



# International Journal of Research Publication and Reviews

Journal homepage: [www.ijrpr.com](http://www.ijrpr.com) ISSN 2582-7421

## Prospects, Appropriateness, and Adoption of Online Learning: The Case of Social Studies Education in A Public University in the Philippines

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### ABSTRACT

Online learning has been widely employed by Philippine educational institutions as a means of continuing learning due to the shutdown of schools as a result of the pandemic. While an extensive study on the influence of online learning has been conducted globally, little is known about its implications for social studies education. Given that social studies education spans a diverse variety of social science disciplines and is firmly entrenched in the application of knowledge and skills, it is essential to determine whether it is suitable in the context of online distance learning. Hence, this study determined the prospects, appropriateness, and adoption of online learning in social studies education. A descriptive survey research design was employed via Google Forms among 112 social studies students in a state university in the Philippines. An adopted questionnaire was utilized and simple percentage was employed to calculate the results. The findings revealed that online learning has positive prospects, is appropriate, and can be adopted in social studies education from the views of social studies students. This research suggests that social studies teachers and other stakeholders shall further improve the delivery of quality social studies education in order to sustain its prospect and suitability over time.

**Keywords:** *Online learning, Social Studies, prospect, appropriateness, adoption*

### 1. Introduction

The continuous changes induced by the Covid-19 pandemic may be seen in almost every field and sector across the world, particularly in the field of education. The global acceptance of the WHO-adopted social distancing policy as a means of containing the spread of Covid-19 has prompted schools to shut their doors, causing unanticipated disruptions in the traditional teaching and learning process (Adeyoyin&Soykan, 2020; Bariham et al., 2020; Onal&Ozdemir, 2021). According to UNESCO (2020), more than 100 countries have implemented nationwide closures, impacting more than half of the world's student population. Several countries throughout the world, including the Philippines, have adopted virtual or online learning as a means to reduce the loss of learning (Pawilen, 2021; Rotas & Cahapay, 2020; Toquero, 2020). Most colleges worldwide have extensively digitalized their operations, recognizing the urgent nature of the current situation. Therefore, it is essential to increase the quality of online learning at this time (Dhawan, 2020).

The pandemic has clearly put higher education institutions' readiness to cope with a crisis to the test, necessitating the use of modern technology to facilitate successful online learning (Mukhtar et al., 2020). This closure has accelerated the adoption of online learning environments that facilitate learning in the midst of a pandemic (Kumar, 2019). However, there is a great deal of uncertainty and confusion about what to teach, how to teach, how the environment affects educational equity, and how to make sure that everyone has an equal chance to learn (Zhang et al., 2020). Many teachers and lecturers have never had official training or previous experience teaching online; similarly, students have never received formal training or

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prior experience studying entirely online. As a result, the majority of institutions, teachers, and students were taken aback by the abrupt drastic shift to online education (Ogbonnaya et al., 2020). This suggests that continuous communication and cooperation between school principals, teachers, and other stakeholders must be ensured, which may be achieved via the use of online platforms such as Zoom, e-mails, text messaging, or even Facebook messenger (Pedroso et al., 2021a)

Online learning takes place virtually via the use of online learning platforms that are supported by digital devices and internet connections (Amiti, 2020; Martin et al., 2020; Miller & Edward, 2020; Rasmitadila et al., 2020). The delivery of online learning may take place synchronously or asynchronously, using synchronous or asynchronous-based applications or programs (Adeyoyin&Soykan, 2020). Synchronous classes enable teachers and students to engage in real-time, for example, through teleconferences such as Zoom, Skype, or Google Meet (Amiti, 2020; Batmang et al., 2021). As opposed to synchronous classes, asynchronous classes allow students to complete tasks from any location with an internet connection over a flexible time period and at their own pace (Amiti, 2020; Batmang et al., 2021). Learning Management System applications (LMSs) such as Schoology, Google Classroom, and Canvas, Edmodo, MS teams are commonly used in the Philippines to conduct asynchronous online classes (Briones et al., 2021; Mobo, 2020; Nadiyah&Cabauatan, 2021; Lee, 2021; Zuniga-Tonio, 2021)

