

Exploring Teachers' Experiences on the Use of Short-Form Video Applications (SVAs) in Teaching History

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Abstract

This study explored teachers' experiences in using short-form video applications (SVAs) as instructional tools in teaching history. Despite the growing integration of social media in education, limited research has examined history teachers' perceptions and experiences with SVAs in the Philippine context. The study employed a qualitative phenomenological design involving 5 (five) history instructors at a college, selected through purposive sampling. Data were collected using a researcher-made semi-structured interview guide and analyzed through thematic analysis. Findings revealed that SVAs helped facilitate more engaging discussions of historical content by capturing students' attention and simplifying complex concepts. However, challenges were identified, particularly regarding content accuracy and the lack of available devices for classroom use. These factors influenced teachers' willingness or reluctance to integrate SVAs into instruction. The study implies that while SVAs are promising supplementary tools in history education, proper content evaluation, teacher support, and improved technological access are necessary. This research contributes to the literature on digital pedagogy by providing context-specific insights into the use of emerging technologies in history teaching.

Keywords: *digital pedagogy, history education, phenomenology, short-form video applications, teacher experiences*

1. Introduction

Technology's integration in education has become an essential component in teaching practices. Educators are challenged to utilize instructional strategies that responds to students' learning needs as the latter becomes more exposed to digital platforms. Various multimedia resources such as videos, online learning websites, and digital content has risen as important tools in making lessons more engaging and interactive (Mdhlalose & Mlambo, 2023). Particularly, short-form video applications (SVAs) such as TikTok, YouTube Shorts, and Facebook Reels has become popular among young people who prefer to consume bite-sized content in a daily basis. Short-form videos has extended its reach from entertainment and has entered other domains, including learning. Creators are now producing content that highlights and explains academic topics in under a minute. This style of learning is appealing to students since it's fast-paced, visually engaging, and can be accessed through available devices (Zhang, 2020). The rise of these trends shows how social media platforms now serve as spaces where students can learn and explore subjects, including history, outside of the bounds of their classrooms. Many students still perceive the study of history as a learning experience that involves endless memorization of names, dates, and details of events (Asagar, 2022). As history teachers continue to confront the challenge of sustaining student interest and engagement, they often seek new teaching strategies and methods that will aid learners in understanding historical events more actively. The use of short-form videos offers this potential by capturing students' attention through visual storytelling, reenactments, and by featuring simplified explanation of historical events.

Several studies have explored the impact of digital media and social media integration in education. Melo (2024) emphasized that digital media integration expands access to educational content beyond traditional classroom resources while Yasin and Padli (2023) found that digital media enhances students' motivation and understanding in history instruction because learners are provided with more varied, accessible, and visually engaging learning materials. Gunawan (2021) further revealed that short-form video applications enhance students' engagement because of their concise and visually stimulating content. Guo et al. (2014) also found that shorter videos maintain students' attention more effectively than long-form videos. However, despite the mentioned benefits, the utilization of short-form videos with historical content raises several concerns. A common problem of contents posted on social media platforms is misinformation and historical distortion, which compromises the credibility of the information provided (Aïmeur et al., 2023). Due to its nature, these videos may also oversimplify long and complex events in history, feature biased interpretations, and may even contribute to the problem of historical revisionism. While several studies have explored the impact and relationship of social media on learning and academic performance, limited studies have focused on teachers' experiences regarding the use of short-form videos as instructional tools, particularly in teaching history.

This study is anchored on the Technology Acceptance Model (TAM) developed by Davis (1989), which explains how individuals accept and use technology. According to TAM, the acceptance of a technology is primarily influenced by two key factors: Perceived Usefulness (PU) and Perceived Ease of Use (PEOU). Perceived usefulness refers to the degree to which an individual believes that using a particular technology will

enhance job performance. In the context of this study, it refers to teachers' belief that using short-form videos such as those found in TikTok can improve teaching effectiveness, student engagement, and learning outcomes in history instruction. On the other hand, perceived ease of use refers to the degree to which an individual believes that using a technology will require minimal effort. In this study, this pertains to teachers' perception of how easy it is to access, evaluate, and integrate short-form videos into lesson delivery. If teachers find SVAs easy to use and integrate into classroom activities, they are more likely to develop positive attitudes toward using them. TAM suggests that perceived usefulness and perceived ease of use influence the user's attitude toward using the technology, which refers to the positive or negative feelings an individual has about using the technology. Teachers' attitudes in this study may involve their approval, hesitation, or resistance toward incorporating SVAs in history teaching.

