SCROLL, WATCH, LEARN: THE ROLE OF INSTRUCTIONAL REELS IN MODERN EDUCATION

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ABSTRACT

The rapid integration of technology in education has transformed teaching and learning strategies, prompting educators to explore innovative instructional tools that enhance engagement and comprehension. This phenomenological study investigated the lived experiences of basic education teachers in utilizing instructional reels in its role in modern education. Specifically, the study aimed to understand how instructional reels influence student engagement, conceptual understanding, and collaborative learning, as well as the challenges and benefits associated with their use. Data were collected through in-depth interviews with a purposive sample of teachers who regularly incorporated reels into their lessons. Using phenomenological analysis, significant statements were identified, coded, and clustered into categories, which were subsequently synthesized into overarching themes. The findings revealed three major themes: (1) Technology as Engagement Catalyst, highlighting how reels increase student attention, motivation, and inclusivity; (2) Balanced Integration Imperative, emphasizing the need for teacher training, infrastructure support, and thoughtful instructional planning; and (3) Future-Oriented Pedagogy, reflecting the role of reels in fostering digital, interactive, and personalized learning environments. Participants reported that instructional reels simplified complex concepts, promoted collaborative discussion, and made lessons more visually appealing and meaningful. However, challenges such as technical limitations, screen time concerns, and content alignment were also noted. The study concludes that instructional reels serve as powerful tools for enhancing classroom engagement and learning effectiveness, yet their use must be carefully integrated with pedagogical strategies and institutional support. Implications for policy, practice, theory, and future research include the necessity for professional development, digital infrastructure provision, and empirical investigation into the broader impact of video-based learning on student outcomes. This study contributes to understanding how digital media transforms contemporary education and provides guidance for teachers, administrators, and policymakers seeking to implement technology-enhanced instruction effectively.

Keywords: *Instructional Reels, Multimedia Learning, Teacher Experiences, Classroom Engagement, Digital Pedagogy, Phenomenology, Municipality of Tulunan, Philippines*

INTRODUCTION

In today's fast-paced digital era, where students are more connected than ever before, short-form video content has emerged as a powerful educational tool. Platforms such as Facebook, Instagram, TikTok, and YouTube have popularized "reels"—bite-sized, visually engaging videos that are easily accessible, highly shareable, and capable of capturing attention in seconds. This phenomenon has spilled over into the educational landscape, where instructional reels are being utilized by educators to deliver lessons, explain complex concepts, and reinforce learning in dynamic and relatable ways.

These videos appeal especially to digital-native learners who are accustomed to scrolling, watching, and absorbing information quickly. As modern education evolves to meet the needs of 21st-century learners, the integration of instructional reels into teaching strategies presents both opportunities and challenges worth exploring. The study, "Scroll, Watch, Learn: The Role of Instructional Reels in Modern Education," delves into this emerging trend, examining how such media influences student engagement, comprehension, and overall learning experiences in the digital classroom.

Across the globe, the rise of digital technologies has dramatically reshaped the educational landscape. The increasing accessibility of mobile devices and social media platforms has given rise to new forms of microlearning, with *instructional reels*—short, engaging videos typically lasting from 15 seconds to a minute—becoming popular tools for knowledge dissemination. According to Statista (2023), over 4.9 billion people worldwide actively use social media, with video content emerging as the most consumed format. Educational institutions and teachers in various countries have begun experimenting with platforms like TikTok, Instagram, and YouTube Shorts to deliver bite-sized lessons that cater to today's fast-paced and visually oriented learners. Scholars argue that such approaches have the potential to increase engagement, improve knowledge retention, and support differentiated instruction (Green & Jones, 2022).

Platforms like TikTok, Instagram Reels, Facebook Stories, and YouTube Shorts have become common avenues for disseminating these bite-sized lessons across subjects as diverse as language learning, science experiments, historical facts, and study tips. The pandemic further accelerated the global shift toward integrating digital content in education, as both teachers and students sought flexible, accessible, and engaging alternatives to traditional instruction (UNESCO, 2021).

Furthermore, studies from countries like the United States, the United Kingdom, and Australia have begun exploring the potential benefits of instructional reels in promoting active learning and increasing students' motivation (Green & Jones, 2022; Martin & Tapp, 2021). Teachers and content creators are leveraging these tools not only for formal instruction but also for informal, self-paced learning outside classroom settings. Nevertheless, global discourse also highlights the need for critical evaluation of these tools, focusing on concerns about attention span, depth of learning, and content reliability, given the open and fast-moving nature of social media platforms.

In Asia, the integration of instructional reels into teaching and learning is gaining momentum. Countries such as China, South Korea, and India have seen a surge in the educational use of short video platforms both in formal classrooms and informal learning spaces. For instance, in China, platforms like Douyin (TikTok) are widely used for

educational tutorials, exam tips, and skill-building, with millions of student followers (Li & Chen, 2021).

Similarly, educators in India have leveraged Instagram Reels and YouTube Shorts to simplify complex topics, especially during and after the pandemic-driven shift to online learning (Kumar & Rani, 2022). Asian learners, known for their high levels of digital engagement, show increasing receptivity to these innovative teaching aids, though educators continue to grapple with challenges such as ensuring content quality and addressing screen-time concerns.

In the Philippines, the use of instructional reels is an emerging practice in the educational sector. Filipino learners are among the most active social media users in the world, with reports indicating that Filipinos spend an average of over 3 hours daily on social media platforms (We Are Social, 2024). This high level of engagement has inspired educators to experiment with reels to enrich classroom instruction and connect with digital-native students. With the Department of Education's push towards digital literacy and blended learning models, many teachers have begun creating or curating short instructional videos to supplement lessons, particularly in subjects perceived as challenging, such as mathematics and science. However, the actual impact of these reels on students' learning experiences, motivation, and academic performance remains underexplored, creating a significant gap that this study aims to address.