As an integrated subject, social studies has been endowed with fundamental resources for developing and preserving moral values in society. The significance of social studies is in its capacity to promote the acquisition and development of meaningful information, skills, and values to satisfy the needs and goals of the citizens of a society (Amos et al., 2015). Thus, including Information Communication Technology (ICT) in the teaching and learning of social studies education would be advantageous (Amos et al., 2015). Online learning may aid in the development of 21st-century skills by fostering self-directed learning, critical thinking, and sophisticated problem-solving skills while also increasing the inclusiveness, efficiency, and creativity of Social Studies teaching and learning (Bariham et al., 2020).

For years, online learning has proven several benefits and this includes enabling students to work at a location and time that is conducive to their learning (Gogoi& Bora, 2021; Mukhtar et al., 2020; Rao, N.V. & Rao, D., 2020; Sadeghi, 2019), flexibility (Adeyoyin&Soykan, 2020; Sadeghi, 2019), interactivity (Leszczynski et al., 2018; Rao, N.V. & Rao, D., 2020), self-pacing (Gogoi& Bora, 2021; Mukhtar et al., 2020; Ogbonnaya et al., 2020), personalized learning (Gogoi& Bora, 2021), and innovative teaching (Gogoi& Bora, 2021; Rao, N.V. & Rao, D., 2020). While online education has several noticeable advantages, many downsides continue to impede students' ability to study. Online learning has frequently been perceived as having less interaction than face-to-face education. It is mostly due to a lack of social presence, engagement, and satisfaction on the part of students (Bali & Liu, 2018). Literature also highlights certain deficiencies such as internet and device issues (Chung et al., 2020; Gogoi& Bora, 2021; Henaku, 2020; Pawilen, 2021; Rotas & Cahapay, 2020; Wisconsin, 2020), lack of teacher feedback (Mukhtar et al., 2020), the inexperience of teachers (Burgess & Sieversten, 2020; Gogoi& Bora, 2021; Pawilen, 2021), overloaded lesson activities (Rotas & Cahapay, 2020; Sarvestani et al., 2019), the complex environment at home (Adeyoyin&Soykan, 2020; Dhawan, 2020; Murgatrot, 2020; Rotas & Cahapay 2020), conflict with home responsibilities (Rotas & Cahapay, 2020), and being boring (Dhawan, 2020).

Studies have also shown that the more effective transitions to online learning are influenced by the user's intention and the technology's usefulness (Ho et al., 2021; Kemp et al., 2019; Mailizar et al., 2021; Yakubu & Dasuki, 2019). Other studies also posited that the success of online learning is heavily dependent on the user's level of acceptance (Granic&Marangunic, 2019; Hanif et al., 2018; Kemp et al., 2019; Lazim et al., 2021; Salloum, 2018). While it is clear that online education is deeply embedded with adequate planning and design of teaching materials, universities' transition to online education becomes problematic as a result of a lack in the planning, organization, and implementation of successful online instructional programs (Adeyoyin&Soykan, 2020).

Despite the increasing number of studies concerning the impact of online learning among students worldwide such as in India (Rao, N.V. & Rao, D., 2020; Dhawan, 2020), the United States (Aguilera-Hermida, 2020), Taiwan (Bali & Liu, 2018), Indonesia (Batmang et al., 2021; Cahyani et al., 2021; Subekti&Wacana, 2020; Syaharuddin et al., 2021) Ghana (Aboagye et al., 2020), Turkey (Onal&Ozdemir, 2021), and in Vietnam (Ho et al., 2020), there is a scarcity of studies that explores the realities of online learning in the Philippine context, particularly in the field of social studies education. To fill this void, this study aims to determine the prospects, appropriateness, and adoption of online learning among social studies students in a public state university in the Philippines. This study highlights the need to explore the current situations of social studies students concerning their perception of online education to provide a better context for ways in which the student experience under this online learning environment be improved. Today's pre-service teachers are tomorrow's teachers. Given the possibility that education will continue to operate online in the coming years, it is critical to examine how pre-service teachers learn online and how to assist them in learning and teaching online in the future. The experiences of pre-service social studies teachers may assist them in recognizing the potential struggles of their future students, allowing them to better meet their students' needs.

