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Integrating Video-Based Lesson Exemplars in Grade 7 Technology and Livelihood Education under the MATATAG Curriculum: Teachers' Experiences and Pedagogical Practices in Bagabag National High School

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Abstract

The integration of video-based lesson exemplars has emerged as an innovative instructional approach that enhances learner engagement, supports skills demonstration, and promotes meaningful learning in Technology and Livelihood Education (TLE). Under the MATATAG Curriculum, Grade 7 TLE emphasizes competency-based, learner-centered, and contextualized instruction that develops learners' practical skills and workplace readiness. Teachers play a vital role in integrating multimedia resources into classroom instruction to facilitate the acquisition of technical knowledge and practical competencies. This study explored the experiences and pedagogical practices of Grade 7 TLE teachers in integrating video-based lesson exemplars under the MATATAG Curriculum in Bagabag National High School. A qualitative phenomenological research design was employed involving ten Grade 7 TLE teachers selected through purposive sampling. Data were gathered through semi-structured interviews, classroom observations, and document analysis and analyzed using Braun and Clarke's six-phase thematic analysis. The findings revealed that teachers utilized video-based lesson exemplars to improve concept demonstration, increase learner engagement, strengthen practical skill acquisition, facilitate differentiated instruction, and support reflective learning. Participants also encountered challenges related to technological resources, internet connectivity, learner diversity, and classroom management during multimedia integration. Despite these challenges, teachers demonstrated creativity, adaptability, and professional commitment in maximizing available technologies to support meaningful learning experiences. The study highlights the importance of digital pedagogical competence, adequate technological infrastructure, contextualized multimedia resources, and continuous professional development in strengthening technology-enhanced teaching under the MATATAG Curriculum. The findings provide valuable insights for teachers, school leaders, curriculum developers, and policymakers in improving multimedia integration in Technology and Livelihood Education.

Keywords: *ideo-based lesson exemplars, Technology and Livelihood Education, MATATAG Curriculum, teachers' experiences, pedagogical practices, educational technology, phenomenology, qualitative research*



1. Introduction

Technology continues to reshape educational practices by providing innovative approaches that enhance teaching and learning across various disciplines. In Technology and Livelihood Education (TLE), multimedia resources have become valuable instructional tools that support the development of technical knowledge, practical skills, and workplace competencies. Among these innovations, video-based lesson exemplars provide visual demonstrations, authentic learning experiences, and step-by-step instructional guidance that enable learners to better understand technical procedures and apply them in practical contexts. The integration of video-based instruction has therefore become increasingly relevant in promoting meaningful and learner-centered education.

The implementation of the MATATAG Curriculum has further emphasized the importance of competency-based instruction, contextualized learning, and the development of foundational and practical skills among learners. In Grade 7 TLE, teachers are encouraged to employ innovative instructional approaches that actively engage learners in acquiring technical competencies through authentic learning experiences. Video-based lesson exemplars complement these curriculum goals by providing clear demonstrations of technical processes, enhancing learner participation, and supporting differentiated instruction that responds to learners' varying abilities and learning preferences.

Teachers play a central role in the successful integration of video-based lesson exemplars. They carefully select, contextualize, and facilitate multimedia resources to align with curriculum competencies, classroom objectives, and learners' needs. Beyond simply presenting instructional videos, teachers guide learners through discussions, demonstrations, reflective activities, collaborative tasks, and practical applications that transform multimedia resources into meaningful learning experiences. Their pedagogical decisions significantly influence learners' engagement, understanding, and development of technical skills.

Despite the educational benefits of video-based instruction, teachers continue to encounter challenges during its implementation. Limited technological resources, unstable internet connectivity, inadequate multimedia equipment, varying levels of digital literacy among learners, and classroom management concerns often affect the effective integration of video-based lesson exemplars. Consequently, teachers demonstrate adaptability by utilizing offline resources, contextualized instructional materials, alternative teaching strategies, and creative classroom management approaches that maximize available learning resources while maintaining instructional quality.

Although previous studies have examined the effectiveness of video-assisted instruction and educational technology integration, much of the existing literature has employed

quantitative research designs. Limited qualitative research has explored teachers' lived experiences and pedagogical practices in integrating video-based lesson exemplars within Technology and Livelihood Education under the MATATAG Curriculum. Understanding these experiences provides valuable insights into teachers' instructional decision-making, classroom implementation strategies, professional adaptation, and the contextual realities of multimedia integration in public secondary schools.

