

Viewing Skills: Understanding the Word and the World

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Abstract – Breakthroughs in information and communication technology continue to revolutionize the educational system. As a global citizen, the learner must be properly equipped with the knowledge and skills, attitudes and values necessary to cope with the changes. Since the buzz for educational transformation is life-long learning, it is the task of the teacher to develop among the youth, the 21st century skills. The researcher strongly believes that these skills include critical viewing skills. Hence, this study determined the viewing skills of 30 sophomore Bachelor of Education major in English in one state university in the Philippines using the descriptive method. Data gathered were subjected to statistical analysis using frequency and percentage, mean and F-test at 0.05 level of significance. Most of the respondents have televisions at home and watch TV one hour a day; majority watch news, documentary shows and “teleserye”; have excellent viewing skills along sequencing events, while good viewing skills along getting the main idea, identifying the theme and sensing character traits. Sensing character traits has a significant difference with the availability of multimedia materials at home. As a result of this educational venture, enrichment activities focused in enhancing viewing skills were developed.

Keywords – enrichment activities, sophomore BSEd major in English, viewing skills

INTRODUCTION

The accelerated changes in information and communication technology result to transformations in the Philippine educational system. These changes require basic knowledge and skills in technology and literacy.

With the changes, the integration of technology into the classroom is imperative to educate children and empower them to be successful not only for today’s technological world, but for the future as well.

Gray [1], the founder of visual thinking company stated: “We are a visually illiterate society. Three R’s are no longer enough. Our world is changing fast—faster than we can keep up with our historical modes of thinking and communicating. Visual literacy—the ability to learn visually; to think and solve problems in the visual domain—will, as the information revolution evolves, become a requirement for success in business and in life.”

The above statement affirms that the primordial role of the teacher is to teach children to become critical viewers for them to analyze the construction of isolated images, and think critically about the composition of pictures.

Technology can be integrated into the curriculum. As stressed by Belarrain [2], technology integration

necessitates changes in how to deliver curriculum as emerging technologies afford new opportunities as well as responsibilities. Educational technology can provide students with a wealth of information and knowledge, which they can use in the future. It can also help meet the needs of diverse learners’ population and prepare them for lifelong learning.

Kurt Fischer’s Skill Theory provides a lifelong span view of cognitive development. As cited by King and VanHecke [3] in Engelkemeyer and Brown, skill theory provides a way of understanding the capacity of the learner to discern relationships in more abstract, inclusive and intellectually insightful ways develop. This skill theory sheds light to the researcher since viewing is a skill that includes reading and understanding visual images.

Likewise, the same authors [3] assert that learning is fundamentally about making and maintaining connections: biologically through neural network; mentally among concepts, ideas and meanings; and experientially through interactions between the mind and the environment, self and other, generality and context, deliberation and action. Technology assisted learning activities offer more learning opportunities to students.

Along similar vein, Parkay [4], points out that teachers can draw from a dazzling array of technological devices to enhance their classroom instruction. He also contends that today, besides textbooks, chalkboard and overhead projectors, teachers and students use television, CD-ROM players, videodisc players, LCD projection panels and the ever-more-powerful desktop and laptop computers. The role of the teacher then is to help the learners gain critical viewing skills and make them deal with the complex and fast changing society.

Thus, the teacher should not focus only to the listening, speaking, reading and writing skills of the students but also to their viewing skills. Tigo [5], in her study, defines viewing as a process that supports oracy and literacy, and is a part of an integrated language program. According to her, viewing skills broaden the ways in which students can understand and communicate their ideas.

Students come in contact with media and technology every day, so they need visual images to help them read and understand texts. Visual information can support reading and help make meaning of texts Carry [5]. So as students view visual messages, they use a range of viewing strategies and critical thinking skills to make sense of the visual images, and accompanying oral and print language.

The significance of visual media in the 21st century should not be undermined, Since the major concern of educational transformation is life-long learning, it is the task of every educator to develop among the youth, the 21st century skills which include digital literacy specifically viewing skill that enable him to participate in the global arena. Indeed these skills are necessary for students to master in order to experience school and life success in an increasingly digital and connected age [6].

