Web Videos in Teaching Asian History:
A Study of Effectiveness on Learning and Performance

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This study aims to describe the effectiveness of the teaching strategy, Web-videos Time, among five intact classes of Grade 7 students. Students' performance was measured by their scores in formative and summative assessments. A 10-item survey questionnaire was given to measure students' perception of how Web-videos Time help in learning. The quantitative data gathered was analyzed using descriptive and inferential statistics. Student self-evaluations and open-ended questionnaires were given to collect students' perceptions of how Web-videos Time affects their learning and performance. Thematic analysis was used to analyze students' responses. The results of formative and summative assessments yielded an average of 86.14 and 87.17, respectively. The averages indicate proficiency based on the La Salle Green Hills (LSGH) Assessment Evaluation used by the LSGH Academic Cluster. The research also found that students perceive web videos to be visually entertaining and informative. This matches the survey results that 72% of students strongly agree that web videos were useful in understanding topics in Asian History and contributed to gaining important knowledge about the subject.

INTRODUCTION

Content and Rationale

In the previous school years, watching videos in the classroom has been utilized as a teaching strategy in Grade 7 Social Science. For the school year (SY) 2023 to 2024, web videos were assigned for students to watch in their Learning Management System (LMS) and discussed in the next meeting. However, in the last two terms of the SY 2023-2024, some students expressed to miss watching the videos posted in the LMS for various reasons such as forgetting to watch it and lacking the time upon coming home from school. During discussions, some students who watched the video said that they had forgotten about it or did not understand some of it. Thus, the web videos are still played in class for everyone to be able to follow the topic at hand and participate in the discussion. This action research utilized the teaching strategy of playing and discussing web videos in the classroom, referred to as *Web-videos Time* implemented in the third term of SY 2023-2024. The effectiveness of *Web-Videos Time* on students' performance and perceptions of students to their learning were examined.

Related Literature

Videos have been used in teaching for a variety of reasons such as for introduction and motivation. They also serve as supplementary information about the topic that teachers discuss. Studies have shown

that watching videos is associated with students' learning (Cruse, 2006; Fleck, 2014; Genota, 2018; Moreno and Mayer, 2002; Ridgel, 2023). Notably, 59% of student respondents prefer YouTube videos as a learning tool (Genota, 2018). However, there is a dearth of studies on using YouTube and other web-based videos in learning about Asian History in the Philippines. This research intends to contribute to understanding the effectiveness of using web-based videos or YouTube videos in the classroom on students' performance and perceptions of learning, specifically in Asian History, a subject offered in Social Science in the 7th Grade.

Research Framework

Web-videos Time is the teaching strategy selected for this action research as web videos provide audio and visual stimuli that allow learning to occur according to The Cognitive Theory of Multimedia Learning of Moreno and Mayer. The Cognitive Theory of Multimedia Learning is the idea that individuals have auditory and visual channels for information processing and memory building and that the active learning process is more successful when both auditory and visual channels are simultaneously stimulated, also known as the dual channel assumption (Moreno and Mayer, 2002).

The Plan-Do-Study-Act (PDSA) model by Deming from the Deming Institute (Hunter, 2013) is used in this action research:

1. Plan: The plan of action is to implement the teaching strategy of playing web videos in the classroom or Web-videos Time in teaching Asian History, a Social Science subject in 7th Grade Junior High School.
2. Do: Web-videos Time was done during the third term of the school year, which covered Western Imperialism in Asia. The study employed a mixed methods approach that gathered data from tests or assessments, survey questionnaires, open-ended questionnaires, and students' self-evaluation to convey the effectiveness of Web-videos Time to learning Western Imperialism in Asia, a topic for the third term in Asian History.
3. Study: It utilized descriptive statistics in a survey questionnaire of Grade 7 students on perceptions of learning, as well as assessment results. Inferential statistics was also used in the assessment results. A thematic analysis was used on students' learning self-evaluation and an open-ended questionnaire about students' perception of web videos to their learning.
4. Act: The results of this study, will be considered in writing the Curriculum Map for the next school year 2024-2025 in Grade 7 Social Studies.

