FACEBOOK AS INTEGRATED BLENDED LEARNING TOOL IN TECHNOLOGY AND LIVELIHOOD EDUCATION

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Abstract

The unprecedented emergence of digital learning tools and the need to incorporate contextualize pedagogy play a vital role towards enriching the curriculum of the 21st century. The study sought to explore the used of Facebook as an integrated blended learning tool in teaching Technology and Livelihood Education (TLE) Grade 7 and its effect to students learning outcomes using a quasi-experimental pretest-posttest research design and focus group discussion. The study gathered data from 15 students both from homogeneous class and heterogeneous class. The experimental group were exposed on a contextualized blended learning mechanism and the control group were engaged in the traditional classroom setting. The experimental study used a validated 30 items researcher-made test that was based on the prescribed learning competency in TLE Grade 7, while the focus group discussion underscores the perception of the students on the use of Facebook as contextualized blended learning integrated instruction. The salient findings yielded that students who were involved in integrated blended learning tool have had significantly improved their learning outcomes in the two learning competencies: entrepreneurship and use of tools and materials. Despite limited access to the internet, student's experience in Facebook as blended instruction was engaging. This implies that Facebook was an effective learning integration and supplementary instruction for millennial which foster motivation and confidence interact. Thus, Facebook as blended learning integration can be utilized as an instructional tool for teaching TLE subject that served as an avenue towards learning according to students' pace, time and place.

Keywords: *Blended Learning, Facebook, Integration, Supplementary Instruction, Technology and Livelihood Education,*