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## **A Survey of Audiovisual Materials for Asian History Subjects**

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**Abstract.** Audiovisual materials are essential in education. Audiovisual materials are devices that are used in classrooms to encourage the teaching-learning process and make it easier and interesting. Audiovisual materials are the best tools for making teaching effective and the best devices for the dissemination of knowledge. It has been predicted that by 2020, teachers should be technology-driven and should transform the classrooms into learning hubs. The teacher and the whole system must change from teaching to learning. The teacher must journey with the student through technology. Hence, the researcher was motivated to conduct this study to prepare an in-depth analysis of the audiovisual materials used by teachers in their Social Science classes. The study aimed to determine and classify available Online Audio-Visual Materials available in YouTube. The output of the study is a Catalog of online Audio-Visual Materials for Asian History available on YouTube. This catalog contains an in-depth analysis showing the connection of the materials to the learning outcomes specified in the curriculum and some Enrichment activities. A descriptive analysis was used to analyze the data. The data and information were gathered and secured for further analysis and assessment of information about the audiovisual materials.

**Keywords.** Audiovisual Materials, Asian History, Descriptive-Survey, Bacolod City

### **1. Introduction**

The world is talking about Education 4.0 or the Industrial Revolution 4.0. In education, it tells teachers not to be contented with technology only as an aid to education, but it should be an essential part of the educational system. It has been predicted that by 2020, teachers should be technology-driven and should transform the classrooms into learning hubs. The teacher and the whole system must change from teaching to learning. The teacher must journey with the student through technology (James, 2019).

Audiovisual materials are essential in education. Audiovisual materials are devices that are used in classrooms to encourage the teaching-learning process and make it easier and interesting. Audiovisual materials are the best tools for making teaching effective and the best devices for the dissemination of knowledge (Rather, 2014).

In 2018, the Philippines was ranked 57th of 79 participating countries in the Global Connectivity Index (GCI). The Philippines is the fastest-growing digital population globally, with 63 percent of the population accessing the internet, spending an average of 10 hours a day. Digital analytics reports that most of the data use is either streaming or watching audiovisual materials on the net. This shows that Filipinos would prefer watching audio-video materials than attending classes or lectures. In the 21<sup>st</sup> century education, the teacher must use the environment of the students to produce learning (Montealegre, 2019).

There were two things that propelled the researcher to conduct this study is the problem on accessibility and availability of Audiovisual Materials to be used for Social Science classes. Teachers need various kinds of information for teaching and research for the purposes of impacting knowledge in students and self-development. To achieve this, the right information must be available for the right person at the right time in its appropriate format. Audio-visual collection contains both online resources and multimedia items to borrow and use. The library must provide facilities for students and teachers. Users can access the library collection(s) during opening hours

Interactive audio and visual presentations, films, and animations are used to demonstrate concepts, and sound cues and stimulating visual effects are some examples of the multimedia materials used to stimulate and motivate learning among learners. In the Philippines, the most common is the use of animated and documentary videos. A study on the benefits of multimedia to students revealed that besides potential advantages to students, multimedia formats might offer benefits to instructors teaching multi-section courses because this type of format ensures uniformity in the lecture content across the sections (Bartlett & Strough, 2003). This innovation, brought about by the present media and technology, forces classroom teachers to rethink the way they teach and to transform education practices to support more active and meaningful learning. This technology has encouraged a more flexible learning approach. Technology-based learning is one way to encourage students to see the application of what the teacher tells them inside the classroom.

There is no descriptive survey that catalogs the audiovisual presentations specific for the Asian History subjects offered in the Philippine education under RA 10533 (Expanded Basic Education Law) with in-depth analysis using the Social Studies principles. Although DepEd had provided the schools with a list of AVM as instructional materials in teaching Asian History subjects, there was no description or source of the said materials. This study aimed to determine and classify the online Audio-visual materials for Asian History subjects available in YouTube, which includes Geography, Civilization, Transformation of East, Southeast, South and West Asia, in terms of category, genre, format, type of media, content, length, ratings and reviews, and utilization.