Research Problems:

This study aims to determine the effectiveness of Web-videos Time as a teaching strategy in Asian History, Grade 7 Social Science. The following research problems were addressed:

1. How did students perform in Asian History before the implementation of Web-videos Time? (R1)
2. How do students perceive their understanding of topics in Asian History during Web-videos Time? (R2)
3. How effective is Web-videos Time to the performance of students in assessments? (R3)
4. What are students' perceptions towards watching web videos in the classroom in learning the topic of Western Imperialism in Asian History? (R4)

METHODOLOGY

Research Design

This study presents an individual teacher research that employed a mixed methods approach. It gathered and analyzed quantitative data from Grade 7 students' performance assessments and survey questionnaires. It utilized descriptive and inferential statistics to discuss the results of the data gathered. Qualitative data was collected from students' self-evaluation on learning during the implementation of the teaching strategy, *Web-videos Time*, and open-ended questions about students' perception of learning through web videos in the classroom. A thematic analysis was used on the qualitative data through the inductive method.

Research Participants

Web-videos Time was implemented to Grade 7 students in La Salle Green Hills SY 2023-2024. The action research studied five classes of Grade 7 students handled by the individual teacher conducting the research which comprised of 197 students. The parents/guardians of the students in the five classes were given an online letter (Appendix 1) to give consent for their child to participate in the Action Research. The link was given to the Parent Representatives of the five Grade 7 classes and posted in the LMS. Out of the parents/guardians of the 197 students, 136 parents/guardians approved their consent. The research used only the data gathered from the 136 students.

Research Instruments

Four web-based videos were utilized in this study. These videos were about Western Imperialism in Asia, particularly East and Southeast Asia. Western Imperialism is one of the two units in the third term of Grade 7 Asian History in the SY 2023-2024.

The following web videos were:

1. Video #1 Title: Opium Wars: Great Britain vs. China- Animated History
   Website: YouTube, account name: History on Maps
   Link: https://www.youtube.com/watch?v=f32MPPBJOjU&t=30s
   Length: Four minutes and 47 seconds.
2. Video #2 Title: Meiji Restoration: How Japan Became a World Super Power & History of Japan
   Website: YouTube, account name: History on Maps
   Link: https://www.youtube.com/watch?v=XZmTHS91Ifo&t=382s
   Length: Three minutes and 46 seconds
3. Video #3 Title: Japan's Meiji Restoration
   Website: The Ohio State University (also available in YouTube, account name:Origins OSU
   Link: https://origins.osu.edu/watch/japans-meiji-restoration?language_content_entity=en
   https://www.youtube.com/watch?v=_dZLWEGQDS8)
   Length: three minutes and 5 seconds
4. Video #4 Title: How Thailand Escaped Colonialism
   Website: YouTube, account name Khanubis
   Link: https://www.youtube.com/watch?v=gdFJIU3PzCo
   Length: five minutes and 30 seconds

Students were encouraged to take down notes and write a reflection or evaluation about their learning while watching web videos. Five-item formative assessments were given after watching the web videos to test acquisition skills (Appendix 2). These were answered through pen and paper. Essay-type summative tests were given to measure the make-meaning skills of the topics of Western Imperialism in Asia (Appendix 3). Test 1 covered the topic of Western Imperialism in East Asia and was answered through pen and paper. At the same time, Test 2 was administered online about Western Imperialism in Southeast Asia. These provided qualitative and quantitative data about students' perception of learning as the teaching strategy in the study was being implemented.

To determine the perception of students about Web-videos Time, teacher-made questionnaires were administered after watching the four videos. One of the questionnaires was an online survey based on a 4-point Likert scale where students' perceptions of learning were adapted from educational skills and competencies (Appendix 4). An open-ended questionnaire was also administered online that inquired about students' feelings about watching web videos in the classroom (Appendix 5). The questionnaires provided quantitative and qualitative data for applying mixed methods to the action research.

Data Gathering Procedure

To describe the performance of Grade 7 students in Asian History, the 2nd Term Periodical Exam results of the 136 participants were obtained from the school records of the individual teacher implementing the action research. The results for the 3rd Term assessments were collected throughout the conduct of the action

research from the first to the fourth week of April. A letter of permission to gather data for the action research was emailed to the Integrated School Principal of LSGH the month before.