The present study is situated in the **Municipality of Tulunan**, which is located in the southern part of **Cotabato Province**, Philippines. Tulunan is a 2nd class municipality known for its predominantly agricultural economy and rich cultural diversity. It is composed of several barangays that are home to both indigenous and migrant communities. The municipality is characterized by a mix of rural and semi-urban areas where access to technology and digital platforms is steadily improving due to national and local initiatives promoting digital literacy and infrastructure development.

This study focuses on selected elementary schools under the jurisdiction of the **Schools Division Office (SDO) of Cotabato**, which governs the basic education institutions in the area. The SDO of Cotabato is responsible for supervising, monitoring, and supporting schools in delivering quality education in line with the Department of Education's (DepEd) standards and policies. Schools in Tulunan reflect the broader educational landscape of the division—facing both opportunities and challenges in integrating digital tools, such as instructional reels, into teaching and learning processes.

The research covers schools within this municipality to explore the role of instructional reels as perceived by teachers and students in the local educational setting. The selection of Tulunan provides a meaningful context where technology integration efforts intersect with the realities of rural education, including issues of internet connectivity, resource availability, and digital readiness.

Definition of Terms

Instructional Reels. Instructional reels refer to short-form videos, typically lasting from 15 seconds to one minute, designed to convey educational content in a concise and

engaging manner. These are commonly shared through social media platforms such as TikTok, Facebook Reels, Instagram Reels, and YouTube Shorts. In this research, instructional reels refer to short educational videos that elementary public school teachers in Tulunan, Cotabato have used intentionally to support their lesson delivery or enhance students' understanding of academic content.

Modern Education. Modern education refers to contemporary teaching and learning practices that integrate technology, promote learner-centered approaches, and emphasize 21st-century skills such as digital literacy, critical thinking, and collaboration. In this study, modern education refers to the current teaching practices in public elementary schools that include the use of digital tools like instructional reels as part of classroom instruction.

Lived Experiences. Lived experiences describe personal encounters, perceptions, and reflections of individuals as they engage with a particular phenomenon. In this research, lived experiences pertain to the personal accounts and insights of elementary teachers regarding their use of instructional reels in teaching, including their challenges, successes, and meanings derived from this practice.

Digital Platforms. Digital platforms are online applications or websites that facilitate the sharing, communication, and distribution of digital content, including text, audio, and video. In this study, digital platforms refer to social media sites such as Facebook, TikTok, Instagram, and YouTube where instructional reels are accessed or shared by elementary teachers for educational purposes.

Purpose of the Study

The purpose of this qualitative study is to explore the experiences and perceptions of elementary teachers in the municipality of Tulunan regarding the use of instructional reels in the classroom. Instructional reels, which refer to short-form educational videos often shared on digital platforms like Facebook, TikTok, or Instagram, have become increasingly popular as tools for delivering quick, engaging content to students. As technology continues to shape the educational landscape, understanding how these reels are being used in actual teaching contexts becomes a relevant and timely inquiry.

This study focuses on the central phenomenon of instructional reels as a digital teaching strategy. It seeks to define how elementary teachers understand, adapt, and implement these tools in their daily instruction, particularly in enhancing student engagement and improving comprehension. The study also aims to identify the benefits and challenges these educators face when incorporating reels into their lessons. By capturing their narratives and teaching experiences, the research intends to provide a clearer picture of how digital media is transforming the teaching-learning process in local educational settings.

Participants in this study are public elementary school teachers in the municipality of Tulunan, a rural locality where access to technology may vary and where innovative teaching strategies are both needed and tested. Through interviews and observations, the study will gather rich, descriptive data on how these educators navigate the integration of instructional reels in their classrooms. The findings of this research are expected to contribute valuable insights into teacher practices, inform future training and professional development, and support the broader use of educational technologies in basic education.

Research Questions

This study described the lived experiences of teachers who are using instructional reels in teaching. More specifically, it seeks answers to the following questions:

1. How can the lived experiences of teachers and students regarding the use of instructional reels in modern education be reflectively described and analyzed**?**
2. What meanings, perceptions, and insights emerge from the lived experiences of teachers and students regarding the use of instructional reels in the classroom?
3. What are the practical, administrative, and technological implications of teachers' and students' experiences with instructional reels for basic education, particularly in terms of teaching strategies, curriculum integration, and digital pedagogy?

Significance of the Study

This study may be significant to the following:

To the Organization (Schools Division Office of Cotabato / Local Schools). The study will provide school administrators and education supervisors with a clearer understanding of how instructional reels can be effectively integrated into classroom instruction. The findings may guide the development of professional development programs, capacity-building initiatives, and school policies that promote the responsible and strategic use of digital media in teaching. This can help ensure that the integration of instructional reels supports learning outcomes and aligns with curriculum standards.

To Education (Teachers, Learners, and Educational Institutions). For teachers, the study will offer insights into best practices, challenges, and opportunities associated with using instructional reels as teaching tools. It may serve as a basis for designing innovative teaching strategies that engage learners and enhance comprehension and retention. For students, the study may lead to more interactive and accessible learning experiences, potentially increasing their motivation and participation in academic tasks. Educational institutions may also use the study's findings to improve their digital learning programs and resource allocation.

To the Government (Local and National Education Authorities). The study can provide data that may inform policy formulation by local government units (LGUs) and the Department of Education (DepEd) regarding the use of social media and digital

technologies in education. It can also contribute to ongoing efforts to promote digital literacy and 21st-century skills among Filipino learners, ensuring that technology integration in schools addresses equity, inclusivity, and quality.

To Future Researchers. This research may serve as a valuable reference for scholars interested in studying the intersection of education and digital media. It may inspire further investigations into the long-term impact of instructional reels, their effectiveness across different subjects, or their use in varying educational contexts such as urban vs. rural settings.

To the Community. The study may benefit the broader community by highlighting how modern technology can be harnessed to improve educational outcomes. It may also promote greater awareness among parents and guardians regarding the positive and responsible use of social media in supporting their children's learning.