## **2. Methodology**

### **2.1 Research Design, Participants, and Setting**

A descriptive survey research design was utilized in this study. One hundred twelve (112) purposively selected social studies students from a state university in the Philippines responded to an online questionnaire via Google Forms in the last week of January 2022. Thirty-five (35) are from the first year, thirty (30) from the second year, twenty-nine (29) from the third year, and seventeen (17) from the fourth year. The study used the purposive sampling technique. According to Bhardwaj (2019), purposive sampling is a non-probability sampling method where the members of a sample are selected and it is also called deliberate sampling.

### **2.3 Instrument**

An adopted questionnaire from the study of Atubi et al. (2020) entitled, "Prospects, Appropriateness, and Adoption of Online Learning for Social Studies Questionnaire (PAAOLSSQ)" was utilized for this study. The instrument is divided into four sections. The first section contains an introductory section that outlines the study's purpose, and the participant's consent to participate, including their right to privacy protection, and confidentiality. Section 2, 3, and 4 are for data collection for prospects, appropriateness, and adoption of online learning in social studies education,

respectively. The instrument was validated and found to have a reliability of 0.89 by the original researchers from whom the instrument was adopted. Students' responses were assessed on a two-point scale that ranges from agree (A) to disagree (D).

#### 2.4 Data Collection and Ethical Consideration

The data was collected online via the Google Form in January 2022. The initial section of the online survey asks for consent from the target participants as well as details about the study's purpose. Additionally, it was emphasized that if they participate, their identities would remain anonymous following the analysis of their responses. A link to the online questionnaire was given to each class representative for easy dissemination. Ethical considerations were applied while doing the academic study. The participants received no incentive for their participation in the research.

#### 2.5 Data Analysis

Simple percentage using Statistical Package for the Social Sciences (SPSS) was employed to calculate the results. As indicated by the reference study of Atubi et al. (2020), any item with a response rate of 50% or more on (agree) will be deemed positive, while any item with a response rate of 50% or greater on (disagree) will be considered negative. Thus, if more than five of the ten items in a variable get a positive response, the aspect is considered positive. Similarly, if more than five items are recorded with a negative remark, the variable is regarded to have a negative result.

### 3. Results

This study investigated social studies students' online learning experience in higher education within the context of the pandemic. Specifically, we identified the prospects, appropriateness, and adoption of online learning in social studies education in the views of social studies students.

**Table 1: Prospects of Online Learning for Social Studies Education**

ITEM	No. of Agree	% of Agree	No. of Disagree	% of Disagree	Description
1. Online learning will make the learning of Social Studies flexible in terms of learning pace	81	72%	31	28%	Positive
2. Online learning can become an integral part of Social Studies education	97	87%	15	13%	Positive
3. The content knowledge of Social Studies can be enhanced through online learning	78	70%	34	30%	Positive
4. Learning satisfaction and retention can be encouraged through online learning of Social Studies	36	32%	76	68%	Negative
5. Online learning can aid better processing of information pertaining to Social Studies.	52	46%	60	54%	Negative
6. Student cooperation, self-discipline and sense of responsibility can be promoted by online learning of Social Studies materials.	79	71%	33	29%	Positive
7. Online learning will enhance the understanding of graphs and maps by Social Studies learners	63	56%	49	44%	Positive
8. Different learning styles can be made effective through online learning	86	77%	26	23%	Positive
9. Online learning exposes Social Studies to different areas of study in the subject	85	76%	27	24%	Positive
10. Online learning can aid the advancement of career choices in Social Studies education	83	74%	29	26%	Positive

Table 1 shows the prospects of online learning for Social Studies education. 8 out of the 10 items recorded a positive response which implies that their online learning has prospects for social studies education. However, the encouragement of learning satisfaction and retention through online learning of Social Studies and the better processing of information in Social Studies through online learning recorded a higher percentage of disagree among social studies students.

