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Assessment on the Utilization of Tablet in Modular Distance Learning by Selected Senior High School Students

Justin D. Capati^{1*}, Joan F. Calapardo², Mary Jane M. Sta. Ana³

^{1,2} Marikina Polytechnic College, Marikina City, Philippines,

³ Pamantasan ng Lungsod ng Marikina, Marikina City, Philippines

*Corresponding Author e-mail: justin.capati@deped.gov.ph

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Abstract

Aim: This study aimed to assess the utilization of portable tablet by selected senior high school students of Old Boso-Boso National High School.

Methodology: The researchers used descriptive type of research among the selected grade 11 and 12 students of Old Boso-Boso National High School in the City Schools Division of Antipolo for the school year 2020-2021. The researchers crafted survey questionnaire that served as a tool in assessing the effectiveness, reliability, and usability of the portable tablet.

Results: The survey reveals the assessment of the selected senior high school students in terms of effectiveness, reliability, and usability of utilizing portable tablet with a mean of 4.163, 3.665, and 3.644, respectively. Since the computed mean fall under the scale "agree", it means that utilization of portable tablet was effective, reliable, and usable in distance learning.

Conclusion: In the normal distribution of the respondents in the identified nearby sitios, it reveals that 75% of the selected respondents have less budget allotment for prepaid load intended for internet connectivity. The findings also reveal that the three (3) major means of connecting to the internet are the Cellular Data, DSL/ Satellite, and Piso Wifi with a corresponding percentage of 30%, 25% and 20%, respectively. The portable tablet is effective, useful, and a reliable tool for learning as perceived by the selected respondents of this research. The portable tablet provides external motivation for the respondents and venue for acquiring broad information that will help them in improving their learning outputs and making learning experiences better and easier during pandemic. It also serves as the main tool for communication between teachers and students.

Keywords: *Tablet, Utilization, Senior high school students, Effectiveness, Reliability, Usability*

INTRODUCTION

Education system and mode of learning evolves fast through time. A lot of educational policies and innovations are developed to produce globally competitive learners. Considering the current situation of the world, education system with vast number of teachers and students are greatly affected by the COVID – 19 Pandemic. This global crisis leads to the implementation of distance learning which the country is on the process of adapting to the "New Normal" form of education. Distance Learning refers to the three types of Learning Modality: modular distance learning (MDL), online distance learning (ODL) and TV and radio-based Instruction. It was designed to interact and educate people in a mass scale.

According to DepEd Order No. 007, s. 2020 entitled "School Calendar and Activities for School Year 2020 – 2021", schools shall consider the following: the availability of learning resources, the health and well-being of learners and DepEd personnel, national and local activities given, and choice of parents and learners in choosing specific learning modalities to use. The said DepEd order encourages schools to conduct survey via learner's



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enrolment and survey form (LESF). The survey shows that 85% of the official enrollees preferred Modular Distance Learning than the other learning modalities.

According to DepEd Order No. 12 s. 2020, learning continuity plan (LCP) is defined as a package of education interventions that respond to the basic education challenges brought by COVID – 19. In line with this, Old Boso – Boso National High School caters modular (print) distance learning for Senior High School Department. Modular distance learning is a form of individualized instruction that allows learners to use self-learning modules (SLMs) in print or digital format and electronic copy, whichever is applicable in the context of the learner's materials, textbooks, activity sheets, study guides and other study material.

The delivery of instruction over distance becomes possible through incorporating technology in learning. It serves as an aide to learning because of all its functionalities. Distance learning with technology or ICT integration offers great opportunities for both teachers and students. It makes teaching and learning possible even it is a lot different from the traditional classroom setting. Technology advancement helps educational institutions face the challenge of providing education for all.

Gonzales (2015) states that there are a lot of teaching approaches and modular instruction is one of them. In this type of learning, a student must learn everything in the module all by himself. It is a lot different from the traditional classroom setting in which the teacher delivers the lesson while the students are listening. Modular approach is a good alternative for it teaches student to be independent learners and be responsible for their own learning and progress since it is self-paced.