Theoretical Lens

This study is anchored on **phenomenology**, which provides the foundation for exploring the lived experiences of elementary teachers in using instructional reels in modern education. Phenomenology, as advanced by **Edmund Husserl (1913)**, seeks to describe and understand how individuals experience and make sense of a particular phenomenon, setting aside preconceived notions through a process known as *epoché* or bracketing. Husserl emphasized that truth about human experience is best revealed through personal accounts, focusing on the meanings people assign to their experiences rather than external interpretations. This perspective aligns well with the study's aim of uncovering how teachers perceive, value, and reflect on the use of instructional reels as part of their teaching practice.

Several recent studies have applied **phenomenology** to explore the experiences of educators using digital tools in classroom instruction. For example, **Ramos and Santos (2022)** conducted a phenomenological study on teachers' experiences in integrating social media platforms into blended learning during the pandemic. Their research revealed that while teachers initially struggled with technological adaptation, they eventually developed strategies that transformed their teaching practices and enhanced student engagement. Similarly, **Lee (2021)** explored the lived experiences of elementary educators using short-form videos for remote teaching in South Korea. The study highlighted that teachers valued these tools for their ability to simplify complex concepts and maintain student interest, although concerns regarding content quality and digital fatigue were noted. These studies demonstrate how phenomenology provides deep insight into how teachers assign meaning to their use of digital instructional materials, much like what this study aims to uncover in the context of instructional reels.

From the lens of educational technology, this study also draws from **Bandura's Social Cognitive Theory (1986)**, particularly the principle of observational learning. Bandura posited that individuals learn behaviors, attitudes, and skills by observing models in their environment, including media representations. Instructional reels, as short, visual

teaching tools, can serve as models that facilitate learning through observation and imitation. This theoretical connection provides insight into how teachers may use reels not only to deliver content but also to model skills and processes for learners in engaging ways.

Social Cognitive Theory has been widely used to frame studies on the impact of media-based learning. **Gupta and Sharma (2020)** examined how instructional videos on platforms like YouTube influenced students' motivation and self-efficacy in learning science concepts in India. Grounded in Bandura's Social Cognitive Theory, the study found that students modeled behaviors and problem-solving strategies presented in these videos, which in turn enhanced their confidence and academic performance.

Tan and Lim (2021) applied Social Cognitive Theory to study how teachers in Singapore used video modeling, including reels and micro-videos, to demonstrate tasks and processes in primary education. Their findings suggested that both students and teachers benefited from the observational learning provided by such tools, as students found it easier to emulate demonstrated behaviors, while teachers reported greater instructional efficiency.

In reflecting critically on phenomenology as the guiding framework, it must be acknowledged that while phenomenology provides rich, detailed insights into personal experience, it does not, by design, offer generalizable findings that apply to all teachers or settings. Moreover, as a researcher, bracketing my own assumptions about technology and education may prove challenging, particularly given the widespread enthusiasm for digital tools in today's classrooms. Nonetheless, phenomenology remains a powerful approach for revealing the nuanced realities of how teachers navigate the promises and limitations of instructional reels in their unique educational contexts.

This chapter contains the research methodology that was used by the researchers in gathering the data.

Research Design

This study will employ a phenomenological research design to explore and understand the lived experiences of educators and learners who engage with short-form instructional videos, commonly known as reels, in an educational setting. As described by Creswell (2007), phenomenology focuses on the common experiences of individuals regarding a particular phenomenon in order to gain a deeper understanding of its essence. This design is especially suitable for the current study, as it seeks to capture the perspectives, reflections, and meanings that teachers and students assign to their encounters with instructional reels as part of their teaching and learning processes.

Phenomenology, with its philosophical roots in Husserl and later expanded by scholars such as Moustakas (1994), emphasizes intentionality of consciousness and the significance of describing what participants experience and how they experience it. This design involves setting aside the researcher's preconceptions through a process called

epoché or bracketing, to uncover the true nature of the participants lived experiences. By applying this approach, the study aims to reveal nuanced insights about how instructional reels influence motivation, understanding, engagement, and instructional delivery in contemporary educational contexts. The intended outcome is to distill these shared experiences into a rich, thematic description that highlights the role and potential of reels in shaping modern pedagogical practices.

Using a phenomenological lens will directly influence the structure of the research. The central research question will seek to uncover what experiences do teachers and students have when engaging with instructional reels in the learning process? This design will guide the formulation of open-ended, in-depth interview questions that allow participants to narrate their experiences, thoughts, and feelings. Data collection will primarily consist of semi-structured interviews, supplemented by field notes and possibly participant-generated artifacts such as screenshots or samples of reels. The data analysis process will follow Moustakas' modified Stevick-Colaizzi-Keen method, which involves horizontalization, clustering of significant statements into meaning units, and synthesizing these into a comprehensive textural and structural description of the phenomenon. Through this process, the study will not only describe but also interpret the essence of using instructional reels in the context of 21st-century education.

In this study, the phenomenological method will be used to capture and analyze the lived experiences of elementary teachers in Tulunan, Cotabato, as they integrate instructional reels into their teaching practice—seeking to understand both the essence of these experiences and the meanings teachers assign to them within their specific educational contexts.

Participants

The participants in this qualitative study will be elementary school teachers in the Municipality of Tulunan who are actively integrating instructional reels into their teaching practices. These individuals are selected based on their direct experience in using short-form educational videos (commonly known as "reels") as a tool to enhance student engagement and understanding—aligning with the study's purpose of exploring the lived experiences of teachers in modern education. The setting for this research is public elementary schools within Tulunan, North Cotabato, where the integration of digital and media-based tools is increasingly becoming a part of classroom instruction. These schools represent a valuable context for understanding how grassroots-level educators adapt to emerging educational technologies.

