
The Lived Experiences of Teachers on the Utilization of Animated Videos in Teaching Elementary Pupils

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ABSTRACT

Using animated videos in teaching has gained popularity as an innovative approach to enhance learning in elementary education. This qualitative study used a phenomenological approach to explore the lived experiences of teachers who utilized animated videos as a teaching strategy in teaching elementary pupils. To find recurring themes and patterns, the data was examined through thematic analysis. The study was conducted in Magugpo Pilot Central Elementary School, Tagum City, Davao del Norte, with 14 elementary teachers as participants. For teachers' experiences, five significant themes emerged, such as using cartoons and 3D animations, choosing developmentally appropriate animated videos, considering technical elements of animated videos, contextualizing and localizing animated video content, and using animated videos as an energizer. Moreover, teachers shared their coping strategies, such as enhancing skills through self-learning and training programs, sharing resources with other teachers, having patience, embracing technology despite difficulties, and investing in high-quality resources. Finally, their insights on the importance of utilizing animated videos showed four significant themes: effective teaching delivery, entertainment purposes, encouraging teachers to utilize animated videos, and training and seminar workshops for teachers. This study contributed to understanding the use of animated videos in teaching and provided insights into integrating this tool in elementary education to enhance student learning outcomes. It is recommended in this study that schools must have adequate strong internet connections within the school's premises for faster downloading and sharing of resources by teachers online.

Index Terms—BEED-Generalist, animated videos, teacher's experiences, phenomenology, Philippines.

INTRODUCTION

Teachers need learning media that effectively assist students' learning in this generation. Since the pandemic began in 2019, video usage has increased considerably in K-12 learning contexts, particularly watching short-form video content. Students nowadays have increased demands for multimedia content, particularly animated videos, or cartoons [25] and increasingly interacted with interactive technology in their daily activities at home and school [15]. However, many teachers were still not fully utilizing learning media as a learning aid since not all can teach with technology [23].

Moreover, Hyndman highlights the challenges faced by instructors in utilizing technology effectively [18]. Meanwhile, Adri stressed the importance of technology in teaching and learning [1] and emphasize the role of teachers in boosting students' interest, increasing motivation, and ensuring satisfaction with their learning [39]. Walsh and Shih highlight the value of video as a teaching tool for educators, stressing its capacity to stimulate student learning and alleviate student boredom, both of which improve comprehension [37], [32]. Huda emphasize the importance of using technological advancements to enhance learning outcomes and foster a learning community that respects unique learning styles,

highlighting the need for teachers to shift from information providers to facilitators [17]. Drawing attention to the potential of visually appealing instructional methods, [3], they underscore the significance of audiovisual resources in augmenting comprehension and participation in education [31].

Animated characters and other visual components have the potential to improve comprehension and motivation. Hence, the role of media in teaching complicated concepts to children [40], [9]. In their work, they demonstrate how well interactive cartoons represent reality and how they might improve social behavior, learning objectives, and instructional strategies [2].

The study utilized Punya Mishra & Matthew J. Koehler's TPACK theory to enhance the use of technology in education and create optimal classroom settings. In the 21st century, as computer-based learning environments improve student learning processes, Srisawadi's study emphasizes TPACK as an essential basis for improving instructional proficiency [35]. Therefore, the provisions for using and integrating information and communication technology (ICT) for teaching and learning must be immediately addressed [30]. Hence, study aimed to explore and understand the teachers' experiences, coping strategies, and insights on utilizing animated videos in elementary classrooms. Students today search for personalized and engaging multimedia content and animation that explain complex topics and capture their attention. By understanding how teachers address the challenges associated with this approach, this research contributes to developing effective instructional strategies that enhance student learning outcomes [25].

METHODS

Research Participants

To find suitable subjects, this study used the purposive sampling technique. Participants in this phenomenological study were the elementary school instructors at Magugpo Pilot Central Elementary School in Tagum City who used animated movies as a teaching tool with their students. Fourteen female elementary school instructors were split into two groups: seven were assigned to the IDI and seven to the FGD. Depending on their preference, the participants were asked to take part in either group or one-on-one interviews.

Materials/Instrument

The study utilized a researcher-interview guide, content-proper questions, and preliminary interviews to understand teachers' experiences using animated videos in elementary classrooms. The tool, which includes three research questions and fifteen supporting questions, was validated by experts to ensure validity and reliability.