As the primary actors who determine and develop appropriate instructional materials and strategies to be used, teachers' experiences towards short-form videos as an instructional tool needs to be explored. Some history teachers may view these platforms as effective and relatable teaching aids, while others may reject them due to concerns about accuracy and professionalism. Providing a clear understanding on the experiences of teachers is important in order to identify the possible opportunities and challenges in using short-form videos in teaching history. Hence, the study aims to understand and explore the experiences of teachers on the use of short-form videos in teaching history. Specifically, the study aims to (1) describe teachers' lived experiences on the use of short-form videos in teaching history, (2) identify the perceived challenges and benefits that teachers associate with the use of SVAs in history instruction, and (3) examine the factors influencing teachers' willingness or reluctance to integrate SVAs into classroom teaching.

The study explores the experiences of teachers on the integration of SVAs in history instruction. The findings of the study will inform teachers on how SVAs can be used effectively and responsibly while also providing guidance on addressing historical misinformation and improving strategies that will help evaluate online content. The study will also provide valuable insights in making the history lessons of students more engaging and relatable. Furthermore, the study may contribute to literature related to digital pedagogy, social media learning, and history education, and may serve as a basis for future research in similar areas.

2. Methodology

2.1 Research Design

The study employed a qualitative research design, specifically phenomenological approach to explore and interpret teacher's perceptions and experiences towards the use of SVAs in teaching history. Phenomenological approach seeks to understand, describe, and interpret human behavior and the meaning individuals make of their experiences (Ayton, 2023). The approach was used to understand how teachers make sense of using short-form videos as a classroom tool and what meaning they attach to it.

2.2 Research Locale

The study was conducted at a college in Region VIII. The institution was selected as the research locale because it offers history courses handled by teachers who serve as the primary participants of the study. Furthermore, the college has gradually incorporated technology-assisted instruction into classroom teaching, making it an appropriate setting for examining teachers' experiences on the use of short-form videos in history education.

2.3 Research Participants

The participants of this study were five (5) Social Science Instructors. The study focused on teachers who were assigned to teach history subjects such as Readings in Philippine History and Life and Works of Rizal, and who have at least one (1) year of teaching experience in the mentioned courses. Moreover, participants were expected to have used short-form video applications (SVAs), such as TikTok, Facebook Reels, and YouTube Shorts, on the context of instructional integration. The study utilized non-probability technique particularly purposive sampling in selecting participants of the study. This includes intentional selection of specific units based on their relevance to their question.

2.4 Research Instrument

A researcher-made semi-structured interview guide was used to gather detailed teacher insights and explore teaching experiences. The interview questions focused on teachers' lived experiences on the integration of SVAs in history instruction, its perceived challenges and benefits, and the factors influencing teachers' willingness and or reluctance in its integration. The instrument was subjected to expert validation, one was an expert with demonstrated experience on the use of SVAs while the other was an expert in qualitative research.

2.5 Data Gathering Procedure

The researcher secured approval from college administrator and coordinated with the Dean of General Education Department for the identification of respondents. Once approval was obtained, the researcher invites eligible participants and provides them with informed consent forms to ensure ethical compliance. Face-to-face or online interviews were scheduled depending on the participant's availability and preference. All sessions were audio-recorded with consent and was later transcribed for analysis. After the data collection process, the recorded interviews were transcribed verbatim for analysis. The researcher carefully reviewed and organized the transcripts to identify common themes, patterns, and significant statements related to the study. Data interpretation was conducted through thematic analysis, where responses were categorized and examined to understand the participants' experiences, perceptions, and insights. The findings were then interpreted in relation to the objectives of the study and supported by relevant literature. Throughout the entire process, confidentiality and ethical standards were strictly maintained, with participants' identities protected and all data securely stored.