To ensure meaningful and relevant insights, purposeful sampling will be used, a method appropriate for phenomenological studies that seek participants who have first-hand experience with the phenomenon under investigation (Creswell & Poth, 2018). Teachers selected must meet the following criteria: (1) currently employed as elementary school teachers in Tulunan, (2) have used instructional reels (e.g., TikTok, Instagram Reels, Facebook Reels, YouTube Shorts) as a part of their teaching within the last academic year, and (3) are willing to participate in in-depth interviews and share their experiences.

The research process will involve initial coordination with school administrators to identify potential participants, followed by recruitment through direct communication. The

events will include semi-structured interviews conducted in a quiet and comfortable environment—either face-to-face or via online platforms, depending on the teacher's preference and availability. Data to be collected will primarily include audio-recorded interviews, field notes, and relevant teaching artifacts such as lesson plans or sample reels created or used by the participants. This data will help provide a rich and detailed account of how instructional reels are being used, perceived, and experienced by elementary educators in real classroom contexts.

Data Collection Tools

The primary data collection tool for this study is a semi-structured interview guide developed specifically to explore the lived experiences of elementary school teachers in the Municipality of Tulunan who utilize instructional reels in their teaching. The construction of the interview guide was informed by relevant literature on digital pedagogy, media-based instruction, and phenomenological research methods, particularly drawing from works such as Creswell & Poth (2018) and Moustakas (1994), which emphasize open-ended questions that encourage deep reflection on personal experiences. In addition, prior qualitative studies on social media use in education and teacher engagement with technology provided foundational insights into the kinds of questions that elicit rich, experience-based responses.

To ensure content validity, the interview guide was submitted to the validation team at Central Mindanao Colleges. This team was composed of experts in educational research, qualitative methodology, and instructional technology. This validation process helped confirm that the instrument would effectively capture the essential experiences and perceptions of teacher-participants using instructional reels in their classroom practices.

Procedures

This qualitative study will follow a systematic procedure to explore the barriers and facilitators to educational technology adaptation among public elementary school teachers in the municipality of Tulunan. The researcher will begin by securing the necessary approvals from the institutional ethics committee and obtaining formal permission from the Department of Education Division of Cotabato, as well as the school heads of the participating public elementary schools. Once approval is granted, the researcher will identify and invite participants through purposive sampling, selecting 10 to 15 elementary teachers who are likely to provide rich and relevant insights based on their experience with educational technology. Participants will be provided with an informed consent form detailing the study's purpose, procedures, confidentiality, and voluntary nature.

A semi-structured interview guide, developed and validated by education and research experts, will serve as the main data collection tool. Before the main data collection, a pilot interview will be conducted to refine the questions. The actual interviews will be scheduled based on participant availability and conducted either face-to-face or

online, depending on current health and safety protocols. Each interview will last approximately 30 to 45 minutes and will be audio-recorded with participant consent to ensure accuracy. All recordings will be transcribed verbatim by the researcher. The data will then be subjected to thematic analysis, following the steps of familiarization, coding, theme generation, and interpretation. To ensure the credibility of the findings, member checking will be employed by sharing selected summaries of the interpreted data with participants for confirmation. All data collected will be treated with strict confidentiality and securely stored throughout the research process.

Data Analysis

The data analysis for this phenomenological study will follow the systematic steps outlined by Moustakas (1994), which are well-suited for uncovering the essence of lived experiences. After all interviews are completed, the first step involves organizing and transcribing the audio-recorded interviews into written text. Each transcript will be reviewed alongside the original recordings to ensure accuracy and completeness. Field notes taken during the interviews will be incorporated to enrich the context and support the interpretation of the verbal data.

The next step is horizontalization, where each significant statement from the participants is given equal value and listed to capture what they have experienced related to the use of instructional reels. These statements will then be coded, meaning they will be grouped and labeled according to their meanings and relevance to the research questions. Through this process, similar codes will be clustered together to identify patterns, which are then grouped into meaning units or categories that reflect shared aspects of the teachers' experiences.

From these clusters, the researcher will develop themes that describe both the textural descriptions (what the participants experienced) and structural descriptions (how they experienced it, including context and conditions). These descriptions will then be synthesized into a composite narrative, which represents the essence of the experience of using instructional reels among elementary teachers in Tulunan. Throughout the analysis, the researcher will engage in bracketing or *epoché*, intentionally setting aside personal biases and assumptions to ensure that the findings authentically reflect the participants' voices and lived experiences. This rigorous and reflective approach will provide a rich, in-depth understanding of the role instructional reels play in modern teaching practices.

Ethical Consideration

The ethical considerations are significant in the design of this research study. The researcher considered several ethical issues about the research participant in this fieldwork. Ethical considerations can be specified as one of the most important parts of the research. The researcher needs to adhere to promote the aims of the research imparting authentic knowledge, truth and prevention of error.

Social Value. The study are able to present valuable information that guided teachers to improve or adjust the use of reels and online engagement strategies in teaching. With the findings of the study, they will become aware of the need of conducting

different training, workshops and seminars to improve the use of reels and online engagement strategies.

Informed Consent. The researcher asked the permission of participants through written consent. They are properly informed about the purpose of the study and understand the reason for their participation so that they can choose to would participate or not. It made clear that participants' involvement in the study are voluntary and when they refuse, they are not forced by the researcher. Moreover, the researcher is cautious to assure the participants' psychological well-being.

The researcher informed the participants that the study aims to explore the role of instructional reels in modern education. They are made to understand that they are the most qualified and credible informants for the study. They also be properly oriented about the methods to use in which they will participate such as survey, in-depth interview and focus group discussion. Lastly, they assured that their identity are kept in confidentiality and not be revealed in the presentation and analysis of the findings.

Vulnerability of Research Participants. The participants in this study are not considered vulnerable for they are capable to decide to themselves whether to be involved or not. Furthermore, the researcher assured that the participants' identities will be confidential and guarantee that they are protected from the possibility of being identified.