The teaching strategy of Web-videos Time constituted three phases. First, questions to be asked after watching web videos were presented. Second, playing of the video in class with pauses usually in parts when the questions presented will be answered or when concepts are defined, was done. While the web videos are playing, the students are to take down notes and write self-evaluations in their notebooks to identify their understanding of the topic. Third, was the discussion about the web video through guide questions.

After implementing Web-Videos Time, students answered formative and summative assessments to manifest learning about Western Imperialism in Asia. The Formative assessments were administered at the end of Video #1, Videos #2 and #3, and Video #4. These quizzes recalled the following sub-topics: Opium Wars, Meiji Restoration, and Western Imperialism in Thailand. Two separate essay-type summative tests were given. Test 1 was about the lesson on Western Imperialism in East Asia which were the topics of videos #1 to #3, and Test 2 covered the lesson on Western Imperialism in Southeast Asia wherein video #4 was played in the classroom.

After watching the 4th video, an online survey was given to the students. They answered the teacher-made survey and the open-ended questions in class posted on the LMS. The students were given time to answer the open-ended questions outside class time.

Data Analysis

Descriptive statistics were calculated to analyze the quantitative data gathered using frequency, percentage, mean, and standard deviation. Inferential statistics such as T-test were used to analyze the 2nd term and 3rd term summative assessments. Glass's Delta was also used to measure the effect size of the students' performance upon the implementation of Web-videos Time. To analyze students' perception of understanding Asian History topics from Web-videos Time, self-evaluations from their notebooks were collected and classified into three types of understanding: High, Moderate, and Low. Thematic analysis was applied to the open-ended questionnaire given to the students.

RESULTS AND DISCUSSION

R1: How Students Perform in Asian History Before the Implementation of Web-Videos Time

Student assessment scores were used as the basis for students' performance in Asian History. The performance of the Grade 7 students from the intact classes (N=136) during the 2nd term of SY 2023-2024 taken from their Periodical exam results had an average of 84.42. According to the La Salle Green Hills (LSGH) Assessment Evaluation (See Figure 1), transmuted scores of 80-89 are interpreted to a Proficient Level of students.
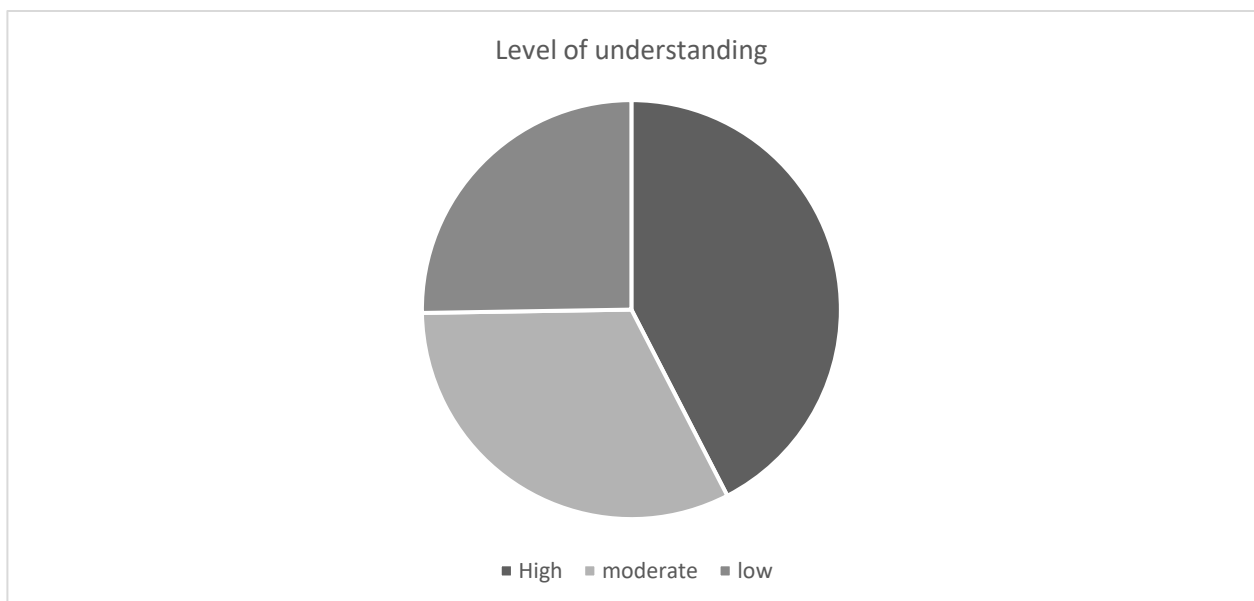
FIGURE 1
LSGH ASSESSMENT EVALUATION