Design and Procedure

This inquiry used a qualitative research design using a phenomenological approach. Interviews with teachers who use animated videos in their classrooms were part of this phenomenological investigation. Thematic analysis was used to analyze the data findings. The thematic analysis emphasizes the value of creating coding schemes, managing qualitative data, and applying organized methods for data analysis [26]. The interviews were transcribed, categorized, and analyzed to produce thematic networks [26]. Following the data collection phase, the researchers analyzed the gathered information using a six-phase approach in the thematic analysis developed by Braun and Clarke [7].

RESULTS, DISCUSSION AND CONCLUSION

The experiences of teachers in utilizing animated videos in teaching elementary pupils as a teaching strategy revealed 5 essential themes: 1.) *Using Cartoons and 3D animations*, 2.) *Choosing Developmentally Appropriate Animated Videos*, 3.) *Considering Technical Elements of Animated Videos*, 4.) *Contextualizing and Localizing Animated Video Content*, and 5.) *Using Animated Videos as an Energizer*. Meanwhile, 1.) *Enhancing Skills through Self-Learning and Training Programs*, 2.) *Sharing Resources with other Teachers*, 3.) *Having Patience*, 4.) *Embracing Technology despite Difficulties*, and 5.) *Investing in High-Quality Resources* emerged as to how participants addressed the challenges they have encountered in utilizing animated videos as a teaching strategy. Moreover, four major themes emerged from the participants' perception about the importance of utilizing animated videos as a teaching strategy: *Effective Teaching Strategy*, *Entertainment Purposes*, *Encourage Teachers to Utilize Animated Videos*, *Training and Seminar Workshops for Teachers*.

DISCUSSIONS

The theme of *using cartoons and 3D animations* emerged. It is the most mentioned type of animated video used by teachers. For example, Amber (pseudonym) shared that she uses cartoon animation, which is significant to her teaching lesson. Danielle (pseudonym) also said she often uses 2D and 3D videos with notable features like colorful videos, voice, cartoon, length, and narrator. Meanwhile, English subject teachers like Hani (pseudonym), Nancy (pseudonym), and Karina (pseudonym) revealed that they always incorporate cartoons and 3D, even 4D animations, in reading and storytelling because it captures the attention and boosts the interest of their students. Kocak & Goktas stated that teachers must carefully choose instructional cartoons to utilize in classroom activities since cartoons convey the essential lessons most effectively [25]. In addition, 3D animation can be used by teachers to illustrate logical concepts and their applications in real-world settings [27].

Moreover, the theme of *choosing developmentally appropriate animated videos* emerged. Choosing developmentally appropriate videos is a top priority among the teachers before showing them to their respective classes. Most of the

critical participants shared similar experiences relating to carefully selecting appropriate animated videos to be presented in the class, wherein it must be fitted with the level of their students' understanding or grade level and adhere to developing good values among students. For example, Karina (pseudonym) stated that the teacher should choose videos according to the student's level and not on the teacher's level of understanding. Chloe (pseudonym) also shares a similar idea, where she selects competency-based animated videos according to her handled grade levels. *If it is for the grade four level, the videos and competencies should be appropriate for fourth graders.*

Similarly, Nancy (pseudonym) also asserted that the teacher should check that the materials or the videos used are appropriate for the student's level. On the other hand, Erica (pseudonym) revealed her experience where she once mistook a lesson, she downloaded from YouTube to be appropriate to the level of her students, only to find out that the examples were intended for higher grade levels. She immediately acknowledged her fault for confusing the students. Hence, the appropriateness of animated videos should be significantly considered.

Moreover, Hani (pseudonym) explained that one of the criteria that teachers should be concerned about is that it should give moral lessons to the students wherein it integrates values development. Also, those videos should be appropriate for the students because some videos contain actions or scenes of the characters restricted for the students. In a study by Türkmen, he found that age or maturity level is the most crucial element in understanding and appreciating the information observed. It suggests that cognitive development is the most crucial factor influencing a child's engagement with the media [36].

Consequently, the theme of *considering the technical elements of animated videos* came to light. Several participants affirmed that they also consider the technicalities of animated videos. Most concerns were about the duration, both video and sound quality, design animations, and the voice and accent of the narrator or voice actor. Nancy (pseudonym) and Belle (pseudonym) consider the length, the voice speaker in the videos, and the content. Faith (pseudonym) revealed that she usually grabs from specific subscriptions or links because she likes the video quality. There are even more elaborate ideas, the lessons are organized, and the kids understand them better. It is aligned with a study by Soe'oad, Rachmawaty, and As'ari, which states that in terms of technological design, the visual and audio quality of the video is critical, as the poor-quality video may detract from learners' engagement and interest [34].