2.6 Data Analysis

The gathered data were analyzed using thematic analysis following the six-phase framework of Virginia Braun and Victoria Clarke (2006). The process involves familiarization with the transcribed data through repeated reading, systematic generation of initial codes, clustering of related codes into potential themes, reviewing and refining themes in relation to the entire dataset, clearly defining and naming each theme, and finally producing a coherent narrative report supported by verbatim excerpts.

2.7 Ethical Considerations

This study strictly adhered to the established ethical principles for research involving human participants. Participation in the study was entirely voluntary, and informed consent was obtained from all selected history teachers before the conduct of the semi-structured interviews. Participants was provided with a comprehensive explanation of the study's purpose, procedures, duration, potential risks and benefits, and their rights, including the right to refuse to answer any question and to withdraw from the study at any time without penalty or consequence. To protect confidentiality and anonymity, pseudonyms were in transcripts, reports, and publications, and no identifying information was disclosed. The findings of the study was used solely for academic purposes, and any future use of the data beyond the scope of this research will require additional consent from the participants.

2.8 Trustworthiness

To ensure the trustworthiness of the research, credibility, dependability, confirmability, and transferability were observed. Credibility was ensured through repeated reading and familiarization of gathered data. The transcriptions were also presented to the participants for verification and validation. Dependability was maintained by properly documenting the coding and analysis procedure of the data. Confirmability was ensured by minimizing researcher bias. This was achieved through the use of the participants' verbatim responses to support the findings of the research. Finally, transferability was supported by providing detailed descriptions of the study's participants and context in order to identify the possible applicability of the research findings.

2.9 Reflexivity

The researcher observed reflexivity throughout the study by constantly examining and recognizing the researcher's own judgments, practices, and perspectives during data collection and analysis process. Since the researcher is also a practicing educator, the findings of the study has to be objective and based on the actual responses of the participants. The transcribed interview was constantly read and familiarized and a coding process was conducted to ensure that the identified themes are derived from the participant's responses.

3. Results and Discussion

3.1 Teachers' Lived Experiences on the Use of Short-form Videos

The findings of the study revealed that teachers experiences with short-form videos are generally characterized as engaging and interactive. The themes that emerged reflects the participants positive perception on the use of SVAs in teaching history, the accessibility of digital sources relevant to history instruction, and the necessity of balancing traditional strategies and modern pedagogies such as the use of SVAs.

Theme 1: Perceived Instructional Value of SVAs

The findings revealed that teachers generally perceive short-form videos as valuable instructional tools that improve student engagement, support classroom interaction, and facilitate understanding of historical

concepts. Participants described their experiences with SVAs positively, emphasizing their ability to make history lessons more engaging and interactive for students. The findings support the study of Gunawan (2021), which emphasized that short-form video applications improve learner engagement because of their concise and visually stimulating content. Similarly, Gewertz (2019) argued that traditional history instruction often relies heavily on passive memorization and teacher-centered approaches, which contribute to students' declining interest in history. The use of SVAs reflects a shift toward more learner-centered and interactive approaches to instruction. The theme also reflects the concept of Perceived Usefulness under the Technology Acceptance Model (TAM). According to TAM, individuals are more likely to adopt technology if they believe that it improves their performance. In this study, teachers viewed SVAs as beneficial because they increase classroom engagement and support instructional delivery.

Significant Statement 1: *"For me, it's more effective since students are more entertained."* (P₁, L₁₁₋₁₂)

Significant Statement 2: *"I like it. It's very interactive."* (P₂, L₈₉)

Significant Statement 3: *"It can help in providing additional knowledge."* (P₃, L₁₈₁)

Theme 2: Accessibility and Availability of Digital Historical Resources

The second major theme highlights teachers' experiences regarding the accessibility of historical content on digital platforms such as YouTube and TikTok. Participants emphasized that online platforms provide abundant educational resources and expose both teachers and students to various forms of historical discussions. The findings support Melo (2024), who explained that digital media integration expands access to educational materials beyond traditional textbooks and classroom resources. Similarly, Newman (2025) noted that social media platforms and video-sharing applications have become major sources of information among younger audiences. The theme also reflects Perceived Ease of Use under TAM because teachers perceived digital platforms as accessible and convenient sources of instructional materials.

Significant Statement 1: *"I have seen history-related short videos in YouTube and sometimes in TikTok though I rarely encounter videos in Facebook discussing history."* (P₂, L₉₅₋₉₆)."

