

## The Effectiveness of Technology Integration by Redefinition in Teaching Asian History among Grade 7 Learners in a Catholic School

Angelica V. Alison<sup>1</sup> and Dexter Paul D. Dioso<sup>2</sup>

<sup>1,2</sup>*University of Negros Occidental-Recoletos, Bacolod City, Philippines*

**Introduction:** Technology is vital in improving people's quality of life, especially education. Integrating technology helps teachers improve their teaching styles and enhance new learning methods. The "Redefinition" level of the substitution, augmentation, modification, and redefinition (SAMR) model helped Social Studies teachers assess the effectiveness of their technology integration in teaching Asian History, create new teaching methods, and incorporate technology. It also aimed to create interactive material following the substitution, augmentation, modification, and redefinition (SAMR) model by Redefinition in a Catholic School.

**Methodology:** This quasi-experimental study assessed 160 purposively sampled Grade 7 learners in a Catholic school using a research-made pre-test and post-test questionnaire. Quantitative data underwent descriptive and comparative analysis to interpret the results. Throughout the process, the researcher adhered to Philippine Health Research Ethics Board (PHREB) guidelines to ensure the study's ethical soundness.

**Results:** The results indicate that well-integrated technology significantly boosted student achievement and performance. The study proves that enhancing strategies and using effective teaching tools, using the "redefinition" level of the SAMR model, can help improve student academic achievement and educational outcomes.

**Conclusion:** The study's findings underscore the transformative potential of technology integration in enhancing student learning experiences and proficiency in social studies by employing technology at the "redefinition" level within the context of Asian History, that is strongly supported by the technological, pedagogical, and content knowledge (TPACK) framework, where enables creation of novel learning experiences and fundamentally design learning activities as well as fostering a deeper understanding, and improving educational outcomes using technology into teaching methods.

**Practical Value:** The practical value of this paper lies in the effectiveness of technology integration by redefinition in teaching Asian History. The tangible advantages that can boost student engagement and cultivate critical thinking with the use of interactive activities to learn more about Social Studies. It also promotes digital literacy, which teachers can benefit from, skills necessary to meet 21st-century learners, and the students who can foster intercultural understanding and a global perspective by connecting to other institutions and experts worldwide.

**Directions for Future Research:** Future research on technology in social studies and Asian history requires larger, grade-diverse sample sizes and strict controls on participants' prior knowledge to ensure reliable, generalizable results. Additionally, investigating interventions across all SAMR levels—rather than focusing solely on redefinition—is crucial for a comprehensive understanding of technology integration and the scaffolding necessary for progression.

*Keywords: technology integration, redefinition, Asian history, quasi-experimental, Philippines*

CORRESPONDENCE: [angelicaalison715@gmail.com](mailto:angelicaalison715@gmail.com)

ORCID: <https://orcid.org/0000-0003-4299-1861><sup>1</sup>