Moreover, another experience was shared by Mina (pseudonym), wherein she emphasized that too many designs should be avoided as animations like *bitmojis* could also divert students' attention towards it. The funny object they see makes them laugh, which makes them lose their focus while learning. It can be supported by the study of Wati et al. that students are entertained by cartoon graphics without regard for the material presented, resulting in a loss of concentration on material substance [38]. Correspondingly, Andrea (pseudonym) expressed that she looks for short-length videos due to the short attention span of the learners. If animated videos are long, students do not listen.

To justify, a study by Oentoro states that if the video length exceeds the audience's attention span, the worst-case situation is that they will disregard the video. As the event progresses, the audience retention rate gradually falls. Also, based on statistical research, several characteristics of animation design contribute to increased student engagement [28]. Character design, dialogue, and voice acting in animations are essential components that explain students' attention, enjoyability, and engagement during the learning process. These findings give vital information for future educators interested in designing and developing animated products [25].

In addition, the theme of *contextualizing and localizing animated video content* emerged. For example, Irene (pseudonym) asserted that examples should be familiar to the students because sometimes videos on YouTube are from the USA. Chloe (pseudonym) stated that the examples should be contextualized and localized. She ensures that the sample video is related to their lesson for that day because some videos use terminologies that are not related and are very far from the given lesson they should follow. It can be supported by Shih, which states that the primary goal of localization is to break down linguistic and cultural barriers so that target audiences may better comprehend and appreciate the content [32]. Moreover, Brame expressed that teachers must be confident that the material feels appropriate for the students in class [6].

Along these lines, the theme of *using animated videos as an energizer* becomes apparent. In some instances, teachers also use animated videos to energize the students. Not only that they impart knowledge, but they also help in keeping students attentive and alert in class. For example, Danielle (pseudonym) and Belle (pseudonym) incorporate their prepared animated videos during motivation, presentation, and discussion of their lesson because it arouses their students' interest, and they become more attentive to listening, making learning fun. It is also discussed in a study by Hanif that video animation keeps pupils from becoming bored because it can create a pleasant, relaxing, and amusing learning environment while still accommodating the essential parts of learning content elements [13].

Enhancing skills through self-learning and training programs emerged as teachers' way of addressing the challenges they have encountered in utilizing animated videos as a teaching strategy. Giselle (pseudonym) shared that we must be willing to learn, explore, and read. Teachers are challenged when the pandemic comes, and they do their best to be fully equipped with the ideas or concepts of making videos or interactive material to improve their skills. You can increase your self-assurance and put your skills to work. You may develop your job, acquire new abilities, and broaden your

knowledge by understanding self-learning and how to use it [23]. Another theme is theme of *sharing resources with other teachers*. Teacher resource sharing demonstrates openness to new approaches, peer development, and regular group discussions. It promotes learning and teaching, enhances focus, and fosters closer bonds with coworkers, while also fostering a sense of ease and focus [16]. Jennie (pseudonym) shared resources and told her colleagues to *just play it in your class so that your life will become easier*. Lisa (pseudonym) added that if she downloads the link, she will share it with her co-teachers and tell them to use those videos for class. Sharing resources will increase the number of individuals engaged in the topic you desire more knowledge, ideas, and recommendations [20]. The theme called *having patience* also came out. For instance, Giselle (pseudonym) emphasized that she must have patience, which is her mindset—that even though making slides or animated videos is tiring, she makes her own. Moreover, Nancy (pseudonym) stated that teachers should have patience first, wherein teachers know their target lesson for their students, they know their viewers, and they know animated videos or instructional materials. Furthermore, a lot can appear when browsing, but you must select the one relevant to your lesson. One of the most crucial traits of a teacher is patience. The teacher might be unable to give if they lack patience [5]. *Embracing technology despite difficulties* was devised by the participants. For example, Lisa (pseudonym) pointed out that we are in a technology era; we need to learn even though we do not know how to edit. Also, Amber (pseudonym) stated that if we do not embrace reality, we are the ones who will suffer, so we need to adjust and accept it. Employees adopt new technologies when they realize their institution needs to change to thrive. Organizations must be prepared to adapt as the working climate evolves [29]. Lastly, *investing in high-quality resources* was generated as another theme. Jennie (pseudonym) stated that teachers should have high-speed, expensive internet and high-spec laptops. Hani (pseudonym) agreed that the teacher should have a high-quality laptop, that should fulfill its intended purpose. Belle (pseudonym) also shares that their TV is from the homeroom PTA project. Furthermore, their laptop, cellphone, and internet are personal. Johnson warns that neglecting the digital skills of educators is a risk in today's rapidly evolving technological world [19].