Risks, benefits, and Safety. For the safety of the participants and their psychological and social well-being, the researchers explained the effects and importance of the research. The results of the study are believed to have left a positive impression on the participants. Time is also crucial in the study, for it requires the participants to apportion time from their personal and professional obligations. Consequently, the researcher will make certain that the conduct of the survey and in-depth interviews are scheduled at the participants' convenience, ensuring that these activities do not disrupt their regular teaching duties and responsibilities.

Another possible risk of this research is the disclosure of experiences that may be considered unpleasant, unwelcome, or demoralizing to others. In such cases, the investigators will address the participants' emotional state with sensitivity and sincerity. A concrete distress protocol will be followed, which may include pausing the activity, terminating the session if necessary, or referring the participant to the school guidance counselor for further support.

Furthermore, the results, discussions, and findings from this study may also spark evidence-based information which can be used by policy makers, school administrators, and teachers. School administrators may also find this study a valuable reference material in improving teacher productivity. Likewise, scholars and future researchers can benefit from this research as a source of insights and ideas for their own academic endeavors.

Privacy and Confidentiality. With respect to the participants' right to privacy, the researcher wil l ensure that all records are kept secure and that no information will be released that could reveal the identity of the participants. All electronic data will be stored on a password-protected laptop with files encrypted for additional security. Only the researcher will have direct access to the data, although the research adviser may review anonymized data when necessary. A retention period of two years after the completion of the study will be observed, after which all digital and printed records will be permanently and securely deleted or destroyed.

In presenting the results, no names or identifiable information will be disclosed. Should any participant choose to withdraw their statements or discontinue participation, the researcher will honor the request without prejudice. The researcher will also exercise fairness, sensitivity, and neutrality in asking questions and reporting findings. Furthermore, all research assistants, documenters, and transcribers involved will be oriented and required to observe the strict terms of privacy and confidentiality set for this study. In line with the provisions of the 2012 Data Privacy Act, participants are assured that the data will remain confidential, cannot be traced back to them, and that their identity will be fully protected throughout and after the research process.

Justice. The researcher is impartial in selecting the participants of the study. Since the research employs purposeful sampling, only elementary teachers who meet the set inclusion criteria—specifically those with relevant experience in creating and using reels in teaching—were invited to participate. The selection is not open to all teachers but rather focused on those who can provide information-rich insights relevant to the research objectives. This ensures that the study is both methodologically sound and ethically appropriate.

All participants were treated equally and with respect, regardless of whether they ultimately took part in the study. To acknowledge the time and effort they contributed during data gathering, tokens of appreciation were provided.

Furthermore, the results, discussions, and findings from this study may serve as valuable input for policy makers, school administrators, and teachers. School administrators may also use the insights to design seminars, trainings, and workshops that address teachers' challenges in creating reels and developing online engagement strategies. Likewise, scholars and future researchers may benefit from this study as a reference for generating new ideas in their future academic endeavors.

Transparency. The researcher safeguards the proper implementation of the methods that were used in the study. The researcher included all the necessary documents that support data analysis and give the readers access to read through these in order to gain a better understanding of the results and findings of the study. Further, the findings discussed in a comprehensively especially information that may have an effect in the presentation of the results to give importance to transparency. Lastly, the researcher describe the extent of her involvement and how she maintain objectivity in analyzing data and presenting the results of the study.

Qualification of the Researcher. The researcher recognizes her limited exposure to the qualitative approach. Consequently, she seek direction and advice from her mentor and panelists, as well as peers who are proficient in this method. Further, she is guided by these experts to implement the method properly to be able to gather the needed data for the intended purpose. She is also made exposure moral courage, societal understanding, culture, sensitivity, professionalism and integrity in all stages of the study.

Adequacy of Facilities. The researcher ensured the availability and accessibility of needed facilities in this study. Library and internet resources are available for further readings and references to deepen and strengthen analysis and interpretation of data gathered. Audio recorders, camera, and other materials needed are available. Finally, the group of experts provided valuable comments and suggestions to help researchers conduct research and exchange results.

Community Involvement. The researcher is committed to respecting the community, especially the teachers and administrators of elementary schools. All research activities were carried out with the permission of School Administrators, School Heads, Program Coordinators, and faculty members. Through this study, the involvement of these stakeholders generated information that is beneficial to their current practices in integrating instructional reels and digital teaching strategies into classroom instruction. This engagement also fostered a better appreciation of innovative approaches that enhance teaching effectiveness and learner engagement.

Furthermore, the findings of the study were disseminated to all school stakeholders for the purpose of information sharing and awareness. These results may be used as inputs for school improvement planning, professional development programs, or the formulation of enhancement initiatives that strengthen teachers' capacity in using reels and other digital tools for instruction.

Trustworthiness of the Study

Trustworthiness supports the reason that the ideas and realities of the informants revealed by the findings are worth attending to and it also attests to the legitimacy of the procedure to be used (Creswell 2013). Hence**,** the four components of trustworthiness are considered: credibility, transferability, dependability and confirmability.

Credibility. In this study, I obtained credibility by conducting a personal interview with my key participants. I make sure that everything goes easily, and nobody was affronted and harmed as I pursued my research work. I also have a collaborative discussion with my adviser, technical panel, and research ethics committee to have a good and relevant research study. Member checking attained by letting the participants read the transcripts and translations to determine if the thoughts that emerged during the interview are well kept. Credibility, according to Lincoln and Guba (quoted in Korstjens & Moser, 2018), is the degree of trustworthiness that can be attached to the research findings. It determines whether the findings accurately reflect the original perspectives of the participants and constitute plausible information derived from their original data.