The researcher was motivated to conduct this study to prepare an in-depth analysis of the audiovisual materials used by teachers in their Social Science classes. The study aimed to determine and classify available Online Audio-Visual Materials available in YouTube. The output of the study is a Catalog of online Audio-Visual Materials for Asian History available on YouTube. This catalog contains an in-depth analysis showing the connection of the materials to the learning outcomes specified in the curriculum and some Enrichment activities.

## **2. Framework of the Study**

This study is anchored on the Constructivism Theory. Constructivism is the study of learning; it is about how people all make sense of the world, and that has not changed (Brooks, 1999). The concept of constructivism traces its history to the classical era. Socrates led his students to realize for themselves the weaknesses in their thinking. The Socratic dialogue is still an essential

tool in the way constructivist educators assess their students' learning and plan new learning experiences. Thus, the other factors outside the mind help build a better understanding of abstract ideas.

Jonassen (1994) claimed that eight characteristics underline the constructivist learning environments and apply to both perspectives. First, learning environments provide multiple representations of reality, and second, multiple representations are present in the real world. Third, knowledge construction is preferred over knowledge reproduction, and fourth, authentic tasks in a meaningful context are chosen rather than abstract instruction out of context. Fifth, learning environments are chosen over predetermined sequences of instruction, and sixth, thoughtful reflection on experience is essential. Seventh, context and content are dependent on knowledge construction, and eighth, collaborative construction of knowledge through social negotiation, not competition, should be encouraged among learners for recognition.

The Constructivist theory supports that learning is achieved easier and faster when there are stimulants or concrete visual presentations of the theories learned. This study theorizes that the use of audiovisual materials becomes more efficient and effective when the teacher has a general and clear understanding of the AV materials in utilizing them as an aid to learning for the students. The researcher believes that having an information catalog of the school's AV materials for the use of the faculty will give teachers an advanced idea of what the film is all about. Furthermore, this study theorizes that Social Science teachers are likely to develop from apparent usefulness of technology-based instruction.

Also, this study aimed to classify and categorize the available online Audio-Visual materials used in teaching Asian History Subjects which includes Geography, Civilization, Transformation of East and Southeast Asian, and the Transformation of South and West Asia, and as categorized according to Category, Genre, Format, Type of Film, Content, Length, Ratings and Reviews, and Utilization.

Data Mining shall be utilized as a tool in data gathering. The findings of the study will be used to produce a catalogue of Audio Visual Materials found in You Tube and a discussion question guide is also a part of the said catalogue.

### **3. Methodology**

This study utilized a descriptive survey research design. A descriptive survey attempts to establish the range and distribution of social characteristics, such as education or training, occupation, and location, and discover how these characteristics may be related to certain behavior patterns or attitudes. This study sought to survey the available audio-visual materials online. The researcher screened the available Audio-visual materials and after screening categorized the AVMs into the different categories and recorded for the output of the study which is the catalogue of AVMs for Asian History subjects of senior High School.

The researcher utilized purposive sampling. The researcher sought the online AVM's from You Tube. The researcher limited the AVM's only from 1960's up. Twenty AVM's were chosen for each topic in Asian History Subjects, namely Geography, Civilization, Transformation of East and Southeast Asia, and Transformation of South and West Asia.

The researcher used a checklist of Audio-visual materials to appraise the available online Audio-visual materials. The said instrument includes the following headings: Title of the film, category, genre, format, type of media, content, length, reviews and ratings and utilization.

The researcher collected the data of Audio-visual materials that were available online by arranging the categories per column. Aided by the checklist, the researcher survey available online Audiovisual Materials. It was analyze using the checklist. All available online

Audiovisual Materials can be accessed in the YouTube. After which, it was presented and summarized in a tabular form. Lastly, it was coded on what subjects they belong.

A descriptive analysis was used to analyze the data. The data and information were gathered and secured for further analysis and assessment of information about the audiovisual materials. The researcher used frequency in tallying the number of AVMs per subject. Percentage was also utilized to determine the AVM's utilization.

