

DEVELOPMENT AND VALIDATION OF CONTACT CENTER SERVICES (CCS) MODULES FOR EXPLORATORY AND SPECIALIZED TECHNOLOGY AND LIVELIHOOD EDUCATION (TLE) IN JUNIOR HIGH SCHOOL

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Abstract

The lack of standard modules for teaching and learning CCS poses a challenge in providing students with authentic learning in preparation for the world of work. Hence, the purpose of this study is to develop and validate three localized modules for CCS Exploratory (Grade 7/8) and Specialization (Grade 9-10). The study was guided by the ADDIE model of instructional design. The developed modules were pilot tested among three classes in Grade 8-10. Pre-test and post-test were administered to collect data on student achievement. To evaluate the modules, two sources of information were gathered: students' evaluation on content and format; and Rubrics in Evaluating PIVOT 4A Learner's Materials by five TLE experts. The modules were validated as "Exceeds Set Standards" by experts. The significant change in the learners' pretest and post-test scores indicated that the modules improved their knowledge on CCS competencies. Moreover, the modules were highly acceptable to students in both content and format. The research was conducted in General Emilio Aguinaldo National High School in SY 2020-2021. Modules were utilized in distance learning for blended (online and modular) classes. The study aims to make digitized education accessible to all learners equally, regardless of their chosen learning delivery modality. Since online education requires the acquisition of electronic tools and internet service, disadvantaged learners opt for MDL, which only requires minimum supplies.

Keywords: *TLE, Curriculum, Learning Resources, Module, Development and Validation*