Cheng and Abu Bakar (2017) states that modular approach provide flexible learning environment for both teacher and students. But still, there are factors that may affect teaching and learning process. One of these factors is the style, content, and depth of coverage of textbooks or any learning materials.

The studies clearly show that modular approach and instruction allows learners to progress at their own pace using the provided materials. It contains key features of learning such as flexibility, focused content, self-paced learning, and adaptability. It promotes personalized learning experience and open as an avenue to diverse learning preferences which foster a more customized and effective learning journey for the students. Modular approach empowers students and gives them full control over their learning journey as they aim to adapt to the diverse needs of the educational system nowadays.

Richards (2013) states that teachers enhance and modify learning materials depending on the needs of the learners. Teachers continuously do this to make learning possible even they are distant.

The main purpose of module which is to provide resources to teaches and will let them enhance lessons to become student-centered (Sadiq & Zamin, 2014).

It shows that modules are more flexible and helpful both for the teacher and students for it serves a specific function. The availability of modules allows teachers to enhance, update and modify it to make it more adaptable to the set educational requirements or standards. It facilitates the easiest way to provide timely, accurate and reliable data or information even in distant. It provides teachers with the opportunity to develop materials that are student-centered and appropriate to the educational needs of the learners.

Kean (2010) describes the role of information and communication technology (ICT) as the provision of experience to learners and giving support in promoting collaboration approach to learning. This study discussed the use of ICT in different learning activities in the modules. It also tackles the contribution of ICT in attaining desirable learning outcome.

Dede (2014) describes distance learning as a great tool or medium in combining ideas with computer supported outcome. It claims that presence of technology enhances distance learning.

Aben (2020) identifies views on digital learning literacy awareness in connection to a better learning environment. Digital literacy has significant relationship with the learning environment of the students.

Davidovtch and Yavich (2018) states that many study programs embraced and adapt advance technological instruments as new tools in facilitating and achieving study goals. The use of mobile technologies such as tablets, laptops and digital books, smart homes and more are making it possible to consume, process and store information everywhere.

Sofer, Kahn and Livne (2014) states that everyday use at different technologies becomes more available and popular for diverse needs for study, work and in forming and maintaining social relationships.

Technology plays a very important role in distant learning for it serves various functions and becomes an aid to make learning possible even in distance. It also provides an easy access to different learning resources, offers, and facilitates communication between teachers and students, enhance delivery of instruction and enables interactive learning experiences for the students. Through it, collaborative and inter-active learning is achievable which also



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promotes better understanding and offers varied learning opportunities for the students. Technological instruments serve as an effective tool in distance learning. It is helpful in organizing and delivering instruction and act as catalyst that enhance overall effectiveness of the teaching and learning process.

Devices that are used for information consumption were developed (Rotem & Avni, 2013). Hard held computers and mobile computers emerged in order to consume and update information. There is wide public access to mobile tablets originating from smartphones which are used to consume online information. These gadgets can be used in a lot of ways such as editing, presenting, and producing information in an easy and user-friendly online application. Presentation and conveying information become more flexible than the traditional methods.

Vendelinde, Schellen, and De Marez (2015) claims that the use of tablets devices in the classroom setting has an impact on both teaching and learning practices. The introduction of tablet devices entails a shift in the way students learn as the devices provides interactive, media-rich and exciting new environments. The study recommends introducing technical and pedagogical support in order to facilitate both teachers and students' understanding at the full potential in using technology in education.

The different electronic devices have an overwhelming impact on distant learning. It promotes easy access of the students to different materials, anytime and anywhere possible. It also provides a timely learning experience and adjustments among students. The presence of devices promotes flexibility in scheduling and supports interactive learning through various multi-media content, simulation, collaborative learning, and a lot of educational websites and platforms.

Radu et. Al (2020) states that most of the students of Vasile Alecsandri University of Bacau, Romania was satisfied with the action taken by the university in improving at educational process on online platforms in the context at the COVID-19 pandemic. The study shows that the growing Corona Virus outbreak leads to the switching to online classes to keep students' retention and maintain access to learning.