It is in this light that the researcher was motivated to determine the level of viewing skills of the respondents and their significant difference with the profile variables such as availability of multimedia materials at home, frequency of watching television and number of favorite TV shows. The study further aims to develop enrichment activities that would improve the English language classroom instruction and eventually enhance the critical viewing skills of the respondents.

OBJECTIVES OF THE STUDY

This research involved 30 sophomore Bachelor of Secondary Education major in English in one state

university in the Philippines, school year 2015-2016, who were chosen through purposive sampling technique.

Specifically, it aimed to determine the profile of sophomore Bachelor of Secondary Education major in English major at Nueva Vizcaya State University-Bambang Campus, Nueva Vizcaya in terms of availability of multimedia materials at home, frequency of watching television and number of favorite TV shows; to determine the levels of viewing skills of the respondents along with getting the main idea, sensing character traits, sequencing events and identifying the theme; and test the significant difference in the viewing skills of the respondents when grouped according to profile variables?

METHODS

The descriptive method was used in this study. Thirty (30) were considered from the total of sophomore Bachelor of Secondary Education major in English taking 93.75% of the total population sufficing the Central Limit Theorem which stipulates that data extracted from at least thirty respondents would assume normal distribution. Randomization was then used to identify the specific respondents. The names of BSEd students, major in English were arranged alphabetically and every other student in the list was selected until 30 respondents were complete.

To ensure reliability and validity, research instruments were subjected to content validation by experts who are English professors in the university. After incorporating suggestions, the instruments were finalized and reproduced.

After permission to conduct the study was sought from the campus administrator and the dean of the College of Teacher Education, the following instruments were used to gather pertinent data for this study.

Personal Data Sheet. This was used to elicit data on the profile of the respondents. In this questionnaire, the respondents were asked to rate the availability of multi-media materials at home using the scale: 16-24 (Very Available), 8-15 (Moderately Available), and 0-7 (Slightly Available); frequency of watching television, and number of favorite shows.

Viewing Skills Performance Test. This was a 40-item researcher-made test, composed of 10 items for each domain of viewing skills. This was administered to determine the level of viewing skills of the respondents after watching two movies entitled “Akeelah and the Bee” and “3 Idiots” along getting

the main idea, sensing character traits, sequencing events, and identifying the theme. The respondents watched the two movies for 4 sessions during their classes in Language Curriculum for Secondary School. In order to interpret the scores obtained by the respondents in the viewing skills performance test, the following Likert scale was used: 8.00-10.00 – Excellent; 6.00-7.99 – Very Good; 4.00-5.99 – Good; 2.00-3.99 – Poor; 0.00-1.99 – Very poor.

Data gathered through the questionnaire were scored, tallied, computed, and treated with the following statistical tools using 0.05 level of significance.

Frequency and Percentage. These were used to establish the respondents’ profile in terms of availability of multimedia materials at home, frequency of watching television and number of favorite TV shows.

Weighted Mean. This was employed to establish the mean score of the respondents in their viewing skills along with getting the main idea, sensing character traits, identifying themes, and sequencing events.

F-test. This was utilized to find out existing differences in the respondents’ viewing skills and the selected profile variables with two or all the categories. This was also used to establish whether the computed correlation coefficients were significant.

All statistical interpretations and inferences were done at 0.05 level of significance.

RESULTS AND DISCUSSION

Table 1. Frequency and Percentage Distribution of Respondents when Grouped According to Availability of Multimedia Materials at Home

Availability of Multi Media at Home	f	%	Qualitative Description
Television	24	80.00	Very Available
Laptop	17	56.67	Moderately Available
Personal Computer	7	23.33	Slightly Available
Tablet/Ipad	4	13.33	Slightly Available

Table 1 presents the frequency and percentage distribution of the respondents when grouped according to availability of multi-media materials at home. The frequency and percentage distribution were evaluated based on equal allocation using the scale

16-24 – Very Available; 8-15 – Moderately Available; and 0-7 – Slightly Available.