Significant Statement 2: *"I have encountered history-related videos in YouTube."* (P₃, L₁₈₆)."

Significant Statement 3: *"I have seen fellow teachers, in the Philippines and even abroad who makes educational content in YouTube as well as in TikTok."* (P₅, L₃₂₈₋₃₂₉)."

Theme 3: Teachers' Preference for Traditional Pedagogies

The third theme emphasizes teachers' preference for maintaining traditional teaching approaches while integrating short-form videos as supplementary tools. Participants consistently emphasized that SVAs should not replace teacher-led instruction. Instead, they believed that digital tools should complement traditional pedagogies to make discussions more engaging and accessible. The findings support Aydoğmuş et al. (2023), which found that teachers generally maintain positive attitudes toward social media integration but still value conventional teaching strategies. These findings support previous studies such as that of Choudhary et al., (2020) which identifies social media platforms such as SVAs as supplement to the current education curriculum and can be an effective strategy for improving students engagement in different subjects. Under TAM, this reflects teachers' attitudes toward technology use. Although participants recognized the usefulness of SVAs, their acceptance remained conditional upon the technology's ability to complement existing instructional approaches.

Significant Statement 1: *"SVAs shouldn't replace traditional teaching methods. It should just be integrated to make the instruction more interesting."* (P₁, L₂₆₋₂₇)

Significant Statement 2: *"The traditional way of teaching history would still remain as my main strategy while SVAs can be used to help make the discussion more engaging."* (P₃, L₁₉₄₋₁₉₆)

Significant Statement 3: *"I would still prefer traditional teaching methods while integrating enjoyable activities."* (P₄, L₂₆₄)

3.2 Challenges that Teachers' Associate to the Use of Short-form Videos

Teachers' identified several challenges associated to the integration of SVAs in history instruction. The themes include technological and infrastructural barriers, issue on the credibility of content, and teachers' differing perception on time adequacy whenever short-form videos are used.

Theme 1: Technological and Infrastructural Barriers to Effective SVA Integration

The findings revealed that technological and infrastructural limitations significantly affect teachers' ability to integrate SVAs consistently into history instruction. Participants commonly identified poor internet connectivity, insufficient multimedia equipment, and lack of student access to gadgets as major barriers. The findings support Melo (2024), which emphasized that successful digital media integration requires adequate technological resources and infrastructure. This is consistent with the study of Villaseñor (2024) where participants expressed frustration over how technological barriers prevent them from fully realizing opportunities offered by different digital platforms, often leaving them at a disadvantage in comparison to other

students with technological access. Under TAM, these challenges affect Perceived Ease of Use because limited technological access makes digital integration more difficult and less practical.

Significant Statement 1: *“The problem is the lack of WiFi connection in the classrooms and some students also has no cellphones.” (P₁, L₃₀₋₃₁)*

Significant Statement 2: *“Some students don’t have money to buy mobile data (P₂, L₁₁₄).”*

Significant Statement 3: *“Though the teachers are provided with internet connection, it cannot be accessed in classrooms. We also cannot readily borrow projectors and TV.” (P₄, L₂₆₉₋₂₇₀)*

Theme 2: Concerns in Content Credibility

Another major theme that emerged was teachers’ concern regarding misinformation, bias, and historical inaccuracies present in short-form videos. The findings reflect concerns discussed in the literature regarding #HistoryTok and other social media platforms where historical events may become oversimplified or inaccurately represented. Teachers recognized that while SVAs are appealing and accessible, the open nature of social media platforms allows the circulation of unverified historical narratives. Consequently, participants emphasized the importance of teacher supervision and careful content evaluation before integrating videos into classroom instruction.