The researcher properly acknowledged the copyright owners of the cited audio-visual materials. Copyright and infringement rights of the AVM were respected. The researcher also abided by the rules governing the use of AVM for educational purposes. Likewise, the researcher agreed that the AVMs would not be used for business or commercial purposes.

#### **4. Results and Discussion**

This study is intended to classify the online audiovisual materials for Asian History subjects in terms of Category, genre, format, type of film, length, content, ratings and reviews, and utilization.

There were eighty (80) online AVM's that were chosen and recommended by this researcher. These AVM's will be utilized to further enhance the learning of students.

Table 1 shows the distribution of AVMs according to the different categories. It shows that according to Categories there are 64 foreign-produced AVMs over only 16 locally-produced AVMs that are recommended. This gives us a percentage of 80% for foreign-produced AVMs while 20% for locally-produced AVMs.

For the classification of according to genre, out of the 80 films, 1 were classified as action film which is 1.25%. 18 were classified as adventure which is 22.5%. 9 were classified as Drama which is 11.25%. Historical films numbered to 32 which is 40%. 7 were classified as Musicals which is 8.75%. 6 were classified as Science-fiction films which is 7.5%, and War films were numbered to 7 which is 8.75%.

For the format, all 80 AVM's are adopting the format of .mp4 which is 100%.

For the type of films, out of the 80 films, 51 were classified as animated film which is 63.75%. Documentary films were numbered to 26 which is 32.5%. 2 were classified as Full length (Movie) which is 2.5%, and 1 were classified as film clips which is 1.25%.

For the length or running time of the film, out of the 80, short films (0-10minutes) were numbered to 60 which is 75% while 20 were classified as full length (11-45 minutes) which is 25%.

For the ratings of the film, out of the 80, General Audience were numbered to 55 which is 68.75%, while 25 were classified as Parental Guidance which is 31.25%.

For the utilization of the film, out of 80, Geography of Asia were numbered to 20 which is 25%. 20 were classified as Civilizations of Asia which is 25%. Transformation of East and Southeast Asia were numbered to 20 which is 25%, and 20 were classified as Transformation of South and West Asia which is 25%.

Students reflected that they were more engaged in such learning mode. Malik and Agarwal (2012) recognized multimedia as a constructivist learning realm, permitting students to explore and engage in their learning. Audio-visual materials have been applied in multiple teaching and learning settings with encouraging results. Lee and Keckley (2006) revealed higher performance among learners taught via multimedia instruction in driving lessons.

**Table 1. Classification of Audiovisual Materials**

Classification of AVM's	f	%
<b>Category</b>		
Local	64	80
Foreign	16	20
<b>Genre</b>		
Action	1	1.25
Adventure	18	22.5
Drama	9	11.25
Historical	32	40
Musical	7	8.75
Sci-fi	6	7.5
War	7	8.75
<b>Format</b>		
.mp4	80	100
.avi	0	0
.mpeg	0	0
<b>Type of Media</b>		
Movie	2	2.5
Film clips	1	1.25
Documentary	26	32.5
Animated	51	63.75
<b>Length</b>		
Short films (0- 45 minutes)	60	75
Long films (46 – 90 minutes)	20	25
<b>Ratings and Review</b>		
Restricted -13	0	0
Parental Guidance	25	31.25
General Patronage	55	68.75
<b>Utilization</b>		
Geography	20	25
Civilization	20	25
Transformation of Asian countries (East and Southeast Asia)	20	25
Transformation of Asian Countries (South and West Asia)	20	25

### Geography of Asia

Table 2 shows that there are 20 online AVM's on YouTube on the topic of Geography. 16 of the 20 films belong to the category of foreign films while only 4 are locally produced. For the classification of genre, 1 film belong to action, 4 for both drama and science-fiction films, 5 numbered for adventure films, while 6 adopted the genre of musicals. Most AVM's are adopting the format of .mp4. Majority of the AVM's for Geography has 13 animated as type of media while only 4 have documentary film, 2 were numbered as full length or movie and 1 were classified as film clips type of media. Most of the AVM's are short films which numbered to 13 films while 4 are full length.