**Table 2: Is online learning appropriate for Social Studies?**

ITEM	No. of Agree	% of Agree	No. of Disagree	% of Disagree	Description
1. Online learning can make up for the inadequacies of Social Studies teachers	62	55%	50	45%	Positive
2. Updated and current information on Social Studies content can be accessed through online learning	109	97%	3	3%	Positive
3. All aspects of Social Studies can be taught with	42	38%	70	62%	Negative

online channels						
4.	Social Studies teaching methods can be applied to teach and learn online	90	80%	22	20%	Positive
5.	Online learning promotes student-centered instruction in Social Studies	84	75%	28	25%	Positive
6.	Online learning can break the obstacle of distance in learning Social Studies	80	71%	32	29%	Positive
7.	Functional education of Social Studies students and teachers will be heightened when they learn online	54	48%	58	52%	Negative
8.	Online learning has gained much popularity and so will be suitable and appropriate for Social Studies education	47	42%	65	58%	Negative
9.	Online learning will expose students and teachers of Social Studies to diverse learning plans, knowledge, and resources	106	95%	6	5%	Positive
10.	Online learning has potentials and endless opportunities for the advancement of Social Studies education.	95	85%	17	15%	Positive

Table 2 shows the appropriateness of online learning in social studies. 7 out of the 10 items recorded a positive response. 3 items received a negative remark due to a higher percentage of disagree with the idea that all aspects of social studies can be taught through online channels, functional education in social studies will be heightened in an online environment, and learning social studies online is suitable and appropriate given the popularity of online learning.

**Table 3: Adoption of Online Learning for Social Studies**

ITEM	No. of Agree	% of Agree	No. of Disagree	% of Disagree	Description
1. Through educational applications e.g. Google classroom, Google meet, modules etc.	109	97%	3	3%	Positive
2. Through educational learning management systems e.g. canvass.	104	93%	8	7%	Positive
3. Use of online chat platforms like whatsapp and facebook	103	92%	9	8%	Positive
4. Use of virtual learning e.g. zoom and Skype	106	95%	6	5%	Positive
5. Through audio messaging tools or digital audio players	99	88%	13	12%	Positive
6. Use of correspondence like emails and eBooks	106	95%	6	5%	Positive
7. Telecourses delivered via television and radio broadcasts	86	77%	26	23%	Positive
8. The use of computer to learn static content from CDs and DVDs	74	66%	38	34%	Positive
9. Internet based learning in a normal class interaction	102	91%	10	9%	Positive
10. The creation of different blogs and websites for the sole purpose of learning Social Studies	103	92%	9	8%	Positive

Table 3 shows the Adoption of online learning for Social Studies. All items recorded a higher percentage of agree. This implies that the use of educational applications like Google classroom and google meet, educational learning management systems, online chat platforms, virtual learning, audio messaging tools or digital audio players, correspondence like emails and e-books, telecourses delivered via television and radio broadcast, CDs or DVDs, internet-based learning, blogs, and websites are all can be adopted in the learning of social studies. This implies that any of these tools could be of great aid in the teaching of social studies online.

#### 4. Discussion

This study revealed that online learning has positive prospects, is appropriate, and can be adopted in social studies education.