Numerical rating	Performance Level	Description
86% and above (transmuted: 90 and above)	Mastery Level (Excellent Performance)	Students demonstrate exceptional understanding and proficiency of the skill or competency.
72% - 85% (transmuted: 80 - 89)	Proficient Level (Good Performance)	Students exhibit a satisfactory understanding and application of the skill or competency.
65% - 71% (transmuted: 75 - 79)	Basic Level (Adequate Performance)	Students display a basic understanding of the skill or competency, but there is still room for improvement.
64% and below (transmuted: 74 and below)	Below Basic Level (Needs Improvement)	Students show that their understanding and application of the skill or competency are below the expected level and require improvement.

R2: How Students Perceive Their Understanding of Topics in Asian History During Web-Videos Time

As the teaching strategy of Web-videos Time is being implemented, students wrote how they understood the lesson. 42% of students evaluated themselves to have a high level of understanding 32% had moderate understanding, and 25% with a low level of understanding. The following result is presented in Figure 2.

FIGURE 2
SELF-EVALUATION: HOW DO YOU RATE YOUR UNDERSTANDING OF WESTERN IMPERIALISM?

Level of understanding

■ High   ■ moderate   ■ low

A majority of students identify their understanding to be medium to high. Web videos have been mentioned in students' explanations of why they perceive themselves with a high understanding of the lesson. This confirms the study by Mayer from Maziriri that there is deeper learning from videos by students' meaningful connections between words and pictures (Maziriri, 2020).

R3: Students' Performance in Assessments

When Web-Videos Time was implemented in the 3rd term of SY 2023-2024, the average scores of students in their summative assessments that covered the topic of Web-Videos Time was 87.17. The relationship between the two assessments in the 2nd and 3rd Term Periodical Exam was measured. Figure 3 shows the relationship between the 2nd Term Periodical exams and Test 1, a long test about Western Imperialism in East Asia. On the other hand, Figure 4 shows the relationship between the 2nd Term Periodical exam and Test 2, a quiz about Western Imperialism in Southeast Asia.

FIGURE 3
3RD TERM TEST 1 VS 2ND TERM PERIODICAL EXAM STATISTICS

3rd Term Test 1 vs 2nd Term Periodical Exam Statistics						
Exam	**N**	**Mean**	**SD**	**Percentage increase**	**Effect Size**	**t-test**
						Sig. (2-tailed)
Periodical	136	84.42	8.30	3%	0.33	0.00
Test 1 (Long Test)	136	87.26	10.97			

The sig (2-tailed) of < 0.05 in Figure 3 implies that there is a significant difference/improvement in students' test scores due to the implementation of Web Videos Time. An effect size of 0.33 with an average percentage increase of 3% suggests that Web-Videos Time provides a modest improvement in students' performance and has led to improved test scores.

FIGURE 4
3RD TERM TEST 2 VS 2ND TERM PERIODICAL EXAM STATISTICS

3rd Term Test 2 vs 2nd Term Periodical Exam Statistics						
Exam	**N**	**Mean**	**SD**	**Percentage increase**	**Effect Size**	**t-test**
						Sig. (2-tailed)
Periodical	136	84.42	8.30	3%	0.32	0.00
Test 2 (Quiz)	136	87.08	11.77			

The sig (2-tailed) of < 0.05 in Figure 4 implies that there is a significant difference/improvement in students' test scores due to Web-Videos Time being implemented. An effect size of 0.32 with an average percentage increase of 3% suggests that Web-Videos Time provides a modest improvement in students' performance. Moreover, it showed improved test scores.

The student participants garnered an 86.14 transmuted average from their 10.23 average score in the Five-point formative assessments about Western Imperialism in Asia. Figure 5 illustrates the average scores for each assessment.