De Sousa and Van Eeden (2009) recommended the use of audio-visual materials in teaching history to enhance deep understanding and active learning. Similarly audio-visual materials were reported to be beneficial to the learning of Geography as they vividly presented trends, maps and activities Audio-Visual Aids in Rural Secondary School 95 (Ekinici, Karakoc, Hut, & Avci, 2009). For the same reason, audio-visual materials were also advocated for the teaching of social science, for instance among pre-service teacher (De Sousa et al., 2017).

Today, schools and formal education cannot be separated from the cultural environment, which is mainly affected by the technological developments in the information era. Therefore,

in this era, films are acknowledged as effective history educators. In this respect, teachers behaving strategically have begun to use films as an instructional tool for history education in the 21st century.

**Table 2. Audiovisual Materials for Geography of Asia**

<b>Film</b>	<b>Category</b>	<b>Genre</b>	<b>Format</b>	<b>Type of Film</b>	<b>Length</b>	<b>Ratings and reviews</b>
7 Continents of the World - Geography for Kids	Foreign	Musicals	Mp4	Animated	Short film	General Audience
Asia/Continent of Asia/Asia Geography	Foreign	Musicals	Mp4	Animated	Short film	General Audience
Regions of Asia	Foreign	Musicals	Mp4	Animated	Short film	General Audience
Landforms, Hey!: Crash Course Kids #17.1	Foreign	Adventure	Mp4	Animated	Short film	General Audience
Exploring The Landforms of the Earth	Foreign	Adventure	Mp4	Animated	Short film	General Audience
Water forms	Foreign	Musicals	Mp4	Animated	Short film	General Audience
Water forms on the Earth	Foreign	Musicals	Mp4	Animated	Short film	General Audience
<b>Film</b>	<b>Category</b>	<b>Genre</b>	<b>Format</b>	<b>Type of Film</b>	<b>Length</b>	<b>Ratings and reviews</b>
Philippine Seas, a documentary by Atom Araullo	Local	Adventure	Mp4	Documentary	Full Length	Parental Guidance
I-Witness: 'The Last Island,' a documentary by Howie Severino (with English subtitles)	Local	Adventure	Mp4	Documentary	Full Length	Parental Guidance
What are climate zones?	Foreign	Adventure	Mp4	Animated	Short film	General Audience
A video about resource depletion. Are we too late? Can we change our ways?	Foreign	Drama	Mp4	Animated	Short film	General Audience

BIC: Two minutes to understand sustainable development	Foreign	Science-fiction	Mp4	Animated	Short film	General Audience
MAN	Foreign	Science-fiction	Mp4	Full length	Short film	General Audience
The Lorax	Foreign	Musicals	Mp4	Film Clips	Short film	General Audience
What really happens to the plastic you throw away?	Foreign	Science-fiction	Mp4	Animated	Short film	General Audience
I-Witness: 'Plastic Republic,'	Local	Drama	Mp4	Documentary	Full Length	Parental Guidance
7 Billion: How Did We Get So Big So Fast?	Foreign	Drama	Mp4	Animated	Short film	General Audience
<b>Film</b>	<b>Category</b>	<b>Genre</b>	<b>Format</b>	<b>Type of Film</b>	<b>Length</b>	<b>Ratings and reviews</b>
Causes, Effects and Possible Solutions for Overpopulation	Foreign	Science-fiction	Mp4	Animated	Short film	General Audience
Reporter's Notebook: Kids wade in garbage-filled water for a living	Local	Drama	Mp4	Documentary	Short film	Parental Guidance
Downsizing (2017)	Foreign	Action	Mp4	Full Length	Full Length	Parental Guidance

### **Civilization of Asia**

Table 3 shows that there are 20 online AVM's on YouTube on the topic of geography. 16 of the 20 films belong to the category of foreign films while only 4 are locally produced. For the classification of genre, 2 films belonged for both drama and science-fiction films, 7 numbered for historical films, while 9 adopted the genre of adventures. Most AVM's are adopting the format of .mp4. Majority of the AVM's for Civilization of Asia has 15 animated as type of media and only 5 have documentary film. Most of the AVM's are short films which numbered to 16 films while 4 are full length.