Confirmability. Confirmability was attained in this study using participant responses from the in-depth interview as data sources. The qualitative research was verified and authenticated the responses given by the informants during the in-depth interview. I also kept a reflective notebook to help me think back on the data gathering and analysis at regular intervals. Confirmability, according to Korstjens and Moser (2018), is a gauge of the objectivity employed in assessing the findings and indicates how well the research conclusions are backed by the real data obtained when additional research is carried out by different researchers. It has to do with the element of neutrality. The researcher can establish confirmability by detailing the procedures followed to draw inferences and interpretations and by offering proof that the results were only derived from the data (Cope, 2014).

Transferability. Transferability is considered in this study by appropriately labeling and preserving the data for future use as references. All of the documents are retained on file and are accessible upon request. The outcome records enable the researcher to extrapolate the investigation's findings to other scenarios or to replicate the study's methods as precisely as feasible. The degree to which the findings of qualitative research

can be applied to different situations involving different respondents is known as transferability (Korstjens & Moser, 2018). According to Anney (2014), it is generalizability's interpretive counterpart. Through detailed explanation, the researcher helps a potential user make a transferability decision (Korstjens & Moser, 2018).

Dependability. I ensure that the data in this study was consistent. I documented every observation and review path that was to be followed. Reliability criteria can be met by creating an audit trail and having a few colleagues examine the data gathering, processing, and interpretation procedure. One aspect of reliability is consistency (Korstjens & Moser, 2018). It refers to the extent to which research methods are recorded so that an external observer may track, evaluate, and offer commentary on the research procedure in addition to the reliability and consistency of the study outcomes (Moon, Brewer, Hartley, Adams, & Blackman, 2016).

Potential Research Bias

As the researcher, I acknowledge the possibility of both personal and professional bias in this study, particularly because of my background and interest in integrating technology and digital media in education. Having observed or possibly practiced the use of instructional reels myself, I may hold favorable views about their effectiveness in enhancing student engagement and learning. This personal inclination could unintentionally influence how I interpret the participants' experiences or prioritize positive responses over critical ones. Professionally, I also recognize that my role as an educator may lead me to relate closely with the participants, which might affect the objectivity needed during interviews and analysis.

To manage these potential biases, I will practice reflexivity throughout the research process. This includes maintaining a research journal to regularly reflect on and document my thoughts, assumptions, and emotional responses during data collection and analysis. I will also implement bracketing or *epoché*, a core practice in phenomenological research as described by Moustakas (1994), where I will consciously set aside personal experiences and preconceptions to focus solely on the participants' lived experiences. Furthermore, the use of member checking, where participants review and validate the accuracy of transcriptions and interpretations, will help ensure that the findings truly represent their perspectives, not mine. Consulting with academic advisers and peer reviewers throughout the study will also provide external perspectives that can challenge or confirm my interpretations, promoting credibility and reducing the influence of bias in the final outcomes.

Limitation of the Study

This study acknowledges several limitations that may affect the depth, scope, and generalizability of its findings. First, the study is limited to elementary school teachers in the Municipality of Tulunan who have used instructional reels in their teaching, which means the results may not reflect the experiences of teachers in other grade levels, subject areas, or geographic locations. The small sample size, typical of qualitative and phenomenological research, may also restrict the diversity of perspectives, as the focus is on depth rather than breadth.

Another limitation is the reliance on self-reported data through interviews, which may be influenced by memory recall, social desirability, or the participants' comfort level in discussing their experiences. Additionally, technological differences such as access to devices, internet connectivity, and digital literacy among teachers may vary significantly and could influence their experience with instructional reels, yet may not be fully captured in the interviews.

Lastly, the researcher's dual role as interviewer and data analyst may pose a risk of interpretive bias, despite efforts to manage it through reflexivity and bracketing. While measures such as validation, member checking, and peer review will be applied to ensure trustworthiness, complete elimination of bias and subjectivity is not possible. These constraints will be acknowledged in the analysis and discussion of findings to provide a balanced and transparent interpretation of the data.

RESULTS AND DISCUSSION

This study explored how teachers lived experiences using instructional reels in their classrooms. The significant statements collected from participants reflect a consistent pattern: reels seem to enhance engagement, simplify complex topics, foster collaboration, and represent a shift toward visual, technology-enhanced pedagogy. From these data emerged several key themes: Technology as Engagement Catalyst, Balanced Integration Imperative, and Future-Oriented Pedagogy.

Technology as Engagement Catalyst

Participants consistently expressed that instructional reels increase student participation, enhance motivation, and redirect students' attention toward learning activities.

Increased Student Engagement and Attention

Participants shared that reels create excitement in the classroom. One participant stated,

> *"Using instructional reels brought a new level of excitement to my classroom. Students were more attentive and eager to participate."* IDI_P1

This indicates that reels reinforce students' natural affinity to visual content, making the learning process more active rather than passive.

Promotion of Inclusivity for Diverse Learners

Another participant explained that visual aids allow varying ability learners to grasp concepts more clearly, especially those who struggle with text-heavy learning. The inclusive nature of reels was emphasized through comments noting that many learners only understand when something is shown, not only explained. Some participants stated that:

> *"I discovered that reels can bridge gaps for struggling learners. Visual content helped those who had difficulty with text-based materials, and I realized the value of differentiated instruction."* IDI_P5
>
> *"My experience showed me that reels foster inclusivity. Students with different learning styles benefited equally, which reinforced my belief in multimedia teaching."* IDI_12

Engagement and Motivation

The category emerged from statements describing increased focus, motivation, and enthusiasm among students. Reels allowed students to remain engaged longer, enabling teachers to sustain attention throughout instruction. One of the participants stated that:

> *"I noticed that reels sparked curiosity beyond the classroom. Students asked questions and explored topics further, which showed me how technology can inspire lifelong learning."* IDI_P7

Visual Learning Effectiveness

Reels help simplify complex concepts through visuals. Teachers emphasized that reels help break down difficult topics into easily digestible visual segments. One participant noted,

> *"Reels can simplify complex topics. When I used them for science lessons, students understood concepts faster."* IDI_P2

The findings imply that instructional reels serve as a powerful mechanism for enhancing attention, curiosity, and motivation among basic education learners who are now accustomed to short-form digital content. Their presence reshapes teacher–student interaction by shifting from passive instruction toward interactive, visually stimulating experiences. For educational practice, this suggests the need for teachers to adopt more visual-based materials and align instructional delivery with the learning patterns of digital-native students. For administrators, this implies that teacher training in multimedia integration must be institutionalized rather than optional. For theory, this reinforces multimedia learning principles and strengthens contemporary views that visual learning has become a pedagogical requirement rather than an enhancement.