FIGURE 5
TOTAL SCORES OF FORMATIVE ASSESSMENTS

Assessment no.	Average scores	Transmuted Average
Practice Quiz 1	3.42	87.02
Practice Quiz 2	3.41	83.71
Practice Quiz 3	3.40	87.68
Total:	10.23	86.14

The results are interpreted as a good performance or proficiency in level according to the LSGH Assessment Evaluation. It is noted that the transmuted average for each formative assessment shows that students exhibit satisfactory understanding and proficiency. The Practice Quiz 1 after Video #4 had the highest transmuted average of 87.68, followed by 87.02 in Practice Quiz 1 wherein Videos #1 and #2 were played, and the lowest transmuted average was the results from Practice Quiz 3 garnering 83.7. It should be clarified that the action research did not examine other factors that may come from the quality of web videos or students' stock knowledge nor test-taking behaviors for the transmuted average which may affect the results.

R4: Students' Perception Towards Watching Web Videos in the Classroom

The online survey that gathered the perception of students toward watching web videos in class obtained the following results:

FIGURE 6
PERCEPTION OF STUDENTS ON WEB-VIDEOS TIME:
WATCHING WEB-VIDEOS IN THE CLASSROOM

Items	Likert scale frequency (1-Strongly Disagree, 4- Strongly Agree)							
	4	%	3	%	2	%	1	%
Watching web-based videos in class is useful for learning the topics for discussion in Asian History.	98	72.06	29	21.32	0	0.00	4	2.94
I prefer watching web-videos in class even if they do not guarantee a good grade in Asian History.	56	41.18	37	27.21	33	24.26	6	4.41
Watching web-videos in the classroom develops critical thinking.	77	56.62	44	32.35	10	7.35	1	0.74
Watching web-videos in class makes me reflect about the topic being discussed in Asian History.	84	61.76	36	26.47	9	6.62	1	0.74
Watching web-videos in the classroom sparks my imagination.	78	57.35	32	23.53	18	13.24	4	2.94
Watching web-videos in the classroom gives me new ideas.	80	58.82	36	26.47	12	8.82	2	1.47
Watching web-videos in the classroom meets my learning goals.	65	47.79	45	33.09	17	12.50	4	2.94
Watching web-videos in class contributed to gain important knowledge about the lesson/topic in Asian History	98	72.06	29	21.32	2	1.47	3	2.21
Watching web-videos in class encourages me to participate in discussions	61	44.85	42	30.88	26	19.12	3	2.21
I want to continue watching web-videos in Asian History.	93	68.38	27	19.85	7	5.15	5	3.68

The survey was measured on a Likert scale from 1-4 (1-Strongly Disagree, 4- Strongly Agree). 72% strongly agreed that web videos are useful for students in learning the topics in Asian History and that web videos contribute to gaining important knowledge about topics in Asian History. Preferring to watch web videos even if not grades had the lowest agreement of 41.18%. The survey results support that web videos are perceived to be associated with learning topics in Asian History.

In their open-ended questionnaire, students expressed liking web videos more than disliking them. Students who enjoyed Web-videos Time explained that this is due to videos being visually entertaining, informative, and concise. The reasons for students who expressed dislike for web videos were the speed, quality, volume, and classroom noise. Most students felt that it was difficult to keep up with the narrators of the web video because of its speed or volume. Some students did not like how the videos were created, describing them as "boring" and "uncreative." While some students disliked Web-videos Time because their classmates made noise by reacting or commenting on the web videos being played. The typical suggestions of the students to improve Web-Videos Time were in the technical aspect such as using high-quality videos (in audio and picture quality), improving internet connection so the videos will not lag or buffer, and turning off some lights in the classroom. Most of the students indicated no suggestions and added comments to continue and or add more web videos in class. It is noted that even students who disliked the web videos, did not mention or suggest refraining from watching web videos; however, their suggestions were to improve Web-Videos Time, such as watching the videos again, slowing down the videos, and making it available in the LMS. Most of the suggestions are feasible to be implemented in the classroom.