The use of audio-visual aids in teaching has been promulgated in a number of studies (Jarosievitz, 2011; Zheng, Warschauer, Lin, & Chang, 2016; De Sousa, Richter, & Nel, 2017) as useful tools to convey complicated concepts and ideas in an interesting and interactive manner as well as to facilitate procedural demonstration. Shah and Khan (2015) highlighted that animation and information presented onscreen provided a different learning experience from printed text which was beneficial to development of critical thinking. Gilakjani (2012) also resonated with the use of effective learning materials including audio-visual aids in enhancing teaching and learning, and visual presentation helped differentiating primary and secondary information sources in approaching questions requiring higher thinking skill.

In history education, documentaries and historical films are typically treated as factual statements. Additionally, the students are not usually encouraged to think on the underneath messages of the scenes presented. Because popular films are cultural products, they give students a chance to make connections to the historical era the movie takes place. The use of film as a primary source can provide students with opportunities to develop their own ideas rather than memorize facts.

When they watch films, students apply their higher-level thinking skills on discovering the ideas behind the historical facts. When use of films as instructional tools compared to the traditional approach, it is possible that more active and meaningful learning will result depending on the reason that students think, construct, or solve, rather than memorize information.

**Table 3. Audiovisual Materials for Civilization of Asia**

<b>Film</b>	<b>Category</b>	<b>Genre</b>	<b>Format</b>	<b>type</b>	<b>Length</b>	<b>Ratings and reviews</b>
Darwin's Theories	Foreign	Science-fiction	Mp4	Animated	Short film	General Audience
AHA!: Charles Darwin's Theory of Evolution	Local	Historical	Mp4	Documentary	Short film	Parental Guidance
Myths and misconceptions about evolution	Foreign	Historical	Mp4	Animated	Short film	General Audience
Prehistory	Foreign	Adventure	Mp4	Animated	Short film	General Audience
Map Shows How Humans Migrated Across The Globe	Foreign	Historical	Mp4	Animated	Short film	General Audience
Human Prehistory 101: Prologue	Foreign	Adventure	Mp4	Animated	Short film	General Audience
Human Prehistory 101 (Part 1 of 3): Out of (Eastern) Africa	Foreign	Adventure	Mp4	Animated	Short film	General Audience
<b>Film</b>	<b>Category</b>	<b>Genre</b>	<b>Format</b>	<b>Type of Film</b>	<b>Length</b>	<b>Ratings and reviews</b>
Human Prehistory 101 (Part 2 of 3): Weathering The Storm	Foreign	Adventure	Mp4	Animated	Short film	General Audience

Human Prehistory 101 (Part 3 of 3): Agriculture Rocks Our World	Foreign	Adventure	Mp4	Animated	Short film	General Audience General Audience
I-Witness: 'Lihim sa Ilalim ng Siyudad,'	Local	Drama	Mp4	Documentary	Full Length	Parental Guidance
Traits of Civilization	Foreign	Adventure	Mp4	Animated	Short film	General Guidance
I-Witness: 'Mga Pahina ng Kasaysayan,'	Local	Drama	Mp4	Documentary	Full Length	Parental Guidance
History of the World In one movie 2016	Foreign	Science-fiction	Mp4	Documentary	Full Length	Parental Guidance
The History of Civilization for Kids: How Civilization Began	Foreign	Adventure	Mp4	Animated	Short film	General Audience
AP World 3: Characteristics of Civilization	Foreign	Adventure	Mp4	Animated	Short film	General Audience
Ancient Mesopotamia 101   National Geographic	Foreign	Historical	Mp4	Animated	Short film	General Audience
I-Witness: 'Unearthed,'	Local	Historical	Mp4	Documentary	Full Length	Parental Guidance
<b>Film</b>	<b>Category</b>	<b>Genre</b>	<b>Format</b>	<b>Type of Film</b>	<b>Length</b>	<b>Ratings and reviews</b>
Rise and Fall of Indus Valley Civilization	Foreign	Adventure	Mp4	Animated	Short film	General Audience
All China's dynasties explained in 7 minutes (5,000 years of Chinese history)	Foreign	Historical	Mp4	Animated	Short film	General Audience
What makes the Great Wall extraordinary?	Foreign	Historical	Mp4	Animated	Short film	General Audience