Therefore, this study explored the experiences and pedagogical practices of Grade 7 Technology and Livelihood Education teachers in integrating video-based lesson exemplars under the MATATAG Curriculum in Bagabag National High School. The findings are expected to contribute to strengthening digital pedagogy, enhancing teacher professional development, improving technology integration, and supporting evidence-based implementation of the MATATAG Curriculum in Technology and Livelihood Education.

2. Objectives of the Study

This study aimed to explore the experiences and pedagogical practices of Grade 7 Technology and Livelihood Education (TLE) teachers in integrating video-based lesson exemplars under the MATATAG Curriculum in Bagabag National High School.

Specifically, it sought to:

1. describe the pedagogical practices employed by Grade 7 TLE teachers in integrating video-based lesson exemplars under the MATATAG Curriculum;
2. explore the experiences of teachers in utilizing video-based lesson exemplars to facilitate practical skills development and learner engagement;
3. identify the challenges encountered by teachers in integrating video-based lesson exemplars in TLE instruction;
4. examine the strategies employed by teachers to maximize the use of video-based lesson exemplars despite contextual and technological challenges; and
5. provide implications for strengthening technology integration, teacher professional development, and multimedia-supported instruction in Technology and Livelihood Education.

3. Review of Related Literature

The integration of digital technologies has transformed instructional practices by providing teachers with innovative approaches that promote active learning, learner engagement, and meaningful knowledge construction. Among these technologies, video-based lesson exemplars have gained recognition as effective instructional resources because they combine

visual, auditory, and contextual information that enhances learners' understanding of concepts and practical procedures. In Technology and Livelihood Education (TLE), video-based instruction is particularly valuable because it enables learners to observe demonstrations, technical processes, and workplace practices that are often difficult to convey through traditional classroom instruction alone.

Video-based lesson exemplars support competency-based learning by providing step-by-step demonstrations that allow learners to connect theoretical knowledge with practical application. Through repeated viewing, guided observation, reflective discussion, and hands-on activities, learners develop technical competencies, procedural knowledge, and confidence in performing practical tasks. Studies have shown that multimedia-supported instruction improves learner motivation, participation, retention of learning, and skill acquisition, particularly in subjects that emphasize performance-based outcomes such as Technology and Livelihood Education.

The successful integration of video-based lesson exemplars depends largely on teachers' pedagogical competence and technological readiness. Teachers perform multiple roles as instructional designers, facilitators, technology integrators, and learning coaches who carefully select, contextualize, and evaluate multimedia resources to ensure alignment with curriculum competencies and learners' needs. Effective multimedia integration extends beyond simply presenting videos; it involves facilitating meaningful discussions, practical demonstrations, collaborative learning, and reflective activities that encourage learners to apply acquired knowledge and skills in authentic contexts.

The implementation of the MATATAG Curriculum further reinforces the importance of learner-centered, contextualized, and competency-based instruction. In Grade 7 TLE, teachers are encouraged to utilize innovative instructional strategies that strengthen learners' practical competencies, critical thinking, creativity, collaboration, and workplace readiness. Video-based lesson exemplars complement these instructional goals by providing authentic learning experiences that improve learners' understanding of technical concepts and procedures while supporting differentiated instruction.

Despite the educational benefits of multimedia integration, teachers continue to encounter implementation challenges. Limited technological resources, unstable internet connectivity, insufficient multimedia equipment, varying levels of learners' digital literacy, technical difficulties, and limited preparation time frequently influence the effective use of video-based lesson exemplars. Consequently, teachers employ adaptive strategies such as downloading offline instructional videos, contextualizing multimedia resources, integrating locally developed instructional materials, and utilizing collaborative learning approaches to maximize learner participation and skill development.

Although previous studies have examined technology integration and multimedia-assisted instruction, relatively few qualitative investigations have explored the lived experiences and pedagogical practices of Grade 7 TLE teachers integrating video-based lesson exemplars under the MATATAG Curriculum. This study addresses this gap by examining teachers' instructional practices, implementation experiences, challenges, and adaptive strategies in Bagabag National High School, thereby contributing to the growing body of knowledge on technology-enhanced teaching in Philippine basic education.

4. Theoretical Framework

This study is anchored on Mayer's Cognitive Theory of Multimedia Learning (2009), the Technological Pedagogical Content Knowledge (TPACK) Framework (Mishra & Koehler, 2006), Social Constructivism by Lev Vygotsky, and Constructivist Learning Theory by Jean Piaget. These theories provide the conceptual foundation for understanding Grade 7 Technology and Livelihood Education (TLE) teachers' experiences and pedagogical practices in integrating video-based lesson exemplars under the MATATAG Curriculum.