Rotem and Avni (2013) claims that tablets are generating a real revolution in teaching and learning as well as implementing and innovating educational pedagogy based on digital learning. Using tablets for teaching and learning generates a pedagogically unique learning experience based on the principles of enhancing personal motivation of each student, self-choice, independents and shared initiatives for implementing one's studies.

The change in the educational environment brought by COVID-19 requires use of additional platform. It also evaluates preparedness of secondary school teachers (Panol, 2020).

The Senior High School Level in Old Boso – Boso National High School which offers two Academic Strands such as General Academic Strand (GAS) and Technical – Vocational – Livelihood Strand (TVL) fully implements modular distance learning to school year 2020 – 2021. Before the said semester ends, the regional office issues Regional Order No. 3 series 2020 with enclosed guidelines on the distribution, accountability measures and utilization of learning portable computer tablets.

Tablets are given to students this second semester to support the continuity advocacy of Department of Education towards the digital transformation of learning. The Regional Order states that the portable tablet should be strictly use for learning purposes only. It was given to students for them to access different educational sites or learning resources like DepEd Commons, PIVOT 4A, ADM Materials etc.

For the past three months, teachers specially the senior high school department suffered from reproducing activity sheets and modules which consumes too many resources such as bond papers and ink. The available printer in the school does not suffice the demand considering the increasing number of enrollees.

The researchers aimed to assess the utilization of tablet by selected senior high school students in modular distance learning. This study may serve as basis for recalibrating learning continuity plan for next school year, a tool for shifting from modular (print) distance learning to modular (digital) distance learning or online distance learning. This study will determine on the possibilities of recommending distribution of portable tablets to Junior High School.

Objective

This study aimed to assess the utilization of tablet by selected senior high school students of Old Boso – Boso National High School in modular distance learning.

Specifically, the study sought to answer the following questions:

1. What is the demographic profile of the selected senior high school students of Old Boso – Boso National High school?
2. What is the extent of senior high school students' assessment on the tablet utilization in terms of its effectiveness, reliability, and usability?



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METHODS

Research Design

The researchers used descriptive type of research in this study. Nassaji (2015) defines descriptive research as a research design in which data is collected and analysed using quantitative procedures. On the other hand, Lambert and Lambert (2012) defines descriptive research as a scientific methodology in which observation of the sampled population is carried out in its natural surroundings.

The study is limited to the assessment of utilization of tablet by senior high school students in modular distance learning. This study only focuses on the perception of the senior high school students on the effects of utilizing tablets for the second semester of school year 2020 – 2021. Selected grade 11 and 12 students of Old Boso – Boso National High School will be the respondents of this study.

Population and Sampling

This study used forty (40) senior high school students as respondents. Random sampling has been used due to the current educational system for school year 2020-2021. The selected respondents are from the identified sitios where vast number of the enrollees came from.

Instrument

The study utilized a crafted and validated survey questionnaire to assess the effectiveness, reliability, and usability of the distributed portable table among the selected senior high school students of Old Boso-Boso National High School.

Data Collection

The total number of senior high school student respondents in this study are forty (40). The said students are officially enrolled in the second semester of academic year 2020 – 2021 at Old Boso Boso National High School, City Schools Division of Antipolo, Antipolo City.

The survey method was applied in this study which used questionnaire as a tool that contains the demographic profile of senior high school students of Old Boso-Boso National High School and their assessment of the portable tablet utilization in terms of its effectiveness, reliability, and usability. The survey questionnaire was designed in response to the research questions which was checked and validated by an expert who was appointed as senior high school coordinator and Master Teacher II of the English Department.

Data Analysis

The study utilized average mean to measure the extend of tablet assessment utilization in terms of its effectiveness, reliability, and usability. It also utilizes verbal interpretation of very high, high, moderate, low, very Low with a corresponding scale of 5, 4, 3, 2, and 1 respectively. The frequency and percentage were utilized to summarize the demographic profile of the respondents. Laurakas (2008) describes frequency distribution as a tabular representation of a survey data set used to organized and summarize the date. The frequency distribution is the basic building block of statistical analytical methods and the first step in analysing survey data.