CONCLUSION

Summary

This action research finds that Web-videos Time is an effective teaching strategy in Asian History, Grade 7 Social Science. The students earned a Proficient Level in their assessments about the topics in Western Imperialism in Asia wherein Web-Videos Time was implemented. Results showed that the improvement in students' assessment scores from the second to the third term was statistically significant. The findings of the action research show consistency with current available research that YouTube videos, a popular source of web videos are effective in enhancing students' learning achievement by Alqahtani in Saudi Arabia, Trueman in Malaysia, Anderson in the United Kingdom, and Ridgel in Bhutan (Ridgel, 2023). It confirms the Cognitive Theory of Multimedia Learning, which Maziriri et al. used (Maziriri 2020). The results also support several studies concluding that students have a positive perception of web-videos as a medium for learning (Fleck, 2014; Francis, 2017; Galastsopoulou, 2022; Genota, 2018; Khan, 2023; Maziriri, 2020; and Ridgel, 2023). Furthermore, students' perceptions from their self-evaluation during Web-videos Time and the survey about watching web videos coincide with their test score results. This means that students' self-evaluation was truthful about their thoughts and feelings and translated into their performance on their assessments. As per the concerns of students regarding the quality of web videos, a standard for collecting or choosing web videos may be established.

Recommendations

Based on the results, it is recommended that further studies about utilizing web videos in Social Science or other subject areas be pursued. This action research does not have data on students' learning when videos are posted only in the LMS, or posted and used in the classroom. A correlational study measuring test results of the same topic in Social Science may also be done. This can examine the statistical significance of Web-videos Time as a teaching strategy to students' assessment performance.

This action research may also be expanded into Qualitative research by studying the factors that affect students' perceptions about watching web videos. Particular characteristics of web videos can be examined as well. A Narrative method may be used to study available videos to use in Asian History or Social Science. Another study for the most effective videos may be conducted to create a minimum requirement of web videos to use as well. Moreover, perceptions and challenges of teachers implementing Web-videos Time as a teaching strategy may also be explored. Specific behaviors may be analyzed.

Plans for the Next School Year

Web-videos Time is recommended to be used as a teaching strategy in Social Science as the results of this Action Research showed a modest improvement in students' assessment scores. It indicates learning from the perception of students from evaluating themselves to have a high understanding of the topic due to Web-Videos Time. This self-evaluation matches their perception of web videos to aid in their learning. Furthermore, their perception of learning from web videos has translated into their performance in formative and summative assessments.

Reflection

The uploading of web videos on the LMS as an assignment for students to watch by themselves has the objective of saving time from the 40 minutes in class for other activities. However, this purpose will not be achieved when students cannot watch the web videos. This is the reality that teachers in Grade 7 have encountered wherein Web-Videos Time was found necessary. Thus, Web-videos Time should be embedded in the classroom as established in this action research for its significant improvement in assessments and the positive perception of web videos to learning among students. It is important that Web-videos Time remains when it is indicated in the Learning Guides, instead of being removed for revision on submitted Learning Guides. Web-videos Time should be recognized as an effective teaching strategy among other strategies to develop skills in Social Science.

In the continuous process of providing quality education for students, different teaching strategies are being utilized and developed in La Salle Green Hills. Social Science teachers have employed other different teaching strategies that integrate the use of technology. Conducting more studies about teaching strategies and developing them benefits Lasallian educators, especially students. Indeed, Web-Videos Time proves to be a promising technological innovation that supplements learning. Because ultimately, the goal of educators is for students to learn.

ACKNOWLEDGEMENTS

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APPENDIX 1

Research Participant Consent Letter

Dear parents/guardians,

I am conducting an action research on students' perceptions of watching web-based videos in the classroom and performance in Asian History. This study is sponsored by the school through the LSGH Quality Assurance and Research Office (QARO). In order for me to conduct my research, I would be studying the classes that I handle which are Grade 7 sections A, B, C, E, and F. I would like to request your permission to use each student's answers in surveys, open-ended questionnaires, and formative and summative assessments to extract the results of my study. I will only collect the email address to ensure that a response is made by the student and this will not be divulged to anyone. I will only use students' answers as statistical and thematic data for the research. The Action Research Report will be presented to a colloquium to the LSGH community without any personal information about the participants.

Your permission will be valuable in the success of my research. Thank you very much!

Sincerely,
Ms. Angela S. Morales
Grade 7 Social Science teacher

Google form questions:

Name of Parent/Guardian:

Name of student:

Section:

I am giving permission to use my son's/daughter's answers for the LSGH QARO Action Research.