Elementary teachers' insights on the importance of utilizing animated videos as a teaching strategy. Teachers use technology to support various teaching techniques. Evolving technologies significantly impact how people live, learn, and interact. The availability of computers and the internet makes them a perfect instrument for amplifying different implementations in the context of education [13].

Therefore, the theme of *effective teaching delivery* was devised. Students are especially drawn to media technologies. With the information presented in an appealing presentation, students are interested. On the other hand, the study of Fatimah & Santana demonstrates that the pupils memorize the provided vocabulary [11]. Chloe (pseudonym) said it helps make their teaching delivery lighter and more effortless. The idea agreed upon by Mina (pseudonym) is that it saves time and that kids nowadays are more fascinated with the video's presentation. Belle (pseudonym) added that its ability to pause and play, which can also be repeated, can support teaching with less effort on the teacher's part.

Next theme emerged is *entertainment purposes*. Modeling prosocial behavior can have a positive impact by encouraging empathy and acceptance of differences [17]. Due to its ability to create a friendly, laid-back, and entertaining learning environment while incorporating the key components of the learning subject, video animation keeps students from becoming bored. For instance, Giselle (pseudonym) plays an energizer for the students to energize them before they proceed with the lesson. Belle (pseudonym) seconded that animated or live videos are more enjoyable for the teacher and students. Using cartoon videos can create a positive learning atmosphere by encouraging students' imagination and creativity. Students could develop their knowledge and master the conceptual content taught using their imagination and creativity [14]. Lisa (pseudonym) said that for the students to be imaginative, even though they did not see it physically, they can imagine it even though it is animated. Added by Belle (pseudonym) and Chloe (pseudonym) that it arouses the students' interest, they become more attentive to listening. In that way, they can quickly grab their attention, which makes learning faster.

Another theme emerged is to *encourage teachers to utilize animated videos*. For example, Giselle (pseudonym) shared that *it is good to encourage other teachers, that they might benchmark from you if they see your slides or how you conduct your lesson, and that it is fascinating to the kids. We must adapt to technology*. Also, Amber (pseudonym) and Danielle (pseudonym) added that they would recommend other teachers because using animated videos is not taxing for them, and there are many on the internet. The idea was agreed upon by Belle (pseudonym) that encouraging other teachers to use animated videos, particularly those created by seasoned teachers like them, should upgrade their knowledge because it is advantageous and enjoyable. Collaboration opportunities, showcasing new ideas, providing support systems, and regular appraisals and development discussions are essential for motivating teachers to effectively use technology and become better educators in the digital age [33].

The theme *training and seminar workshops for teachers* were the last to emerge. Lack of access, aversion to change, lack of time, and lack of training and assistance are a few of the issues cited as obstacles to more holistic implementation. Lack of training involves both educational methods and technical training [12]. For example, Faith (pseudonym) stated they lack the training to make animated videos. They need to learn how to add videos that pop up and use animated art and emoticons that will appear during the discussion. The cause is a need for more technical expertise among teachers. Furthermore, Faith (pseudonym) added that teachers should attend webinars and seminars in different areas where they can improve their skills in technology. Seconded by Danielle (pseudonym), Belle

(pseudonym), and Mina (pseudonym) that they must have provided them with additional training and time as well. Invite resource speakers and have the training and a workshop about basic video editing and making because sometimes they want to learn; they want mastery of these skills. It takes knowledge of design principles and animation production techniques to create or develop animation learning material. Following technological advancements, teachers should consistently hone and develop their skills (Fatchurahman et al., 2022). Consequently, it is imperative for schools and stakeholders to identify strategies and provide support to enhance teachers' competencies in technology integration, ultimately improving their teaching practices (Liao et al., 2021).