Data in table 1 show that in terms of availability of multimedia materials at home, 24 out of 30 respondents or 80 percent have televisions at home, described as very available. Meanwhile, 17 or 56.67 percent of the respondents have laptops, described as moderately available; 7 or 23.33 percent have Personal Computers, described as slightly available, and 4 or 13.33 percent of the respondents have Tablets or iPads, which is the least, described as slightly available.

As unveiled in table 1, television is the main multi-media available at home, indicating that among the multimedia at home, television is the most possible to get and ready to use. This indicates that aside from the practical and beneficial effects of television, the respondents enjoy watching whenever available. Television is an important tool for most people, young or old, as today most information are delivered to the public via this technology.

Burton [8] lends support to this finding, disclosing that with television, consumers are provided with every type of information that they need, either for work, leisure, sports and other interests. With the emergence of this media and the production of various programs, television has caught the attention of most people. This could be the reason why compared to other forms of media, television is the most available.

In addition, an article from Saltrick, Honey and Pansnick [9] contends that today’s children are growing up, surrounded by television and video. Visual media is already an essential component of classroom instruction, with almost all teachers employing video, television, CDs in their teaching.

Parkay [4] claims that if educational technology enable teachers to reach their goals more effectively, it is clear that for sometimes teachers have been integrating into their classrooms many forms of educational technology, from the humble chalkboard to the overhead projector. One technology that has had a long and perhaps controversial history in education is television.

Apparently, television is most available multimedia at home due to its practical use aside from its added advantages from other learning media.

Table 2 presents the frequency and percentage distribution of respondents when grouped according to frequency of watching television a day

Table 2. Frequency and Percentage Distribution of Respondents when Grouped According to Frequency of Watching Television a Day

Frequency of Watching TV	f	%
One hour a day	17	56.67
Two hours day	6	20.00
Three hours a day	5	16.67
Four hours a day	1	3.33
Five or more hours a day	1	3.33

Table 2 shows that 17 or 56.67 percent of the respondents watch TV one hour a day. On the other hand, 6 or 20 percent of the respondents watch TV two hours a day, 5 or 16.67 percent watch for three hours a day, one percent or 3.33 percent watch four hours and five hours day.

These data indicate a real scenario especially to schools in the province. Since the respondents are second year English major students, majority watch TV one hour a day since most of the time, they are in school, except on weekdays and that they prefer to spend their time studying.

Meanwhile, 6 or 20 percent among the respondents watch TV two hours a day and 5 or 16.67 percent three hours a day. This could mean that 6 among the English major sophomore respondents spend two hours in watching TV a day while 5 watch TV three hours a day because they have more time to watching TV than doing other things.

Data further show that 1 or 3.33 percent of the respondents watch TV four times a day and five times a day. This finding indicates that one of the English major sophomore student respondents spends a lot of time watching TV that is, four hours a day and another one from the respondents spends five hours a day. It can be inferred from this data there are still students who are very much indulged in watching TV. These perhaps are students who consistently watch news or current issues, and follow some *teleserye* or other shows.

The above findings run parallel to researches which found out that average students spend an average of 6-7 hours a day in using media (video games, computers, video), with the average television viewing at 3-4 hours each day. Results on high average number of hours spent in media and television made some research body suggest to: teach children to become critical viewers; give them the ability to analyze the construction of isolated images; give them ability to think critically about the composition

of the picture,; and enhance their ability to read word and worlds [10].

Using a variety of media such as television and print to assess comprehension assumes that comprehension skills transfer across these media. This transfer of skills is plausible for several reasons. First, television and print require similar cognitive processes to comprehend (e.g., making connections, sequencing events, generating inferences). Second, research indicates that similar structure story factors predict what children remember from both televised and written narratives [11]. With this, exposure of learners to television can be a means of developing reading comprehension skills.