##### 4.1 Prospects of Online Learning in Social Studies Education

This study revealed that social studies students have a positive prospect of the integration of online learning in social studies education. They suppose that online learning will make social studies learning flexible in terms of learning pace which corresponds to previous studies revealing that flexibility is the main opportunity gained from online learning (Agbele&Oyelade, 2020; Firmansyah, 2020; Irzawati, 2021). It enables students to manage their time independently, without having to worry about attending lectures on campus, and they can study in the comfort of their own homes (Sadeghi, 2019), thereby establishing self-discipline (Rao, N.V. & Rao, D., 2020) among learners. However, studies have also revealed that students are unable to learn independently and rely significantly on teachers (Batmang et al., 2021), as well as there is a fear of isolation as a result of having to study alone

(Sadeghi, 2019). This may result in students feeling burnout and stressed as unveiled by other studies (Adeyoyin&Soykan, 2020; Aguilera-Hermida, 2020; Syaharuddin, 2021). Students' rising mental health issues necessitate the need for guidance counselors to conduct virtual counseling sessions and communicate with students in a comfortable meeting space (Pedroso et al., 2022).

The findings of this study also revealed that online learning promotes cooperation, self-discipline, and a sense of responsibility for social studies students, as well as they, believe that learning styles can be made effective. This could be closely linked to the diversity of online resources accessible, which can accommodate learners' diverse learning styles and encourage individualized learning (Gogoi& Bora, 2021). One of the program outcomes of Bachelor of Secondary Education Major in Social Studies is to utilize appropriate various socio-cultural and historical materials in explaining current issues (CMO No. 75 s. 2017). Combining dynamic text, graphics, and video clips could, perhaps, be the medium through which students become more motivated to learn historical facts, given today's technologically advanced learners (Pedroso, 2021b). This suggests that teachers must develop more diverse strategies in online learning by using a variety of media, methods, learning materials, and assessments to ensure the successful learning of these future social studies teachers.

Furthermore, social studies students deemed online learning to be an integral part of social studies education and believe that content knowledge can be enhanced. Studies revealed that online learning enhances students' critical thinking, comprehension, and topic mastery, (Cahyani et al., 2021) and increased the depth of understanding and retention of course content (Rao, N.V. & Rao, D., 2020). In the Philippines, social studies education is primarily concerned with developing learners into investigative citizens, critical thinkers, responsible, productive, environmentally aware, patriotic, and values-oriented, with a nationalistic and global perspective on and appreciation for social and historical topics (Department of Education, 2016, p.3). As much as the finding of this study deems online learning to social studies students aid them in enhancing their content knowledge, it conflicts with an earlier study indicating that students are having a difficult time learning due to vague learning contents, unclear instructions, overloaded lesson activities (Rotas & Cahapay, 2020; Batmang, 2021; Agung et al., 2020; Milhani& Harun, 2021) while some experience information overload (Nambiar, 2020).

Despite the benefits brought by online learning, it is undeniable that there are still existing challenges that students face as they continue their education online. Some of which are learning dissatisfaction and difficulties in retention, and is more likely linked to the difficulty in processing of information with regards to social studies education which displayed a negative response by the students in this study. This finding also correlates with previous studies revealing that students find classes under online learning to be boring and unengaging (Dhawan, 2020) and they are experiencing difficulty in digesting the content matter (Batmang et al., 2021). This might be attributed to the reason that the students are already used to the conventional approach (Aboagye et al., 2021) and that they have already ingrained the belief that the home is not a place for doing schoolwork and activities, which must subsequently be converted into their study space (Firmansyah, 2020). Difficulty in focusing on online learning (Jaradat&Aljouni, 2021; Nambiar, 2020) and high chances of distractions (Ogbonnaya et al., 2020) could potentially be the factor why social studies students displayed negative responses to the idea that online learning can encourage learning satisfaction and retention. Distractions may range from conflict with home responsibilities (Rotas & Cahapay, 2020), having no proper and conducive place to study at home (Agbele&Oyelade, 2020; Carillo& Flores, 2020; Irzawati, 2021) as well as human and pet intrusion (Adeyoyin&Soykan, 2021).