CONCLUDING REMARKS AND IMPLICATION

Entertaining or fascinating content for students is one of the fundamental ideas in media creation. The display of captivating animation media brings about this rise in student interest in learning; students are not made to feel bored when engaging in educational activities. Many learning materials are abstract. Hence, audiovisual media like educational animation is needed to visualize them. Animation can liven up lessons and engage students in educational activities. It has been demonstrated that using animation can increase student engagement and spark an interest in studying. Student learning outcomes are improved when animation is used [40].

After conducting, researchers found that several factors contributed to teachers' experiences with using animated videos. They discussed their experiences with this problem and, for the most part, shared similar experiences with others. As the findings indicate, a teacher should start to utilize animated videos not just for students' learning but also for them to advance professionally. In connection, one of their lacking attributes is embracing technology despite difficulties. Technology has completely transformed our lives and how we work in recent years, which is also true of education. Teachers are embracing new technologies to improve the learning experience for their pupils as the education industry continues to change [21].

This study suggests that if today's students differ from those of generations before them, teachers must learn to integrate technology, even though doing so can be challenging. It is necessary for the needs of the younger generation of students. Teachers have an invaluable chance to improve the engagement of students and academic achievement by incorporating technology into the curriculum [8]. Moreover, teachers should have patience and dedication because they play a significant role in society as they train the younger generation to face the future with courage and knowledge. Also, educational institutions must address this common problem to achieve great success in education. Lastly, this study will significantly benefit future research on educational technologies, animated videos in the classroom, and other related issues.

The researcher gained valuable personal insights, lessons, and realizations in light of the study's findings. First off, the researchers acknowledged the critical role that animated videos play in improving student engagement and learning outcomes in elementary school. Second, the researcher gained knowledge of the practical difficulties and factors required in successfully utilizing animated videos, such as choosing developmentally appropriate content and considering technical factors. It demonstrated the requirement for teacher education and professional development programs to assist educators in effectively employing animated movies. Last but not least, the researchers recognized the potential of animated movies not only as instructional tools but also as a way to energize the classroom and support efficient teaching methods.

Implication for Educational Practice

After a thorough review and analysis of the study's previous findings and conclusions, the following recommendations are presented.

Elementary teachers are encouraged to attend training and seminars on effectively utilizing animated videos as their teaching strategies. By attending these professional development opportunities, teachers can enhance their abilities and gain valuable insights into maximizing the potential of animated videos in their classrooms, promoting engaging and relevant learning experiences. Additionally, teachers need access to high-quality technology such as laptops, computers, and classroom televisions to ensure efficient integration of animated videos. Collaborating and sharing resources with co-teachers can also simplify finding animated educational videos.

Pre-service teachers are encouraged to recognize the relevance of utilizing animated videos in teaching elementary pupils and incorporate this teaching method, as teachers already employ it. By familiarizing themselves with various animated videos, strategically integrating them, reflecting on video selection and appropriateness, and embracing technology and adaptability, pre-service teachers can enhance their teaching abilities and effectively incorporate this widely used strategy into their future classrooms.

Schools are suggested to have adequate internet connections within the school's premises for faster downloading and sharing of resources by teachers online. By prioritizing a solid internet infrastructure within schools, educational institutions can empower teachers to fully leverage the potential of animated videos and other online resources, creating engaging and technologically enriched learning environments for students.

The Department of Education is suggested to establish a program or committee devoted to producing various competency-based quality animated videos with contextualized and localized examples easily accessible for teachers to

utilize in their teaching strategies. Although some existing learning portals and multimedia presentations are online, only a few are relevant, helpful, and creative enough to be utilized in a classroom setting.

Implication for Future Research

Based on the data provided regarding the utilization of animated videos as a teaching strategy among elementary school teachers, the following implications for future research can be recommended:

First, future researchers are encouraged to research areas with more diverse participants at selected schools in Tagum City, Davao del Norte. To capture a wider diversity of opinions and experiences, this may include broadening the study to include instructors from various schools in the area or across the country.

Second, research the effectiveness of animated movies compared to other teaching methods or resources used by elementary school teachers. Compare teachers' experiences, perceptions, and outcomes using animated videos with traditional teaching methods.

Third, study how elementary school pupils perceive animated movies as a teaching tool. Investigate how students feel about animated learning videos compared to traditional and modern teaching approaches regarding efficacy, engagement, and enjoyment.

Lastly, it is suggested that future research expands on topics that this study does not cover and contributes to a deeper comprehension of the subject.

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