Table 3 presents the frequency and viewing percentage distribution of the respondents according to number of favorite TV shows. The frequency of favorite TV shows of the respondents was based on equal allocation using the scale: 81-100 – Very Frequent; 61-80 – Moderately Frequent; 41-60 -- Frequent; 21-40 -- Slightly Frequent; and 1-20 -- Fairly Frequent.

Table 3. Frequency and Percentage Distribution of Respondents According to Favorite TV Shows

Favorite TV Shows	Frequency	Percentage	Qualitative Description
News	25	83.33	Very Frequent
Documentary Shows	22	73.33	Moderately Frequent
<i>Teleserye</i>	18	60.00	Frequent
Variety Show	17	56.67	Frequent
Foreign and Local Films	16	53.33	Frequent
Educational Show	14	46.67	Frequent
Talk shows	11	36.67	Slightly Frequent
Cartoons	11	36.67	Slightly Frequent
Sports	8	26.67	Fairly Frequent
Lifestyle	8	26.67	Fairly Frequent

As seen in table 3, 25 or 83.33 percent of the respondents watch news very frequent; 22 or 73.33 percent watch documentary shows moderately frequent while 18 or 60 percent watch *teleserye* moderately frequent.

Meanwhile, 8 or 26.67 percent of the respondents watch sports and lifestyle fairly frequent.

This finding entails a realistic scenario where most TV watchers such as the BSEd English major sophomore student respondents in this study watch news. This is inherent to students since they need to be updated with current issues. On the other hand, sports and lifestyle are watched fairly frequent by the respondents because these may not be appealing or interesting to them.

Television is accessible to most young children and adolescents. With hundreds of channels that they receive from cables or satellite, the entertainment from this media could be endless to them, which could affect their time management, and influence their tendency to keep on watching the television [12].

In reality, many researches would argue that children today are more media literate than the children of previous generations, and indeed significantly more media literate than their own parents Ofcom [13].

However, to what extent can a child be acknowledged as media literate? Can a 4 year old child be seen as media literate when he knows how to turn on the television and browse the channels himself? Although he probably knows how to get access to the channels or programs that he wants, being media literate also depends on his ability to perceive and understand the information on the television. However, it is reported that the young children cannot discriminate between real and imagination (AAP, 2001) and they do not have the ability to regulate their desire and behavior to what they see on television [14]. From these views, learners need to be guided so they will develop the needed comprehension skills in understanding what is seen on the television

It can be gleaned from table 4 that the respondents' viewing skills along sequencing event is 8.43 with the qualitative description of excellent. Meanwhile, the respondents obtained the mean of 5.37 in getting the main idea, 4.86 in identifying the theme, and 4.03 in sensing character traits, respectively, with the qualitative description of good.

It is worthy to note that the respondents have excellent achievement in sequencing events.

Table 4 presents the mean and qualitative description of the viewing skills of the respondents.

Table 4. Viewing Skills of the Respondents

Item	Mean	VI
Getting the Main Idea	5.37	Good
Sensing Character Traits	4.03	Good
Sequencing Events	8.43	Excellent
Identifying the Theme	4.86	Good
Total	22.69	Good
Grand Mean	4.538	Good

This finding could mean that among the four domains in viewing, the respondents perform best in sequencing. However, they need more improvement in getting the main idea, sensing character traits, and identifying the theme.

It could be further interpreted that the visual aids and form schema the respondents have viewed, complemented by the audio effects have contributed much in the development of their viewing skills particularly sequencing of events.

The above finding contradicts the result of Tigo's study [5], which found out that the respondents who were Grade III pupils excel more in noting details, getting the main idea and sensing character traits.

Informational text is frequently organized around a series or sequence. Historical events are often presented in chronological order; directions occur in sequence; changes follow a logical order; and scientific observations are usually recorded in a precise order. Curiously, sequencing is not a natural skill, and many young children recall stories and episodes, not so much through the sequence of important events, but through a collection of salient features that seemed relevant or interesting to the student. Often, for example, when a student recalls a favorite movie, the student does not begin at the beginning of the movie and follows the movie's plot, but instead recalls action scenes or describes specific characters [15].