Students also displayed positive prospects on the proposition that online learning will expose them to different areas in the subject. Bariham et al. (2020) substantiated this finding, stating that online learning supports learners in obtaining 21st-century skills. It improves students' comprehension and retention of course material, fosters more meaningful discussion, and places a value on writing and technological skills, life skills, and time management (Rao, N.V. & Rao, D., 2020). This finding, however, is contrary to the finding of Mensah (2020) that reported that students demonstrate a lack of enthusiasm and interest in group projects, as well as a lack of seriousness. Students view social studies as a reading subject, and as a result, they show less enthusiasm (Ogbonnaya et al., 2020). In a study conducted by Kan (2021), social studies teachers emphasized that effective social studies education requires an emphasis on current events, the use of technology, the transfer of gained information to real-world situations, active student engagement, and the development of critical thinkers, and good instruction.

#### **4.2 Appropriateness of Online Learning in Social Studies Education**

It is also noteworthy that social studies students deem online learning to be appropriate in social studies education. Although they showed a positive view that social studies teaching methods can be applied to teach and learn online and that it can make up for the inadequacies of teachers, they expressed disagreement on the idea that all aspects can be taught with online channels. This finding reinforces the basic principle of social studies education: that it requires constant communication and interaction and that it encompasses societal concerns that need discussion and opinion exchange (Erol, 2021; Firmansyah, 2020; Irzawati, 2021). It is critical to emphasize that social studies education is oriented on the acquisition of ideas and concepts such as practical and contextual learning, constructivism, cooperative and discovery-based learning, and inquiry-based learning (AralingPanlipunan CG, 2016). Social Studies must encourage debate by dividing or grouping learners to participate in the discussion, provide feedback, recognize differences, and think analytically and critically (Mestola et al., 2018). Securing this aim is a difficult task given that student-teacher interaction and communication in online learning are limited. Online learning, according to social studies teachers, cannot fulfill the objectives of establishing skills for effective communication, which are required in social studies courses (Erol, 2021), and learning is regarded as theoretical and does not enable students to practice and learn effectively (Dhawan, 2020). This finding is also corroborated by the students in Indonesia where the absence of a teacher renders learning ineffective (Syaharuddin et al., 2021).

The popularity of online learning has been increasing during this time of the pandemic as the majority of educational institutions have radically shifted their courses online. Yet despite having been operating and learning online for approximately 2 years already, social studies students do not equate its increasing popularity to suitability in social studies education. The negative remark on this finding could be attributed to the nature of online learning, being dependent on the internet. A wide array of literature supports this finding where the majority of the students experience technical and technological issues such as poor connectivity, audio, and video quality, app and device problems (Chung et al., 2020; Gogoi& Bora, 2021; Henaku, 2020; Irzawati, 2021; Nambiar, 2020; Pawilen, 2021; Rotas & Cahapay, 2020; Wisconsin, 2020)- all of which impede their learning. This finding, to some extent,

demonstrates the prevalence of the so-called 'digital divide' in online distance learning, which results from inequalities in technology access and digital literacy that are firmly rooted in social, economic, and cultural contexts (Beaunoyer et al., 2020).

Nonetheless, the appropriateness of online learning in social studies education is also attributed to the positive view that online learning promotes student-centered instruction, that it breaks the obstacle of distance, as well as there is the accessibility of updated and current information is crucial in learning social studies. Similar studies also reported similar findings where online learning fosters a more student-centered learning environment (Amos et al., 2015; Awoniyi, 2020; Rao, N.V. & Rao, D., 2020; Ogbonnaya et al., 2020) and there is easy accessibility along with less use of resources and time (Mukhtar et al., 2020). Kan (2021), however, argued that students lacked interest in topics, and one of the concerns with the online social studies course was rote-based learning without application. Effective teaching necessitates students to participate actively in the learning process and gain information, as well as provide them with hands-on experience (Ekwe et al., 2016). Students must internalize and draw conclusions from the information they acquire in Social Studies lessons; hence, approaches that translate knowledge into skills and facilitate internalization are favored over methods that just transmit knowledge (Seker, 2021).