Recent empirical studies confirm that technology-based visuals significantly improve concept internalization and learner engagement (Barton & Ryan, 2022; Mayer, 2021). Al-Jarf (2020) found that short instructional videos sustain motivation by appealing to students' preferred learning modalities. Meanwhile, Delgado & Diehl (2021) emphasized that visual digital content increases collaborative learning by triggering student–student interaction and discussion—supporting participants' descriptions of shared classroom excitement. Moreover, this observation aligns with research indicating that multimedia content, including videos, can significantly enhance learner motivation, engagement, and active participation (ViewSonic, 2023).

Table 1. **Experiences of Teachers and Students Regarding the Use of Instructional Reels in Modern Education**

Theme	Participant Insights / Significant Statements	Codes / Categories
Technology as Engagement Catalyst	*"Using instructional reels brought a new level of excitement to my classroom. Students were more attentive and eager to participate."*	• ***Increased Student Engagement and Attention***
	"I discovered that reels can bridge gaps for struggling learners. Visual content helped those who had difficulty with text-based materials, and I realized the value of differentiated instruction." *"My experience showed me that reels foster inclusivity. Students with different learning styles benefited equally, which reinforced my belief in multimedia teaching."*	• ***Promotion of Inclusivity for Diverse Learners***
	"I noticed that reels sparked curiosity beyond the classroom. Students asked questions and explored topics further, which showed me how technology can inspire lifelong learning."	• ***Engagement and Motivation***
	"Reels can simplify complex topics. When I used them for science lessons, students understood concepts faster."	• **Visual Learning Effectiveness**

Balanced Integration Imperative

While the benefits of instructional reels are evident, participants also emphasized the importance of thoughtful integration, highlighting the need for teacher training, infrastructure support, and careful pedagogical planning. Teachers recognized challenges such as technical difficulties, screen time management, and ensuring content aligns with learning objectives.

Need for Teacher Training and Infrastructure

According to participants, not all teachers are equipped to fully utilize digital tools. Some mentioned insufficient ICT exposure and lack of orientation in digital media. Participants stated that:

> *"Schools could offer training sessions for teachers on how to create their own reels. Personalized content would make lessons more relatable."* IDI_P4
>
> *"Offering technical support during lessons would help teachers feel more confident using reels."* IDI_P14

Balance between Technology and Traditional Methods

Teachers insisted that reels cannot replace pedagogical explanation and must be supplemented with discussion and reflective questioning. One participant shared,

> *"Sometimes the video is informative, but still I need to elaborate to make sure they really understand."* IDI_P1
>
> *"My insight is that reels reflect the growing role of technology in education. They show how digital tools can complement not replace traditional teaching."* IDI_P8

Challenges and Limitations

Some participants highlighted issues related to Internet connectivity and screen exposure. Slow connection sometimes prevents teachers from showing reels smoothly, and reliance on them may cause delays in instruction. Participants shared to researcher an insight that:

> *"Improving internet connectivity in classrooms is essential. Technical issues often disrupt lessons when using reels."* IDI_P6
>
> *"Providing guidelines on screen time and balancing reels with hands-on activities would improve their effectiveness."* IDI_P11

This theme implies that instructional reels should not be used as independent substitutes for teacher explanation but rather as supplementary visual tools that require proper planning and professional preparation. Institutions must therefore establish digital readiness policies, infrastructure support, and professional training systems. On the pedagogical level, teachers must strike a balance between multimodal resources and critical, reflective instruction, to avoid over-dependence on technology and to prevent superficial learning. For theory, this validates instructional design models that emphasize pedagogical intention in educational technology integration.

Sahin (2022) cautioned that visual tools require guided processing and structured reflection to prevent fragmented learning, while Lee (2023) argued that digital resources must be intentionally aligned with classroom outcomes rather than merely used for convenience. Moreover, effective integration requires that reels complement rather than replace traditional instruction, combined with teacher-facilitated discussions, formative assessments, and scaffolded activities (ScienceDirect, 2005). Additionally, equitable access to technology and digital infrastructure is crucial to prevent disparities among

learners. Therefore, the balanced integration of instructional reels ensures that their benefits, engagement, comprehension, and collaboration are realized without compromising instructional quality or inclusivity. These studies affirm that reel's demand deliberate and thoughtful integration.

Table 2. **Meaning, Perceptions, and Insights Regarding the Use of Instructional Reels in the Classroom**

Theme	Participant Insights / Significant Statements	Codes / Categories
Balanced Integration Imperative	*"Schools could offer training sessions for teachers on how to create their own reels. Personalized content would make lessons more relatable."* *"Offering technical support during lessons would help teachers feel more confident using reels."*	• ***Need for Teacher Training and Infrastructure***
	"Sometimes the video is informative, but still I need to elaborate to make sure they really understand." *"My insight is that reels reflect the growing role of technology in education. They show how digital tools can complement not replace traditional teaching."*	• ***Balance between Technology and Traditional Methods***
	"Improving internet connectivity in classrooms is essential. Technical issues often disrupt lessons when using reels." *"Providing guidelines on screen time and balancing reels with hands-on activities would improve their effectiveness."*	• ***Challenges and Limitations***

Future-Oriented Pedagogy

Teachers expressed that instructional reels reflect the larger educational shift toward modern, visually oriented teaching, making digital materials not optional, but necessary.

