

SCHOOLS DIVISION OFFICE OF NAVOTAS CITY

Bagumbayan Elementary School Compound
M. Naval St., Sipac-Almacen, Navotas City
Telephone Number: 83327764/83555032/82755239/83327985/

Website: depednavotas.ph / Email: navotas.city@deped.gov.ph / Facebook: DepEd Division of City Schools, Navotas

THE USE OF ZOOM ANNOTATION: A TOOL FOR INTERACTIVE PARTICIPATION AND ENGAGEMENT TO IMPROVE LEARNING OUTCOMES OF GRADE ONE PUPILS OF WAWA ELEMENTARY SCHOOL

Ms. Arlyn H.Garcia | Mrs. Carol Grace G. Ricacho | Mrs. Elsa C. Belmonte

ABSTRACT

This study aimed to increase the active participation and engagement of grade one pupils in online learning using ZOOM Annotation. A Quasi-experimental research design was utilized in this study. Forty grade one pupils were divided into two groups and were randomly selected and assigned as experimental and control groups. Formative test and Integrative Assessment scores were used in measuring pupils' academic performance. The experimental group received instruction using the online teaching approach using Zoom Annotation, whereas the control group underwent the same pacing and lesson content using just the online teaching approach. Based on the data gathered from the formative test and Integrative Assessment scores of the group, pupils' academic performance has increased after consistently subjecting them to the use of Zoom annotation during online class compared to the group which did not use the tool. Thus, the use of Zoom Annotation is a significant tool to promote interactive participation and engagement that help improve the academic performance of grade one pupils of Wawa Elementary School

Key Concepts: Learning Outcome, Interactive Participation, Zoom Annotation

INTRODUCTION

When the pandemic forced educators to change the way they deliver lessons, virtual learning platforms became the solution for administering lessons and sending out learning materials. Online platforms became drivers of growth and innovation. It supports so many of our daily activities and became an important tool in delivering learning in this time of pandemic. One of the most used platforms is the Zoom Cloud Application.

Based on the level of progress and achievement of grade 1 pupils last year, descriptor shows that 58% of learners received a satisfactory grade, 24% got a very satisfactory grade, and only 17% received an outstanding grade. Despite of the passing grades that learners received, we cannot ignore the fact that these learners who received a satisfactory passing grade can be more excellent in their studies. Some of the problems that can be linked to this are the lack of motivation and interest in online class. Primary pupils are known to have a short span of attention and to keep them active and engaged is to expose them to interactive activities. Hattie (2009) concluded that "responses was one of the most important success factors" (p. 173).

The use of technology has created an impact and a better classroom environment for the learners of the 21st century. A video teleconferencing app such as Zoom tended to be one of the most apparent ways of offering a virtual face-to-face experience to pupils. thus, to improve learning outcomes of selected Grade One pupils, the researchers used the Zoom application and explore the use of its features, the Zoom annotation, to create fun and exciting interactive activities.

STATEMENT OF THE PROBLEM

This research aimed to improve the learning outcomes of selected Grade 1 pupils by using the Zoom annotation in teaching-learning process at Wawa Elementary from December 2021 to the 1st week of January 2022 of the school year 2021 – 2022.

Specifically, this study sought to answer the following:

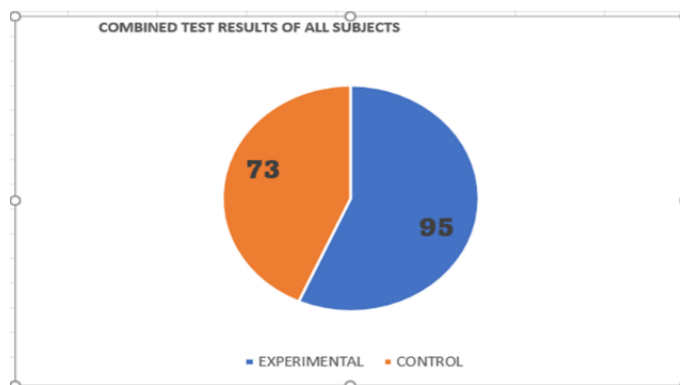
1. How effective is zoom annotation tool in synchronous learning?
2. What support can Zoom annotation provide for the active participation of learners?
3. Does the use of Zoom annotation provide meaningful learning to pupils?

METHODOLOGY

The quasi-experimental design was utilized in this study. Forty (40) Grade one pupils divided into two groups were assigned as experimental and control groups. Both groups underwent lesson discussions during online classes. Zoom annotation tool was used for the experimental group while conventional teaching approach was used for the control group. The grades and scores acquired by the pupils in Integrative Assessment and formative test were analyzed and used to compare the performance of the two groups.