Moreover, despite students viewing online learning to be a channel where they and their teachers will be exposed to diverse learning plans, knowledge, and resources all while having the potential and opportunities for the advancement of social studies education, the majority did not agree that functional education will be heightened. This finding is congruent to a similar study where students had low learning motivation (Jaradat&Aljouni, 2021; Syaharuddin et al., 2021), are less lively, lacked a friendly atmosphere, and lack of interest to attend online classes (Nambiar, 2020). This implies that effective social studies instruction should aim to develop students who are motivated, engaged, capable of participating in the learning process, capable of utilizing technology, have a positive outlook on the future, and can apply the knowledge they acquire in school to daily life. It is critical to motivate students in an online class, whether synchronous or asynchronous, by providing constant communication and feedback. If students are unable to meet with the teacher, as they would in a regular classroom, motivation should be provided in other ways, such as by making their lessons more interesting (Amiti, 2020). Student enthusiasm and motivation enable a meaningful learning experience for students during online learning during the pandemic (Jaradat&Aljouni, 2021). However, teachers' lack of experience (Burgess & Sieversten, 2020; Chen et al., 2020; Gogoi & Bora, 2021; Pawilen, 2021) and low digital literacy contribute to this problem (Syaharuddin et al., 2021). Technology literacy both at the end of the teachers and the learners is therefore important (Kan, 2021). This implies that social studies teachers must be adequately trained and prepared to use ICT successfully for data processing, knowledge and information exchange, videoconferencing, and teleconferencing to provide a high-quality education to students in an online learning environment. Not only must social studies teachers be knowledgeable about their subject areas and pedagogical practices, but they must also promote awareness and ensure the proper integration of ICT into social studies learning (Ekwe et al., 2016).

#### 4.3 Adoption of Online Learning in Social Studies Education

Another finding revealed in this study is that the adoption of online learning for social studies can be best maximized through the use of Google Classroom, Google Meet, modules, Zoom and Skype. In the Philippines, the use of Videoconferencing Tools has been widely used by education institutions to deliver synchronous discussions. Pedrosa et al. (2021) revealed in their study that students' intention to use Videoconferencing tools was found to be dependent on four factors, namely: attitude towards videoconferencing, perceived class engagement, perceived ease of use, and perceived usefulness. Videoconferencing promotes dynamic, collaborative activities and allows learners and teachers to collaborate in web-based discussions, allowing for more efficient, safe, and convenient delivery of learning and education (Al-Samarraie, 2019). In this study, Google Classroom has been the platform used by social studies students since the implementation of online distance learning. Google Classroom is an interactive and collaborative teaching and learning application that combines the Google Docs text editor, Google Drive cloud storage, and Gmail to create an information-rich learning environment (Zuniga-Tonio, 2021). Along with Zoom, it is also the most often utilized platform for social studies students to organize and attend webinars as supplemental learning in some of their subjects. Webinars, via the use of synchronous platforms, may also help foster a culture of reflection, therefore advancing the aim of holistic social studies learning (Pedrosa, 2021a).

Furthermore, the use of learning management systems like Canvas, Facebook discussion groups, and online chat platforms like WhatsApp and Facebook can be adopted in teaching and learning social studies. Usage of correspondence such as emails and e-books is also favored by social studies students. Social studies students also deemed the adoption of audio messaging tools or digital audio players, telecourses delivered via television and radio broadcasts, and the use of a computer to learn static content from CDs and DVDs to be useful. Utilizing video documentary films via DVDs appeals to social studies students as well, since it provides them with significant entertainment while they build critical thinking skills (Pedrosa, 2020a). Eder (2020) reported that apart from online platforms, other forms of media, such as television or radio, could be used to reach those learners who don't have access to the internet. He also highlighted that if mass media is to be used to program content in higher education, enough time for planning and production is needed. This is especially beneficial in social studies education since the majority of courses deal with current events in the country and around the world.

#### Acknowledgements

The authors would like to thank the College of Education of West Visayas State University and the Social Science Student (3S') Society for their support as well as to the participants who contributed their valuable time to this study.

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