Significant Statement 1: *“Teachers has to consider that these videos sometimes lack information and there are also videos that tends to be biased depending on who’s narrating the story.” (P₁, L₃₄₋₃₅)*

Significant Statement 2: *“There are a lot of fallacies and misinformation.” (P₂, L₁₁₈₋₁₁₉)*

Significant Statement 3: *“Because of its nature, I think SVAs won’t be able to give complete and comprehensive information in teaching history (P₃, L₁₈₋₂₁₉).”*

Theme 3: Different Experiences on Time Adequacy

Another theme that emerged from the findings was teachers’ differing experiences regarding the adequacy of instructional time when integrating SVAs. Some participants viewed time limitations as barriers to meaningful integration, while others believed that proper planning makes integration manageable. These differing views reflect variations in teaching styles, classroom pacing, and lesson preparation. The findings suggest that teachers’ perceptions of time adequacy are influenced not only by the duration of class periods but also by their familiarity and confidence in incorporating multimedia resources into instruction.

Significant Statement 1: *“The time is not enough especially in history where a lot of details has to be discussed and explained.” (P₄, L₂₇₈₋₂₇₉)*

Significant Statement 2: *“It’s not really a challenge since as a teacher you have already anticipated how long it will take to show the video.” (P₁, L₄₀₋₄₁)*

Significant Statement 3: *“I think the time is enough especially if you will plan the lessons well.” (P₅, L₃₄₆)*

3.3 Benefits that Teachers’ Associate to the Use of Short-form Videos

Despite the challenges identified in integrating SVAs into history instruction, teachers consistently recognized several benefits associated with their use in the classroom. The findings highlighted how short-form videos improve student engagement, capture learners’ attention, and simplify historical concepts through concise and visually stimulating content.

Theme 1: Increased Learner Engagement

Despite the identified challenges, participants consistently perceive SVAs as beneficial in improving engagement, participation, and understanding. The findings support Gunawan (2021) and Guo et al. (2014), which highlighted the effectiveness of short-form videos in maintaining learner attention and engagement. Teachers generally viewed SVAs as valuable supplementary instructional tools that align with students’ interests and learning preferences. The findings indicate that multimedia-based instruction may create more interactive and stimulating learning experiences compared to traditional lecture-centered approaches.

Significant Statement 1: *“There’s definitely an improvement in student engagement.” (P₁, L₄₉)*

Significant Statement 2: *“Because the duration of these videos are short, the attention of students are easily captured without them being bored which usually happens when long-form videos are used.” (P₅, L₂₉₃₋₂₉₄)*

Significant Statement 3: *“Information in SVAs are simplified.” (P₅, L₃₅₈₋₃₅₉)*

3.4 Factors Influencing Teachers’ Willingness and Reluctance to Integrate SVAs

Teachers’ willingness and reluctance to integrate short-form videos were influenced by both external and personal factors related to technology use and digital learning. The themes revealed the importance of institutional support, teacher readiness for digital integration, and students’ digital literacy skills in determining the effectiveness of SVA implementation.

Theme 1: External Factors Influencing SVA Adoption

The findings revealed that teachers' willingness to integrate SVAs is strongly affected by external factors such as internet connectivity, multimedia devices, and administrative support. These findings support TAM, which recognizes external variables as factors influencing technology acceptance. Participants emphasized that even when teachers are personally willing to integrate digital media, external limitations can reduce their capacity to do so consistently and effectively. The findings suggest that institutional conditions significantly shape teachers' attitudes toward the practicality and sustainability of SVA integration. This critical consideration is consistent with the study of Malon and Paglinawan (2025) which revealed that access to technology is one of the influences to teachers' productivity and lesson planning.

Significant Statement 1: *"The availability of internet and devices is a huge factor."* (P₁, L₆₄)

Significant Statement 2: *"It has a huge impact. Limited resources like internet access and devices in the classrooms makes it hard for us to integrate short-form videos."* (P₄, L₂₉₈₋₂₉₉)

Significant Statement 3: *"There are available TVs however because of the limited number, it's really hard for all instructors to use them during classes."* (P₅, L₃₇₂₋₃₇₃)

Theme 2: Teacher Readiness for Digital Integration

Participants generally expressed strong confidence in their technological abilities and readiness to integrate digital media. The findings indicate that teachers possess positive attitudes toward technology use and are generally open to adopting innovative instructional methods, such as SVA integration in history education. This readiness reflects teachers' growing familiarity with digital platforms and multimedia applications commonly used in contemporary education. In a recent study conducted by Silagan & Tumapon (2025), teachers in the Philippines demonstrated high levels of technological competence and positive attitude on the integration of multimedia in education.

