

EFFECTIVENESS OF GEOVISION: VALUES IN MOTION IN LEARNING GEOGRAPHY IN ARLING PANLIPUNAN AMONG GRADE 7 STUDENTS

ABSTRACT

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This study aimed to evaluate the effectiveness of Geovision, a multimedia-based instructional tool, in teaching Geography under the Araling Panlipunan curriculum to Grade 7 students at San Bartolome High School. The research specifically examines how Geovision, with its integration of values education, enhances students' cognitive processes—focusing on multimedia presentation, sensory memory, working memory, and long-term memory. The initiative is driven by the growing need to overcome learning challenges in Geography, particularly in improving student engagement, retention, and understanding of the subject's relevance to their daily lives and the broader society. The study adopted a Quasi-Experimental Research Design, specifically using a Pre-Test and Post-Test methodology to evaluate the effectiveness of Geovision as a multimedia instructional tool in teaching geography. This approach enabled the researchers to measure the improvement in students' comprehension and retention by comparing their performance before and after the intervention. The research was conducted among 100 Grade 7 students from San Bartolome High School in Novaliches, Quezon City. Participants were selected using a Cluster Sampling Technique, ensuring that each student had an equal opportunity to be included in the sample, thereby enhancing the reliability and representativeness of the findings. The research revealed that Geovision is a highly effective multimedia learning tool for teaching geography in the Araling Panlipunan subject among Grade 7 students. The study demonstrated a significant improvement in students' comprehension and retention of geographical concepts, as evidenced by the marked difference between pre-test and post-test scores. Learning Impact: Geovision's multimedia presentations were rated as Effective (Mean = 3.30) in simplifying complex geography topics and fostering a better understanding of the subject matter. Sensory Memory: The tool's visual components were rated Highly Effective (Mean = 3.37) in capturing students' attention and stimulating interest, which encouraged deeper engagement with geographic themes. Working Memory: The integration of audio and visual stimuli was considered Highly Effective (Mean = 3.37) in enhancing students' ability to recall specific geographic elements, demonstrating the tool's ability to support active processing of information. Long-Term Memory: Geovision was rated Highly Effective (Mean = 3.41) in reinforcing long-term memory retention and promoting a positive attitude toward geography. It contributed to meaningful learning experiences that extended beyond academic content, fostering personal growth and lifelong interest in the subject. The results of the study reinforce existing literature on the effectiveness of multimedia learning tools in enhancing student engagement and comprehension. Geovision, through its strategic integration of visual and auditory elements along with value-laden content, significantly improved students' grasp of geographic concepts. This outcome aligns with Mayer's Cognitive Theory of Multimedia Learning, which posits that learners comprehend and retain information more effectively when it is presented through multiple modalities. By stimulating both the visual and auditory channels of sensory memory, Geovision facilitates deeper cognitive processing, supports working memory, and enhances the transfer of knowledge to long-term memory. Overall, the use of Geovision demonstrates that multimedia-based instruction can foster more meaningful, lasting learning experiences in Araling Panlipunan.

RECOMMENDED CITATION

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