

EVALUATION OF STUDENT ENGAGEMENT IN DIGITAL PLATFORMS AND THE LEARNING EXPERIENCE OF GRADE 12 HUMANITIES AND SOCIAL SCIENCES STUDENT AT BESTLINK COLLEGE OF THE PHILIPPINES

ABSTRACT

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This study explores the engagement of Grade 12 Humanities and Social Sciences (HUMSS) students with digital platforms such as visual storytelling, online marketplaces, and crowdsourcing. It aims to evaluate how these platforms influence learning experiences by examining behavioral risks and educational outcomes. Notable challenges include the prevalence of misinformation, mental health concerns, and issues related to financial literacy. The study underscores the need to balance digital participation with responsible online behavior, equipping educators with insights to better support students and prepare them for the demands of a digital society. The study adopts a descriptive quantitative design using cluster sampling to select participants from Bestlink College of the Philippines. A structured survey questionnaire served as the primary research instrument to assess student engagement across various digital platforms. The tool measured aspects of learning management, assessment practices, accessibility, and student interaction. The study particularly focused on the significance of creativity-based evaluation systems in enhancing student participation and educational outcomes. The analysis revealed that digital platforms significantly contributed to the students' academic development and access to educational resources. A weighted mean of 3.31 indicated strong agreement among respondents regarding the effectiveness of digital tools in providing accessible learning materials and timely updates. While learning management systems were deemed beneficial, some students experienced confusion in navigating these tools. The study also identified difficulties related to authentic assessment planning, highlighting three theoretical perspectives that influence students' understanding of assessment authenticity. The findings emphasize the value of digital platforms in modern education while acknowledging the persistent challenge of misinformation. An action plan is proposed to promote critical thinking, social awareness, and reflective learning practices to counteract misleading content online. Enhancing student confidence and digital literacy is also recommended to maximize the benefits of digital tools. These strategies aim to foster responsible engagement and improve the overall learning experience for HUMSS students in digital environments.

RECOMMENDED CITATION

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