Mayer's Cognitive Theory of Multimedia Learning (2009) explains that learners understand concepts more effectively when information is presented through coordinated verbal and visual representations. The theory proposes that meaningful learning occurs when learners actively select relevant information, organize it into coherent mental structures, and integrate it with prior knowledge. In Technology and Livelihood Education, video-based lesson exemplars provide visual demonstrations of technical procedures, enabling learners to better understand practical skills, work processes, and safety practices that are difficult to communicate through text or lecture alone. This theory supports the integration of multimedia resources to improve learners' conceptual understanding and practical skill acquisition.

The Technological Pedagogical Content Knowledge (TPACK) Framework (Mishra & Koehler, 2006) emphasizes that effective technology integration requires teachers to combine technological knowledge, pedagogical knowledge, and content knowledge. Teachers implementing video-based lesson exemplars must possess not only technical competence in using digital technologies but also pedagogical expertise in designing meaningful learning experiences that align with curriculum competencies and learners' needs. The TPACK framework highlights the importance of teachers' ability to integrate technology purposefully to enhance instruction rather than merely using digital tools for presentation.

Social Constructivism (Vygotsky, 1978) explains that learning occurs through social interaction, collaboration, and guided participation. During video-based instruction, teachers facilitate classroom discussions, collaborative activities, practical demonstrations, and peer interaction that enable learners to construct understanding collectively. Through

scaffolding, questioning, and guided practice, teachers help learners interpret technical procedures, solve practical problems, and develop confidence in applying newly acquired skills.

Constructivist Learning Theory (Piaget, 1972) posits that learners actively construct knowledge by engaging with meaningful experiences and connecting new information with prior understanding. Video-based lesson exemplars become effective learning resources when learners actively observe demonstrations, perform practical tasks, reflect on their experiences, and apply acquired skills in authentic learning situations. Teachers therefore create learner-centered environments where multimedia resources serve as catalysts for inquiry, experimentation, and reflective learning.

Collectively, these theories explain how multimedia integration, pedagogical expertise, collaborative learning, and active learner engagement contribute to effective implementation of video-based lesson exemplars in Technology and Livelihood Education. They provide the theoretical lens for understanding teachers' instructional practices, classroom experiences, implementation challenges, and adaptive strategies under the MATATAG Curriculum.

5. Methodology

This study employed a qualitative phenomenological research design to explore the experiences and pedagogical practices of Grade 7 Technology and Livelihood Education teachers in integrating video-based lesson exemplars under the MATATAG Curriculum in Bagabag National High School. The phenomenological approach was employed because it seeks to understand teachers' lived experiences, instructional decisions, and meanings attached to the integration of multimedia resources within authentic classroom settings.

The study was conducted at Bagabag National High School. The participants consisted of ten (10) Grade 7 Technology and Livelihood Education teachers who had direct experience in integrating video-based lesson exemplars into classroom instruction. Participants were selected through purposive sampling based on their teaching assignment, experience in implementing the MATATAG Curriculum, and regular use of video-based instructional materials during TLE classes.

Data were gathered using a researcher-developed semi-structured interview guide, complemented by classroom observations and document analysis. Relevant instructional materials, including lesson plans, Daily Lesson Logs (DLLs), learning activity sheets, video lesson guides, assessment rubrics, and learners' performance outputs, were examined to triangulate the interview findings. Prior to data collection, permission to conduct the study was obtained from the Schools Division Office and the school administration. Written

informed consent was secured from all participants before conducting individual interviews. All interviews were audio-recorded with participants' permission, transcribed verbatim, and verified through member checking to ensure the credibility of the collected information.

The collected data were analyzed using Braun and Clarke's (2006) six-phase thematic analysis, involving familiarization with the data, generation of initial codes, searching for themes, reviewing themes, defining and naming themes, and producing the final report. This systematic analytical procedure facilitated the identification of recurring themes describing teachers' pedagogical practices, experiences, implementation challenges, and adaptive strategies in integrating video-based lesson exemplars.

To ensure the trustworthiness of the findings, the study adopted the criteria of credibility, transferability, dependability, and confirmability. Credibility was established through member checking, prolonged engagement, and triangulation of interview, observation, and document analysis data. Dependability and confirmability were strengthened through peer debriefing and maintaining an audit trail, while transferability was enhanced by providing rich descriptions of the research context, participants, and instructional setting.

