-century learners.

Anticipated Challenges and Solutions

One of the primary challenges anticipated in implementing Q.U.E.S.T is limited internet access, especially in remote or under-resourced areas. To address this issue, the material has been designed with an offline version that can be deployed using USB flash drives or hosted locally through a server, ensuring that connectivity does not hinder student learning. Another foreseeable challenge is the unfamiliarity of some learners and possibly teachers with digital tools. To ease the transition, the interface is simplified with visual cues and step-by-step instructions. Additionally, sustaining student engagement can be difficult if the material becomes repetitive or lacks stimulation. To counter this, QUEST integrates quizzes and vibrant visual elements to sustain attention and participation of the students. Lastly, given the time constraints often faced by teachers or in shortened class periods, the material’s modular structure allows it to be used flexibly, whether in parts or as a complete lesson, making it adaptable to various classroom contexts.

Evaluation Plan

To evaluate the effectiveness of QUEST, the platform includes a built-in quiz that students take after completing the lesson. This quiz is designed to assess their understanding of the of the topic. It also provides immediate, automated feedback, allowing learners to recognize and correct their misconceptions right away. This instant response system supports formative assessment while also encouraging self-reflection and active learning. This multifaceted approach ensures that assessment remains ongoing, relevant, and aligned with the learning objectives of the material.

Recommendations

Teachers using “Q.U.E.S.T.” should review the material beforehand to ensure smooth facilitation. It is ideal for use during independent seatwork, remediation, or as a supplementary module for asynchronous classes. It is recommended that schools support the use of such instructional materials by ensuring that the minimum technological requirements are met. For future improvements, the website may include features such as voice-over instruction, a note-taking option, a built-in dictionary, and a translation feature.

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