### Transformation of East and Southeast Asia

Table 4 shows that there are 20 online AVM's on You Tube on the topic of Transformation of Asian Countries (East and Southeast Asia). 16 of the 20 films belong to the category of foreign films while only 4 are locally produced. For the classification of genre, 1 film belonged for both drama and musical films, 4 numbered for adventure films, while 5 adopted the genre of war. Most AVM's are adopting the format of .mp4. Majority of the AVM's for Transformation of

East and Southeast Asia has 14 animated film as type of media and only 4 have documentary film. Most of the AVM's are short films which numbered to 14 films while 6 are full length.

The age of internet confers greater interactivity, connectivity and flexibility to the creation, dissemination and use of audio-visual aids. Now, people in any part of the world can create videos, animations and podcasts about any educational topics to be shared with anyone who is connected via the World Wide Web. Online platforms such as YouTube and Facebook facilitate sharing of the resources.

It, now, becomes a common practice for teachers to use audio-visual aids in delivery of various subjects and many studies have been carried out to investigate the usefulness of audio-visual aids in teaching and learning (Keene, 2006; Mathew & Alidmat, 2013; Mishra & Yadav, 2004; Oyesola, 2014).

Films, depending on their nature, provide a wider perspective for comparison in many ways. Scenes from films made in different countries offer comparative views of different cultures. Besides, when the same film is remade, it can offer a chance to observe the same culture at different times.

**Table 4. Audiovisual Materials for Transformation of East and Southeast Asia**

Film	Category	Genre	Format	Type of Film	Length	Ratings and reviews
How the West colonized China in the 18th centuries	Foreign	Historical	Mp4	Documentary	Short film	General Audience
First Opium War - Trade Deficits and the Macartney Embassy	Foreign	Historical	Mp4	Animated	Short film	General Audience
First Opium War - The Righteous Minister	Foreign	Historical	Mp4	Animated	Short film	General Audience
First Opium War - Gunboat Diplomacy	Foreign	Historical	Mp4	Animated	Short film	General Audience
First Opium War - Conflagration and Surrender	Foreign	Historical	Mp4	Animated	Short film	General Audience
Feature History - Opium Wars	Foreign	Historical	Mp4	Animated	Short film	General Audience
Ten Minute History - The Meiji Restoration and	Foreign	Historical	Mp4	Documentary	Short film	General Audience



the Empire of Japan						
Meiji Japan: Reforming a Nation Through Western Development	Foreign	Historical	Mp4	Animated	Short film	
<b>Film</b>	<b>Category</b>	<b>Genre</b>	<b>Format</b>	<b>Type of Film</b>	<b>Length</b>	<b>Ratings and reviews</b>
Feature History - Russo-Japanese War	Foreign	Historical	Mp4	Animated	Short film	General Audience
First Sino-Japanese War   3 Minute History	Foreign	Historical	Mp4	Animated	Short film	General Audience
Second Sino-Japanese War   3 Minute History	Foreign	Historical	Mp4	Animated	Short film	General Audience
Korean History -Japanese Occupation Period	Foreign	Historical	Mp4	Animated	Short film	General Audience
The Korean War (1950–53)	Foreign	War	Mp4	Animated	Short film	General Audience
Vietnam War in 13 Minutes - Manny Man Does History	Foreign	War	Mp4	Animated	Full Length	General Audience
How Thailand Escaped Colonialism	Foreign	Historical	Mp4	Animated	Short film	General Audience
Spanish Colonization in the Philippines	Foreign	Historical	Mp4	Animated	Full Length	General Audience
I-Witness: 'Lapu-Lapu'	Local	Historical	Mp4	Documentary	Full Length	Parental Guidance
I-Witness: 'El Fraile: Ang Pagsuko ng Fort Drum'	Local	Drama	Mp4	Documentary	Full Length	Parental Guidance
<b>Film</b>	<b>Category</b>	<b>Genre</b>	<b>Format</b>	<b>Type of Film</b>	<b>Length</b>	<b>Ratings and reviews</b>
I-Witness: 'Ang Huling Katipunero: Macario Sakay,'	Local	Drama	Mp4	Documentary	Full Length	Parental Guidance