Yes __
No __

APPENDIX 2

Formative Assessment Questions (Practice Quizzes)

Practice Quiz 1:
1. Give one product that China sells or exports.
2. What is the government system of China and Britain?
3. What do the Chinese believe about their emperor?
4. Give one economic system of Europe or Britain.
5. What product did Britain use in exchange for Chinese Products to address unequal trade with China?

Practice Quiz 2:
1. What did Japan implement during the Tokugawa period to unify Japan?
2. What is the name of the commander who led the American expedition to Japan?
3. What strategy did the Americans implement towards the Sakoku?
4. What treaty/treaties were signed that opened Japan to Westerners?
5. What period followed the opening of Japan to Westerners?

Practice Quiz 3:
1. What was the old name of Thailand?
2. What did Thailand serve as being between France and Britain?
3. Who did Thailand side with in WWI?
4. Who did Thailand side with in WWII?
5. What kind of political structure did Thailand adopt from the Westerners?

APPENDIX 3

Summative Assessment Questions
Test 1: Long Test in Western Imperialism in East Asia

Instructions: Read and analyze the given questions below (10 points each). Answer each question in a minimum of 3 sentences. Provide specific examples and/or evidence in each item to support your answer.

1. How did the adaptation of Western culture and economic systems enable Japan to modernize and become recognized and respected by Westerners?
2. Did the Chinese civilization and dynasty retain their strength and prosperity by holding onto their cultural traditions and relying on their own resources and technologies? Why or why not?

Criteria	Excellent (5 points)	Very Satisfactory (4 points)	Satisfactory (3 points)	Moderately Satisfactory (2 points)	Needs Improve-ment (1 point)
Analyzing historical evidence and making connections					
Organizing facts and determining historical relevance					

Test 2:
Instructions: Compose a 5-sentence paragraph for each question and cite at least two (2) pieces of evidence to prove your point.

Explain how the experience of Thailand differs from other countries during Western Imperialism. (10 points)

Criteria for Scoring:
Making connections 3
Analyzing evidence 3
Organizing facts and generalizing 4
Total: 10

APPENDIX 4

Survey Questionnaire on Perceptions of watching Web videos in the Classroom (Web videos Time)

Hello, dear students!

    I am conducting research on watching web-based videos in the classroom. In connection to this, I would like to know your perception of watching videos in our Asian History class (Web-videos Time). Please answer the following questions honestly by choosing from the scale that indicates your level of agreement. Your answers will only be used for my research and no other information will be collected about you.

    Thank you very much!

Sincerely,
Ms. Angela

Example:

Statement	Strongly Disagree	Disagree	Agree	Strongly Agree
I like ice cream	1	2	3	4

		Strongly Disagree	Disagree	Agree	Strongly Agree
1	Watching videos in class is useful for learning the topics for discussion in Asian History.	1	2	3	4
2	I prefer watching videos in class even if they do not guarantee a good grade in Asian History.	1	2	3	4
3	Watching videos in the classroom develops critical thinking.	1	2	3	4
4	Watching videos makes me reflect about the topic being discussed in Asian History.	1	2	3	4
5	Watching videos in the classroom sparks my imagination.	1	2	3	4
6	Watching videos in the classroom gives me new ideas.	1	2	3	4
7	Watching videos in Asian History meets my learning goals.	1	2	3	4
8	Watching videos in class contributed to gain important knowledge about the lesson/topic in Asian History	1	2	3	4
9	Watching videos in class encourages me to participate in discussions	1	2	3	4
10	I want to continue watching videos in Asian History.	1	2	3	4

APPENDIX 5

Open-ended Questionnaire about Web-videos Time

Hello, dear students!

As you know, I am researching about watching web-based videos in the classroom. In connection with this, I would like to understand your perception of Web-videos Time in our Asian History class. Please answer the following open-ended questions honestly to provide reliable data for my research. Your answers will only be used for my research and no other information will be collected about you.

Thank you very much!

Sincerely,
Ms. Angela

Questions in Google Forms:

1. What are the things that make you like watching web videos in Asian History class?
2. What are the things that make you dislike watching web videos in Asian History class?
3. How did watching web videos in class affect your participation in discussions?
4. Did watching videos in class contribute to answering non-graded and graded assessments? How?
5. What suggestions can you give to improve watching web videos in the classroom?