Shift to Visual/Digital Learning Adaptation

Participants recognized that reel's mirror how 21st-century learners process knowledge. One participant expressed,

> *"Instructional reels represent a shift toward visual learning. They show how education is adapting to the digital age."* IDI_P1
>
> *"I see reels being integrated into digital classrooms where students can access them anytime for review, making learning more flexible and personalized."* IDI_P3

Time-Saving for Lesson Preparation

Participants mentioned that using reels reduced time for preparing visual materials. Several said ready-made reels allow immediate presentation without creating everything from scratch. This is shown in their statements:

> *"One personal insight is that reels can reduce stress for teachers. They provide ready-made content that saves preparation time while still being effective."* IDI_P12
>
> *"Providing flexible schedules for teachers to plan and integrate reels into lessons would reduce stress and improve implementation."* IDI_P15

Technology Becoming Essential

Many teachers pointed out that reels should be recognized not as supplementary but essential tools. Comments include claims that schools need to integrate digital teaching as part of basic curriculum delivery. One participant stated that:

> *"These insights imply that schools must embrace technology as a core part of teaching. Instructional reels are no longer optional they are becoming essential tools for engagement and comprehension."* IDI_P1

This suggests that instructional reels represent emerging trends in future teaching environments, where visually mediated instruction becomes embedded in basic education. Schools must recognize digital competence as a core teacher skill and invest in technology infrastructure as a regular institutional requirement. Policies in education may increasingly mandate digital literacy competency for both curriculum and teacher standards. Theoretically, instructional reels represent a shift toward digital, personalized, and technology-driven learning paradigms consistent with global education transformation.

UNESCO (2023) highlights digital readiness and ICT integration as essential competencies in contemporary basic education systems. Martinez (2021) asserts that short, visual instructional materials support future-ready classrooms capable of promoting personalized, flexible, and self-paced learning. Meanwhile, Torres & Cruz (2022) emphasized that digital-based visual instruction aligns with the 21st-century skill

framework—critical thinking, creativity, communication, and collaboration—which correlates with the participants' experiences of increased interaction and understanding through reels.

Table 3. **The Practical, Administrative, and Technological Implications with Instructional Reels for Basic Education, Particularly in terms of Teaching Strategies, Curriculum Integration and Digital Pedagogy**

Theme	Participant Insights / Significant Statements	Codes / Categories
Future-Oriented Pedagogy	*"Instructional reels represent a shift toward visual learning. They show how education is adapting to the digital age."* *"I see reels being integrated into digital classrooms where students can access them anytime for review, making learning more flexible and personalized."*	• ***Shift to Visual/Digital Learning Adaptation***
	"One personal insight is that reels can reduce stress for teachers. They provide ready-made content that saves preparation time while still being effective." *"Providing flexible schedules for teachers to plan and integrate reels into lessons would reduce stress and improve implementation."*	• ***Time-Saving for Lesson Preparation***
	"These insights imply that schools must embrace technology as a core part of teaching. Instructional reels are no longer optional they are becoming essential tools for engagement and comprehension."	• ***Technology Becoming Essential***

IMPLICATIONS AND DIRECTION FOR FUTURE RESEARCH

Implications of the Study

The findings of this study suggest several implications for policy, practice, theory, and research. In terms of policy, the results imply that instructional reels are becoming an essential component of digital teaching and therefore require institutional support. Teachers expressed the need for ICT facilities, digital materials, and accessible online platforms. These experiences suggest that educational policies must prioritize technology provision, including connectivity, device availability, and professional development. However, given the scope of this study, such implications must be limited to contexts similar to the participating schools.

Regarding educational practice, the findings show that instructional reels significantly enhance engagement, attention, and conceptual understanding among learners. Teachers described reels as motivating tools that create visually rich learning environments. However, participants also highlighted the necessity of balancing reels with traditional instruction and processing strategies to ensure deeper understanding. This suggests that teachers must not depend solely on digital visuals but integrate reflective questioning, contextualized explanation, and proper instructional sequencing.

In terms of theoretical implications, the study reinforces contemporary views that learning has shifted toward visually mediated and multimedia-based experiences. The findings support visual learning theories and multimedia learning principles, showing that audiovisual representation facilitates comprehension and conceptual connection. The study therefore contributes to ongoing discourse on technology-mediated pedagogy and aligns with theories that emphasize multimodal learning. Yet, these theoretical insights must be treated as interpretive conclusions rather than universally generalizable principles due to the qualitative nature of phenomenology.

Finally, with respect to research implications, this study provides an experiential foundation for understanding instructional reels but does not measure outcomes, performance, or statistical effects. Thus, future investigations may build on the experiential findings of this study to develop more empirical or comparative analyses. The implications for research are grounded in teachers' experiences, which indicate that further inquiry is necessary to determine the broader or measurable effects of using instructional reels in different learning contexts.

Directions for Future Research

Future researchers may consider expanding the scope of participants to include learners, parents, administrators, or technology coordinators to gather more comprehensive perspectives. Larger samples from various educational levels may help determine whether the experiences documented in this study are consistent across different learning environments. Likewise, studies may be conducted in public and private school settings to compare access, digital readiness, and instructional outcomes.

Quantitative and mixed-method studies may also be conducted to identify measurable learning gains, performance improvements, or comprehension levels resulting from the use of instructional reels. In addition, experimental or quasi-experimental designs may compare different types of instructional media such as documentaries, interactive simulations, or online video modules to identify which approaches are most effective for specific learning competencies.

Researchers may also explore the long-term impact of visual digital materials on learning behaviors and motivation. Longitudinal investigations may determine whether continuous exposure to reels influences attention span, independent learning, or academic engagement over time. Furthermore, subsequent research may examine subject-specific use, particularly in science, mathematics, and language education where visual interpretation plays a significant role.

Overall, future research should continue exploring how instructional reels and similar multimedia resources shape instruction in an increasingly digital educational landscape, while ensuring that findings are examined beyond the limits of this study's scope and context.

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