Kapuso Mo, Jessica Soho: Lumang bahay ng mga Pinoy	Local	Historical	Mp4	Documentary	Full Length	Parental Guidance
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### Transformation of South and West Asia

Table 5 shows that there are 20 online AVM's on You Tube on the topic of Transformation of Asian Countries (South and West Asia). 16 of the 20 films belong to the category of foreign films while only 4 are locally produced. For the classification of genre, 2 films belonged for both adventures and war films, and 16 numbered for historical films. Most AVM's are adopting the format of .mp4. Majority of the AVM's for Transformation of South and West Asia has 11 documentary film as type of media and only 9 have animated film. Most of the AVM's are short films which numbered to 14 films while 6 are full length.

In teaching a knowledge or content subject like History, usually adopted method is the lecture method. The teacher has to impart fact and information. The pupils have to sit quietly, listen to the teacher carefully take down notes, memorize facts and information. Except these children have nothing else to do. Their participation is reduced to the minimum. Thus there are maximum number of teacher activity and the minimum number of students' activity. But, with the aid of audio-visual materials, knowledge is extended on an alternative way of learning.

Ismail et al. (2017) highlighted the ability of multimedia elements to enhance imagination and visualization. This might have contributed to increased retention of information, hence learning of reproduction-themed lesson which was difficult to imagine without audio-visual elements (Akram et al., 2012). Audio-visual aids provide auditory and visual stimuli which facilitate registration of information in the short-term memory (Mayer, 2001).

In Today's society, students need teachers' help to learn critical thinking skills to analyze the media, from music, videos and web environments to product placements in movies. When students obtain these critical skills, they will be able to make informed and reasoned decisions for the public good in future. By use of films as an instructional tool teachers have a chance to develop historical understanding on the students' part, however, this enhancement on students' understanding rely on teachers' efficiency to cultivate the skill to interpret film critically.

**Table 5. Audiovisual Materials for Transformation of South and West Asia**

Film	Category	Genre	Format	Type of Film	Length	Ratings and reviews
How did early Sailors navigate the Oceans?	Foreign	Adventure	Mp4	Animated	Short film	General Audience
I-Witness: 'Maninisid ng Pasipiko' dokumentaryo ni Sandra Aguinaldo (full episode)	Local	Drama	Mp4	Documentary	Full Length	Parental Guidance
Reporter's Notebook: Batas ng Karagatan (The Law of the Sea)	Local	Adventure	Mp4	Documentary	Full Length	Parental Guidance



World History The Age of Discovery in 5 Minutes	Foreign	Historical	Mp4	Animated	Short film	General Audience
Age of Exploration Introduction	Foreign	Musicals	Mp4	Animated	Short film	General Audience
What is Imperialism	Foreign	War	Mp4	Animated	Short film	General Audience
Imperialism and Colonialism	Foreign	Historical	Mp4	Animated	Short film	General Audience
How did Britain Conquer India?   Animated History	Foreign	War	Mp4	Animated	Short film	General Audience
<b>Film</b>	<b>Category</b>	<b>Genre</b>	<b>Format</b>	<b>Type of Film</b>	<b>Length</b>	<b>Ratings and reviews</b>
Why Do India and Pakistan Hate Each Other?   State Rivalries	Foreign	Historical	Mp4	Documentary	Full Length	Parental Guidance
Sepoy Mutiny 3 Minute History	Foreign	War	Mp4	Animated	Short film	General Audience
Rise of Indian Nationalism   History of India in English   India Documentary	Foreign	Historical	Mp4	Documentary	Short film	General Audience
Silipin ang India Expedition ng 'Motorcycle Diaries ni Jay Taruc'	Local	Adventure	Mp4	Documentary	Short film	Parental Guidance
Mahatma Gandhi - dying for freedom   DW Documentary	Foreign	Historical	Mp4	Documentary	Full Length	Parental Guidance
The Sri Lankan Civil War: Every Month	Foreign	War	Mp4	Animated	Short film	Parental Guidance
India-Pakistan tensions escalate over Kashmir	Foreign	Historical	Mp4	Documentary	Short film	Parental Guidance
The conflict in Kashmir, explained	Foreign	Historical	Mp4	Documentary	Short film	General Audience
<b>Film</b>	<b>Category</b>	<b>Genre</b>	<b>Format</b>	<b>Type of Film</b>	<b>Length</b>	<b>Ratings and reviews</b>
The Middle East's cold war, explained	Foreign	War	Mp4	Documentary	Short film	Parental Guidance