Ethical Consideration

Research protocols were observed by the researcher to ensure the quality and reliability of the study and research findings. The researchers sought approval from the School Head, City Schools Division of Antipolo City, Research Department, and the participants to conduct the study. Consent letters were provided for the participants to express their willingness to take part in the study. When approved, the researchers scheduled the administration of survey questionnaire to the participants. Survey questions were presented through printed copy. The collected data were discarded after they has served their purpose.



RESULTS and DISCUSSION

This study produced the following results with corresponding discussion and interpretation.

Problem 1. The demographic profile of the selected senior high school students of Old Boso-Boso National High School

Table 1: Address of the selected respondents

Identified Sitios	Number of Respondents
Boso-boso	4
Malaking Parang	4
Kaysakat	4
Cab-cab	4
Look	4
Pulang Panyo	4
Calawis	4
Pangolorin	4
Corazon	4
San Antonio	4
TOTAL	40

The table shows the address of the selected senior high students. It also shows normal distribution of respondents based on the identified nearby sitios. The equal number of respondents per Sitio leads to accurate assessment of the portable table's effectivity, reliability, and usability.

Table 2: Declared Monthly Family Income of Selected Respondents

MONTHLY FAMILY INCOME	FREQUENCY	PERCENTAGE
1,000 – 10,000	30	75
10,001 – 15,000	5	12.5
15,001 – 20,000	3	7.5
20,001 – ABOVE	2	5
TOTAL	40	100

The table shows that 75% of the selected respondents have an average of 10,000 monthly family income and have less budget allotment for prepaid load intended for the internet connectivity, 12.5% of the selected respondents have 15,000 monthly family income, 7.5% have a monthly family income of 20,000, and 5% have monthly income of 20,000 and above. The selected respondents that have a monthly family income of 10,000 and above have the capacity to provide budget for internet connectivity.

Table 3: Means of Internet Connectivity of Selected Senior High School Students

MEANS OF INTERNET CONNECTIVITY	FREQUENCY	PERCENTAGE
MOBILE DATA	12	30
DSL/ SATELLITE	10	25
PISO WIFI	8	20
POCKET WIFI	6	15
NO MEANS	4	10
TOTAL	40	100

The table above shows the different means of internet connectivity of the respondents upon utilizing the portable tablet. The different means of the students in connecting to the internet is via mobile data, DSL/ satellite, piso wifi, and pocket wifi with a corresponding percentage of 30%, 25%, 20%, and 15% respectively. It is evident that 10% of the respondents have no means of connecting to the internet.



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Problem 2: Assessment of the Utilization of the Tablet of Selected Respondents in terms of its effectiveness, reliability, and usability.

a. Effectiveness of Utilization of Portable Tablet

Table 4: Effectiveness of Utilization of Portable Tablet

STATEMENT	WEIGHTED SCALE	VERBAL INT.	OVERALL MEAN	OVERALL VERBAL INT.
1. I use the given portable tablet in browsing the internet.	4.325	HIGH	4.163	HIGH
2. I use the portable tablet in accomplishing school related task or activities.	4.375	HIGH		
3. the presence of portable tablet makes learning easier.	4.325	HIGH		
4. I preferred having soft copies of the modules rather than the printed one.	3.900	HIGH		
5. I can access different online platforms using the portable tablet.	4.100	HIGH		
6. I can use the portable tablet by simply using data connection.	3.850	HIGH		
7. The presence of the portable tablet helps me manage and save study time.	4.175	HIGH		
8. With the use of the portable tablet, I can submit learning task and performance task in a digital way which makes studying convenient.	4.227	HIGH		
9. The portable tablet gives me an opportunity to easily communicate with my teachers.	4.425	HIGH		
10. I prefer to use the portable tablet than the smartphone or other gadgets available at home.	3.875	HIGH		