RESULTS AND DISCUSSIONS

	EXPERIMENTAL	CONTROLLED	EXPERIMENTAL	CONTROLLED	EXPERIMENTAL	CONTROLLED	EXPERIMENTAL	CONTROLLED	EXPERIMENTAL	CONTROLLED	EXPERIMENTAL	CONTROLLED						
1	10	7	10	10	7	9	7	10	7	10	5	10	7					
2	10	8	10	10	8	9	8	10	8	10	5	10	8					
3	10	9	10	10	8	10	7	10	6	10	6	10	8					
4	10	7	10	10	5	10	7	10	7	10	7	10	7					
5	9	8	9	8	8	9	8	9	8	9	5	9	8					
6	10	6	10	6	10	6	10	6	10	6	6	9	6					
7	8	8	8	8	8	8	6	8	6	8	6	8	6					
8	9	8	8	8	8	8	5	8	7	9	7	9	8					
9	9	8	9	8	9	8	9	8	9	8	7	9	8					
10	10	8	10	8	10	8	10	8	10	6	8	8	8					
11	10	9	10	9	10	9	10	6	9	6	10	9	9					
12	10	9	10	6	10	9	10	9	10	6	10	9	9					
13	10	8	10	7	10	8	9	6	10	7	10	8	8					
14	9	8	9	8	9	5	9	6	9	5	9	8	8					
15	10	7	10	7	10	7	8	7	10	7	10	7	7					
16	10	9	10	9	10	9	9	6	10	9	10	5	5					
17	10	8	9	8	9	8	9	8	9	6	9	8	8					
18	10	8	10	8	10	8	10	5	10	6	10	6	6					
19	10	9	10	9	10	9	10	9	10	9	10	5	5					
20	10	9	9	5	9	9	9	5	9	9	9	6	6					
	97	194	79	158	96	191	148	189	77	154	187	137	150	65	130	95	189	145



The tables summarize the comparative analysis of the test results. Based on the combined test results of all subjects, 95% of the learners who received instruction using Zoom Annotation achieved the target mastery level. On the other hand, 73% of the learners from the control group achieved the target mastery level which concluded that the use of Zoom annotation has a great impact on the active engagement of learners to the lesson that improves learning outcomes. It was observed that whenever Zoom annotation is used in discussion and activities, pupils became more interested and active. It provides pupils the opportunity to manipulate online instructional tools as way of responding to learning tasks.

CONCLUSION

The use of the interactive application as part of the teaching and learning process stimulated motivation, and sustained pupils' interest. Annotation is one of the best features of Zoom that teachers can utilize to enhance participation and improve the mastery level of every learner.

RECOMMENDATIONS

- Primary teachers are encouraged to adapt and utilize the use of Zoom annotation in their class.
- The school should provide training and seminar-workshop that would enhance teachers' capacity in utilizing features of online platforms and other interactive applications.
- The local government unit should also provide, if possible, free gadgets and accessible and stable internet connection that can be used both by pupils and teachers

REFLECTION

Every teacher wants the best for their learners. To be able to give more, teachers should learn more. As an educator, learning new tools in technology is important to engage learners in instruction and provide essential learning experiences. As a commitment, the researchers will continue the use of Zoom annotation, explore its other features, and learn more interactive applications that will be of great help in enhancing the teaching and learning process.

REFERENCE:

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<https://www.oecd.org/publications/an-introduction-to-online-platforms-and-their-role-in-the-digital-transformation-53e5f593-en.htm>



2. Sino ang batang malusog sa kwento?

A. Si Johnny
 B. Si Joseph
 C. Si Jose

3. Paano niya pinapanatiling malusog at maay ang kanyang pangangatawan?

A. Siya ay naglalaro buong maghapon.
 B. Siya ay kumakain ng mga di-masustansiyang pagkain.
 C. Siya ay nag-eehersisyo.

Laro: Tindahan ni Aling Puring

Bilugan ang pang-apat na bagay
 Lagyan ng tsek ang unang bagay
 Ikatuhan ang pangalawang bagay
 Lagyan ng eksis ang huling bagay
 Guhitan ang pangalawang bagay

Si Lance ay may 24 na lobo. Ibinigay niya ang 13 na lobo sa kaniyang mga kalaro. Ilang lobo pa ang natira sa kaniya?

$$\begin{array}{r} 24 \\ -13 \\ \hline 11 \end{array}$$

Online Class using Zoom Annotation

Evaluation

Submitted:

Arlyn Garcia
ARLYN H. GARCIA
Carol Grace C. Ricacho
CAROL GRACE C. RICACHO
Elsa C. Belmonte
ELSA C. BELMONTE
 Teacher-Researchers

Approved:
Alejandro C. Roque
MR. ALEJANDRO C. ROQUE
 Principal-WES