Sequencing, therefore, is a skill that students must learn in a fairly structured way. Students need to understand and recreate sequences of events. Students must learn to distinguish important events from less important ones. They need to understand cause and effect and plot development and the way characters change over time. These and other academic skills have foundations in sequencing instruction.

People continue to regard television viewing as a passive process, while others see its potential in developing new literacies and reinforcing traditional

literacy. In The Harvard Educational Letter [16], it was reported that video screen is helping children develop new kind of literacy, visual literacy in particular that they will need to thrive in a technological world. In a television or film, the viewer must mentally integrate diverse camera shots of a scene to construct an image of a whole.

Table 5 displays the summary of differences in the viewing skills of the respondents along availability of multimedia materials.

Table 5. Summary of Differences in the Viewing Skills of the Respondents when Grouped According to Availability of Multimedia Materials at Home

Viewing Skill	Computed F-Value	Critical F-Value
Getting the Main Idea	1.1910	2.9752
Sensing Character Traits	3.5177*	2.9752
Sequencing Events	1.1156	2.9752
Identifying the Theme	0.3950	2.9752

df: 3, 26 *significant

As presented in table 5, three among the viewing skills do not have a significant difference along availability of multimedia materials.

The computed F value in getting the main idea is 1.1910, sequencing events is 1.1156, and identifying theme is 0.3950 respectively, which are all lower than the critical F-value of 2.9752 for 3 and 26 degrees of freedom.

Nonetheless, sensing character traits registered significant, as indicated by the computed F-value of 3.5177 which is higher than the critical F-value of 2.9752 for 3 & 26 degrees of freedom at 0.05 significance level.

These findings imply that the respondents' viewing skills along sensing character trait becomes higher if there are more available multimedia materials at home. Inversely, the lesser available multi-media materials at home would mean lower viewing skills along sensing character traits of the respondents.

In line with this inference, media literacy has been defined in many studies, but it all focuses on the ability to access, understand and create communications in a variety of contexts (Ofcom) [13]. In other words, it is the ability to read and understand the visual, aural and digital messages and having the

skills to understand and interact with the media analytically, critically and knowledgeably (Burton) [8].

With the emergence of various television programs and the issues that are being raised by researchers on young viewers, media literacy is thus, an important aspect that everyone need to learn, as the language of the media is complex and interesting as verbal and written language and therefore, it is important to be articulate in it (Burton) [8].

Moreover, Studies have been done to see the effect between television viewing and school achievement, including language and cognitive skills. Correlation studies show a small but consistent negative relation between concurrent total viewing and various indices of school achievement. On the other hand, positive outcomes are also found in correlation to language development (Anderson) [17] cognitive development (Diaz-Guerrero & Holtzman) [18]; and positive school achievement.

Table 6 shows that none of the viewing skills emerged to have a significant difference with frequency of watching TV.

Table 6. Summary of Differences in the Viewing Skills of the Respondents when Grouped According to Frequency of Watching TV

Viewing Skills	Computed F-Value	Critical F-Value	Descriptive Interpretation
Getting the Main Idea	1.8636	2.7587	Not Significant
Sensing Character Traits	0.5759	2.7587	Not Significant
Sequencing Events	0.7702	2.7587	Not Significant
Identifying the Theme	1.0301	2.7587	Not Significant

df: 4, 25 *significant

As shown in table 6, getting the main idea has a computed F-value of 1.8636, sensing character traits has 0.5759, sequencing events has 0.7702 and identifying the theme has 1.0301, which are all lower than the critical F-value of 2.7587 for 4 & 25 degrees of freedom.

Apparently, frequency of watching TV does not significantly influence viewing skills. In other words, frequency of watching TV as one profile is independent of the viewing skills considered in this study.

Regardless of the respondents' frequency of watching TV, the respondents' viewing skills along getting the main idea, sensing character traits, and identifying theme are still good while sequencing events remain excellent.