The Israel-Palestine conflict: a brief, simple history	Foreign	Historical	Mp4	Animated	Short film	Parental Guidance
Biyah ni Drew: Israel revisited	Local	Adventure	Mp4	Documentary	Full Length	Parental Guidance
In Depth - West Asia Crisis	Foreign	Historical	Mp4	Documentary	Full Length	Parental Guidance

This study is anchored on the Constructivism Theory. Many teachers favor adopting constructivist instructional approaches but are unsure of where to begin (Howard, 2000). The use of Audio-visual materials in instruction may help the teacher create or construct a clear image in the students' minds, and this will help students better understand the idea discussed in class.

The findings of the study shows that audio-visual aids are effective in increasing the understanding of students. It is suggested that teachers in rural secondary schools could download the audio-visual aids prior to using them in lesson delivery and the aids should undergo review to ensure appropriateness.

In the modern era, it is easy to access historical information by any means of media for every individual. However, it is very important to provide students with the knowledge and skill to contemplate historical content critically (Stoddard-Marcus, 2010). For the effective use of films on history education as an additional tool and avoiding possible harmful effects on students by the misuse, primarily the teachers should be educated for efficiency on the use of films as an educational tool. In this frame, teachers should be able to both reinforce learning and enhance critical thinking skills of their students by additional learning activities carried out before and after the film use. In this respect, teachers should encourage the students to collect information on the subject matter before the film use, and that information should be discussed in the classroom. During the film use phase, scenes from various movies, which handle the same historical subject from different point of views, should be used if it is possible. In the case of accessing only one film on the subject, then teachers should supply additional resources for the students that have differential approaches and after the film is presented, students should be encouraged on comparing and contrasting the views critically. Then, it can be expected that the students will have the skill to learn effectively and review the historical movies critically they watch in their daily lives. That is, although the number of historical facts one can memorize is limited, this rule works differently for the skills (Vella, 2001).

Although educators have various views on the use of films on history education, it is an obvious reality that recently children and adolescents gain their history knowledge mainly from the popular movies (Marcus, 2006). Thus, because the use of films in history education is a more complicated issue than only presenting film, history teachers should attend an comprehensive and practical education program in order to help students to gain a critical perspective that they can apply every areas of life.

## 5. Conclusion

In conclusion, since Audio-visual technological contents has been integrated and tried out in teaching and learning process and enhanced achievement and interest were recorded, teachers should endeavour to use audio visual material during teaching and learning of Asian History subjects.

Finally, encourage and integrate the use of audio visual materials in the curriculum for teaching and learning of Asian History subjects since it involves students actively participating in the lesson and learning in their own pace.

## 6. Recommendations

Based on the findings of the study, the following are the recommendations:

**School administrators.** It is recommended that school administrators provide training to influence and engage teachers in teaching Social Science using the available resources. They can use the findings of this study as a guide in approving the types of audiovisual materials that teachers will use in their Social Science classes. They should also ensure that these materials are essential and adhere to the goals of Philippine education.

**Social Science teachers.** It is recommended that teachers will download suitable audio-visual aids beforehand and get the help of other teachers teaching the same subject to review the aids to ensure their suitability.

**Future researchers.** It is recommended that future researchers conduct a similar study using the same scope to provide continuity to this endeavor

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