Significant Statement 1: *"A 100%. I have the skill set."* (P₂, L₁₆₇)

Significant Statement 2: *"I'm confident with my ability to use these technologies."* (P₃, L₂₃₇)

Significant Statement 3: *"I am confident that I'll be able to choose videos that are historically accurate."* (P₄, L₃₀₉)

Theme 3: Digital Literacy as a Determinant of Effectiveness

The final theme emphasizes the importance of students' digital literacy in determining the effectiveness of SVAs. Participants consistently observed that students are familiar with digital platforms but struggle to critically evaluate historical information. The findings indicate that technological familiarity alone does not guarantee responsible or informed consumption of online content. Teachers therefore emphasized the need for continuous guidance in helping students develop critical thinking and media evaluation skills.

Significant Statement 1: *"Students need to be guided in terms of checking the credibility of historical sources."* (P₁, L₇₉₋₈₀)

Significant Statement 2: *"In terms of navigating these platforms, I think students are all knowledgeable on how to use these however the problem lies in terms of fact-checking the content."* (P₃, L₂₄₁₋₂₄₂)

Significant Statement 3: *"Students are not yet equipped to determine whether the information they're reading or watching is true or not"* (P₄, L₃₁₂₋₃₁₃)

The findings revealed that teachers generally perceive short-form video applications (SVAs) as an important supplementary tools in teaching history because they enhance student engagement, simplify historical concepts, and facilitates a more interactive discussion. However, the findings of the study also identified challenges such as limited technological resources, poor internet connectivity, and concerns regarding misinformation and content credibility. The study further showed that teachers' willingness to integrate SVAs is influenced by technological accessibility, institutional support, and students' digital literacy.

4. Conclusion

This study explored teachers' experiences on the use of short-form video applications (SVAs) in teaching history. Teachers generally perceived short-form videos as valuable supplementary instructional tools that enhance student engagement, participation, and interest in history lessons. The participants described SVAs as interactive, entertaining, and effective in capturing students' attention. This reflects TAM's perceived usefulness where teachers utilizes SVAs since they believe that it can improve teaching effectiveness, student engagement, and learning outcomes in history instruction. The study also revealed that teachers encounter several challenges in integrating SVAs into classroom instruction. Among the most significant concerns were technological and infrastructural challenges such as limited internet connectivity, insufficient multimedia devices, lack of student access to gadgets, and occasional power interruptions. Teachers also expressed major

concerns regarding content credibility and reliability such as misinformation, historical inaccuracies, bias, and oversimplification of historical content commonly found in short-form videos.

Finally, the findings showed that teachers' willingness to integrate short-form videos is influenced by both internal and external factors. Participants generally demonstrated strong confidence in their technological skills and ability to evaluate educational content. However, external factors such as inadequate institutional support, limited technological resources, and insufficient classroom multimedia equipment significantly affected their ability to consistently implement SVAs in instruction. These considerations influence teachers' perceived ease of use towards short-form videos, as discussed in the Technology Acceptance Model (TAM). Overall, the findings suggest that short-form video applications have strong potential as supplementary tools in history instruction due to their capacity to improve engagement and learner interest. However, their effective integration requires adequate technological resources, careful content evaluation, teacher guidance, and balanced use alongside traditional pedagogical approaches.

5. Recommendations

History teachers may consider integrating short-form videos as supplementary instructional materials to enhance classroom engagement and learner participation. However, teachers should carefully evaluate the credibility, accuracy, and reliability of online historical content before classroom use. School administrators may also strengthen institutional support for digital learning integration by improving internet connectivity, increasing the availability of multimedia devices such as televisions and projectors, and providing accessible technological resources for both teachers and students. Additionally, educational institutions and curriculum developers may consider incorporating digital literacy and media evaluation skills into history and social studies instruction. Students are also encouraged to practice responsible consumption of online historical content by verifying information from reliable and scholarly sources. Finally, future researchers may conduct similar studies involving larger populations and different educational settings to further examine the integration of short-form videos in history instruction. Quantitative or mixed-method studies may also be conducted to measure the direct effects of SVAs on students' academic performance, retention, historical thinking skills, and motivation to learn history. Additionally, future studies may explore the perspectives of students regarding the effectiveness of SVAs in learning history.

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