

Digital Learning Readiness in Developing E-Module for Intensification of Basic Science Process Skills among Grade 3 Students in A Collaborative Learning Environment

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Abstract

The COVID-19 problem has put a stop to this system, forcing educators to rethink how to teach and learn. Consequently, educators are looking for technological innovations to help bridge the gap between face-to-face and online education, most especially in collaboration. The focus of this study is to develop an e-module in line with their digital learning readiness that bridges the gap between face-to-face and online distance learning to enhance the basic science process skills of Grade 3 students in Science at Del Remedio Elementary School. The research design employed for this study is descriptive-developmental, which is a process for developing and validating a learning product. The participants of this research are the grade 3 online distance learners of Del Remedio Elementary school. The developed e-module meets the criterion of being highly acceptable in terms of material and media content, as per findings. The dependent samples t-test revealed students' pre-test and post-test scores are significantly different from their basic science process skills; this implies that the students' grades improved after utilizing the e-module. The Pearson Product-Moment correlation shows that there is no significant relationship between the students; perceived acceptability for the developed e-module and their level of basic science process skills, with a significant level of 0.05. This led to the conclusion that the developed e-module, as a tool, helps students to improve their understanding of the lesson leading them to higher achievements.

Keywords: E-module, Basic Science Process Skills, Digital learning Readiness, Digital Learning Technologies, Descriptive-developmental Research Design, Dependent Samples T-Test, Pearson Product-Moment Correlation, Laguna Philippines