Ethical principles were strictly observed throughout the conduct of the study. Approval to conduct the research was obtained from the appropriate educational authorities before data collection commenced. Participation was voluntary, and all participants signed informed consent forms after receiving a complete explanation of the study's objectives, procedures, potential benefits, and possible risks. Confidentiality and anonymity were maintained by assigning pseudonyms to all participants, and all research data were securely stored and used exclusively for academic and research purposes.

6. Findings and Discussion

Theme 1: Enhancing Practical Skills through Visual Demonstration and Guided Learning

The findings revealed that teachers perceived video-based lesson exemplars as valuable instructional tools for developing learners' practical skills in Technology and Livelihood Education. Participants explained that video demonstrations enabled learners to observe technical procedures, safety protocols, proper tool handling, and step-by-step work processes before performing practical activities. Teachers emphasized that learners developed greater confidence and accuracy because they could repeatedly view demonstrations and better understand the sequence of technical tasks.

Participant 2 shared:

"The videos allow learners to clearly observe every step before performing the activity themselves. They become more confident because they already know what to expect and how to perform the task correctly."

Participant 8 stated:

"Some procedures are difficult to explain using words alone. When learners watch the demonstration, they immediately understand the proper techniques, safety precautions, and expected output."

These responses indicate that video-based lesson exemplars strengthen learners' acquisition of practical skills by combining visual demonstration with teacher guidance. Teachers observed that learners became more engaged, attentive, and confident during laboratory activities because the videos provided clear procedural models that complemented classroom instruction. These findings support Mayer's Cognitive Theory of Multimedia Learning, which explains that learners develop deeper understanding when verbal explanations are integrated with relevant visual representations. The findings also align with Constructivist Learning Theory, emphasizing that meaningful learning occurs when learners actively observe, practice, and apply newly acquired knowledge through authentic experiences.

Theme 2: Promoting Learner Engagement through Interactive Multimedia Integration

The participants emphasized that integrating video-based lesson exemplars increased learner participation, curiosity, and motivation during TLE classes. Rather than relying solely on lecture and textbook instruction, teachers utilized videos to introduce lessons, stimulate classroom discussions, encourage questioning, and prepare learners for hands-on activities. Participants observed that multimedia resources captured learners' attention and sustained their interest throughout the lesson, particularly during demonstrations of technical procedures and project-based activities.

Participant 4 explained:

"Learners become more attentive whenever videos are used. They actively ask questions, participate in discussions, and become excited to perform the practical activities afterward."

Participant 9 remarked:

"The videos make the lessons more realistic and enjoyable. Learners remain focused because they can visualize how the technical procedures are applied in real situations."

These findings demonstrate that multimedia-supported instruction creates more engaging and learner-centered classroom environments. Teachers' integration of video-based lesson

exemplars promoted active participation, meaningful classroom interaction, and stronger learner motivation. The findings support Social Constructivism, which highlights the importance of collaborative learning, teacher facilitation, and guided interaction in constructing knowledge. Furthermore, the results reinforce the TPACK Framework, illustrating that effective integration of technology, pedagogy, and content enhances instructional quality and learner engagement in Technology and Livelihood Education.

Theme 3: Adapting Instructional Practices to Overcome Technological and Contextual Challenges

The findings revealed that teachers encountered several challenges in integrating video-based lesson exemplars, including limited multimedia equipment, unstable internet connectivity, inadequate classroom technology, and varying levels of learners' digital literacy. Despite these constraints, participants demonstrated instructional adaptability by downloading videos for offline use, utilizing personal devices, modifying lesson delivery, and preparing alternative learning activities whenever technological issues occurred. These adaptive practices enabled teachers to sustain meaningful instruction while ensuring that learners continued to acquire the intended competencies.

Participant 3 shared:

"There are times when the internet is unavailable, so I download the videos beforehand and save them on my laptop. This allows the lesson to continue without interruption."

Participant 7 stated:

"Not all learners are equally familiar with using digital resources. I guide them step by step and provide alternative explanations whenever necessary."

These responses indicate that teachers' flexibility and problem-solving skills were essential in addressing technological and contextual barriers during multimedia integration. Their ability to maximize available resources while maintaining instructional quality reflects strong professional commitment and instructional resilience. These findings support the TPACK Framework, which emphasizes teachers' ability to integrate technology effectively while adapting pedagogical approaches to contextual realities.

Theme 4: Strengthening Practical Competence through Reflective and Performance-Based Learning

The participants emphasized that video-based lesson exemplars became more effective when combined with hands-on activities, continuous teacher feedback, and performance-based assessment. Teachers explained that learners first observed technical procedures through instructional videos before performing the tasks independently or in groups.