Noted: INT. - Interpretation

The table shows the assessment of the selected senior high school students in terms of effectiveness of utilizing portable tablet with a mean of 4.163 with a verbal interpretation of "High". Thus, the table describes the effective utilization of utilization of the aforementioned respondents. This phenomenon however is congruent to the study conducted by Reddy (2017). According to the said study, the portable table was proven as an effective learning device and communication tool. The result of the study was perceived by the 125 students at University of South Pacific which offers a blended learning. Furthermore, the Reddy described portable tablet as good sharing and creating tools which was been utilize by the respondents in the conduct of individual research, sharing ideas with peers and creating new knowledge based on the learned concept.

b. Reliability of the Portable Tablet

Table 5: Reliability of the Portable Tablet

STATEMENT	WEIGHTED SCALE	VERBAL INT.	OVERALL MEAN	OVERALL VERBAL INT.
1. Tablet has good audio-quality.	3.825	HIGH	3.665	HIGH
2. The tablet clearly project images and videos.	3.775	HIGH		
3. The tablet has the capability to store educational files.	4.175	HIGH		
4. I encountered lagging/ hanging of the tablet while in use.	3.475	MODERATE		
5. I experience android ghost touch problem or touch glitches.	3.075	MODERATE		

Noted: INT. - Interpretation



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The table above shows the assessment of the selected senior high school students in terms of reliability of the portable table. Since the computed mean is 3.665 with an interpreted scale of "High". According to Ayşe IŞIK (2015), the portable tablet was proven reliable support in the learning and promote a learner-centered education.

c. Usability of the Portable Tablet

Table 6: Usability of the Portable Tablet

STATEMENT	WEIGHTED SCALE	VERBAL INT.	OVERALL MEAN	OVERALL VERBAL INT.
1. The battery of the tablet lasts less than 3 hours.	3.575	HIGH	3.644	HIGH
2. I spend more than 6 hours a day using the tablet.	3.375	MODERATE		
3. The back camera of the tablet is useful in documentation and scanning printed materials.	3.625	HIGH		
4. The front camera of the tablet is useful in virtual meeting/ online classes and virtual <i>kumustahan</i> .	3.425	MODERATE		
5. The tablet has good processor that it easily received or send files via Bluetooth and share it.	4.100	HIGH		
6. The tablet can easily access to the Internet via cellular data or prepaid data.	3.775	HIGH		
7. The tablet has eye-protection tool in the display setting. (Considering the screen-time recommended for students)	3.825	HIGH		
8. I experience touch lags (hard touch screen) of the tablet.	3.450	MODERATE		

Noted: INT. - Interpretation

The table shows the assessment of the selected senior high school students in terms of usability. Since the computed mean is 3.644 which fall under "High", it means that the portable tablet has the characteristics that is helpful for students in distance learning.

The findings were supported by Sharma and Reddy (2015) which reveals that the portable tablet is a useful device in teaching learning process for online classes, browsing and other online activities based on the performance of the selected students. The respondent of the study shows a positive attitude towards the use of tablet and shows no significant difference in the success rates and the grades of students with face-to-face classes.

Summary, Conclusions, and Recommendations

Based on the findings of the study, the following conclusions were established:

In the normal distribution of the respondents in the identified nearby sitios, it reveals that 75% of the selected respondents have less budget allotment for prepaid load intended for internet connectivity. The findings also reveal the three (3) major means of connecting to the internet which are the cellular data, DSL/ satellite, and piso wifi with a corresponding percentage of 30%, 25% and 20% respectively. Furthermore, the portable tablet is effective, useful, and a reliable tool for learning as perceived by the selected respondents of this research study. In addition, the portable tablet provides external motivation for the respondents and venue for acquiring broad information that will help them in improving their learning outputs and making learning experiences better and easier during pandemic. It also serves as the main tool for communication between teachers and students.

Based on the findings and conclusions of this research study, the following recommendations are hereby forwarded:

The research study can be a basis for recalibrating the learning continuity plan in the Senior High School department of Old Boso-Boso National High School in shifting from modular (print) learning modality to modular (digital) learning modality. Moreover, the school administration may consider the possibility of extending digitalization in the Junior High School department. The school may conduct another study on the utilization of portable tablets and its significance to the academic performance of the senior high school students. Lastly, the school may also conduct a follow-up study that will focus on other criteria aside from Effectiveness, Reliability and Usability.



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