Data in table 7 show that not one of the viewing skills has significant difference along with number of favorite TV shows. Getting the main idea has a computed F-value of 1.4560, sensing character traits has 0.5181, sequencing events has 2.1595, and identifying theme has 0.5198, respectively, which are all lower than the critical F-value of 2.3928 for 9 & 20 degrees of freedom.

Table 7. Summary of Differences in the Viewing Skills of the Respondents when Grouped According to Number of Favorite TV Shows

Viewing Skills	Computed F-Value	Critical F-Value	Descriptive Interpretation
Getting the Main Idea	1.4560	2.3928	Not Significant
Sensing Character Traits	0.5181	2.3928	Not Significant
Sequencing Events	2.1595	2.3928	Not Significant
Identifying the Theme	0.5198	2.3928	Not Significant

*df: 9, 20 *significant*

These findings imply that the number of favorite TV shows has no significant difference with the viewing skills of the respondents. Whatever the respondents' number of favorite TV shows, their viewing skills along getting the main idea, sensing character traits, and identifying theme remain good; meanwhile, the sequencing of events remains excellent.

Similarly, [4] conducted a study on the relationship of selected variables to viewing skills. Some of the salient features are: variables such as gender, distance of school from home, father's educational attainment and father's occupation have no bearing with the respondents' viewing skills.

CONCLUSIONS AND RECOMMENDATION

This study determined the viewing skills of thirty sophomore Bachelor of Secondary Education major in English in one state university in the Philippines. It elicited data on the profile of the respondents and

tested the significance of the differences of the viewing skills of the respondents when grouped according to the profile variables. The descriptive research design was used. A Personal Data Sheet was utilized to gather the profile of the respondents. To gather data on viewing skills of the respondents along getting the main idea, sensing character traits, sequencing events, and identifying the theme, a researcher-made test which is Viewing Skills Performance Test on the movies – “Akeelah and the Bee” and “The Three Idiots”, was used. Data were subjected to statistical analysis with tools, Frequency and Percentage, Weighted Mean and F-test using 0.05 level of significance.

Results affirm that with a deeper understanding of skill developmental processes as in viewing, educators will be better able to create experiences that support students in making connections and better able to assess their progress along the way. As an offshoot of the study, enrichment activities on viewing were structured by the researcher based from five movies. The movies include Ever Child is Special, Troy, I Hate Love Storys, Odyssey and Sea of Monster.

Majority of the respondents have televisions at home, some of them have laptops and Personal Computers and few of them have Tablets or I pads. Majority of the respondents watch TV an hour a day, some of them watch TV two hours and three hours day and two of them watch four or five hours and above. Majority of the respondents watch news, documentary shows and *teleserye*. Some of their favorite TV shows are variety shows, foreign and local films, talk shows and cartoons, and few of them watch sports and lifestyle. The respondents have excellent viewing skills along sequencing events while good viewing skills along getting the main idea, identifying the theme and sensing character traits. Among the four domains of viewing skills, only sensing character trait has a significant difference with the profile, availability of multimedia materials at home.

It is recommended that the developed enrichment activities by the researcher to enhance the viewing skills of the English sophomore students of Nueva Vizcaya State University – Bambang Campus may be tried out to establish its validity and effectiveness.

Though the respondents' viewing skills along sequencing events were found in this study to be excellent, teachers are encouraged to develop strategic instructional materials designed for higher order thinking skills in viewing for lifelong learning.

Since the use of multimedia has a great impact in the teaching and learning process, school administrators may allot fund for the acquisition of up-to-date computer assisted learning materials to further enhance students' creative and critical viewing skills.

The use of multimedia to classroom instruction is encouraged to enhance, facilitate, and make teaching and learning easy, lively and concrete. But students should be given proper guidance.

Seminars and workshops pertinent to strategies in teaching viewing, art of questioning and evaluation techniques may be conducted to update faculty on current pedagogical concerns.

A similar study be conducted dealing with variable not included in this study like visual literacy, digital literacy, presentation skill and personological profile of teachers.

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