Throughout the practical activities, teachers monitored learner performance, provided immediate feedback, corrected misconceptions, and encouraged reflection on the learning process.

Participant 1 explained:

"Watching the video is only the beginning. Learners must practice the skill themselves while I observe, guide, and provide feedback until they perform the task correctly."

Participant 6 remarked:

"After every activity, we discuss what learners did well and what they can improve. Reflection helps them become more confident and accurate in performing technical procedures."

These findings demonstrate that meaningful learning occurs when multimedia instruction is complemented by authentic practice and reflective feedback. Video-based lesson exemplars serve as instructional guides, while practical application enables learners to strengthen technical competence, problem-solving skills, and confidence. The findings align with Constructivist Learning Theory, which emphasizes active knowledge construction through authentic experiences, and with Mayer's Cognitive Theory of Multimedia Learning, which highlights the value of combining multimedia resources with meaningful application.

Theme 5: Fostering Professional Growth through Continuous Learning and Collaborative Practice

The findings revealed that teachers continuously enhanced their competence in integrating video-based lesson exemplars through professional development and collaboration. Participants regularly attended Learning Action Cell (LAC) sessions, technology integration workshops, school-based training, and peer mentoring activities where they shared instructional strategies, developed multimedia resources, and reflected on classroom experiences. They emphasized that continuous learning enabled them to improve both their technological competence and pedagogical practices under the MATATAG Curriculum.

Participant 5 shared:

"Through Learning Action Cell sessions, we exchange ideas on how to use videos effectively in TLE. Learning from colleagues helps me improve my classroom practices."

Participant 10 stated:

"Every training gives me new techniques for integrating technology into my lessons. As I continue learning, I become more confident in using video-based lesson exemplars."

These responses suggest that collaborative professional learning strengthens teachers' ability to integrate educational technologies effectively. Continuous reflection, peer collaboration, and professional development promote innovation, improve instructional quality, and support the successful implementation of the MATATAG Curriculum. The findings reinforce the TPACK Framework, highlighting the importance of continuously developing teachers' technological, pedagogical, and content knowledge to maximize the educational benefits of multimedia instruction.

7. Conclusion

This study explored the experiences and pedagogical practices of Grade 7 Technology and Livelihood Education (TLE) teachers in integrating video-based lesson exemplars under the MATATAG Curriculum in Bagabag National High School. The findings revealed that teachers effectively integrated multimedia resources to enhance learners' practical skills, increase classroom engagement, facilitate meaningful demonstrations, and support competency-based learning. Video-based lesson exemplars enabled learners to visualize technical procedures, strengthen conceptual understanding, and perform practical tasks with greater confidence and accuracy. Despite challenges related to limited technological resources, unstable internet connectivity, varying levels of learners' digital literacy, and classroom management concerns, teachers demonstrated adaptability, creativity, and strong professional commitment by utilizing offline resources, contextualizing multimedia materials, and implementing learner-centered instructional strategies. Reflective teaching, continuous professional learning, and collaboration among teachers further strengthened the integration of video-based lesson exemplars. The study concludes that effective multimedia integration extends beyond the use of technology itself and depends on teachers' pedagogical competence, technological readiness, and ability to create authentic and engaging learning experiences that develop learners' practical competencies under the MATATAG Curriculum.

8. Implications

The findings of this study have important implications for Technology and Livelihood Education, educational leadership, and curriculum implementation. School administrators should strengthen the integration of multimedia instruction by providing adequate technological infrastructure, multimedia equipment, projectors, computers, and reliable internet access to support video-based teaching. The Department of Education and school leaders should continue to provide professional development programs focusing on educational technology integration, multimedia lesson design, digital pedagogy, authentic assessment, and learner-centered instructional strategies. Learning Action Cells (LACs), peer mentoring, and professional learning communities should be strengthened to encourage

teachers to collaboratively develop, evaluate, and contextualize video-based lesson exemplars aligned with the MATATAG Curriculum. Curriculum developers may utilize the findings to produce high-quality, curriculum-aligned video lesson exemplars and teacher support materials that promote competency-based instruction in Technology and Livelihood Education. Schools should also establish partnerships with local industries, technical experts, and educational technology providers to develop contextualized multimedia resources that reflect authentic workplace practices. Future researchers are encouraged to replicate this study in other schools or employ mixed-methods and comparative research designs to further examine teachers' experiences in multimedia integration and its contribution to learners' technical skill development, engagement, and workplace readiness.

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