

# Problem-based Infographic Material for Advancing Scientific Knowledge of Grade 7 Modular Distance Learners

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## ABSTRACT

The study utilized descriptive-developmental research design through the use of integrated, adapted, and expert-validated survey questionnaires, pretest and posttest to find the effects of self-designed problem-based infographic material as supplementary learning tool in advancing the scientific knowledge of 30 Grade 7 students in a public high school in San Pablo City. Modular distance learning related factors and the preferred multimedia resources of the respondents were obtained. Results showed that the problem-based learning stages – problem comprehension, curriculum exploring, and problem solving - and the infographic design elements – visual, content, and knowledge elements - were highly integrated in the developed infographic material. As to the overall acceptability of the problem-based infographic material - intellectual, life skills, and affective development - were perceived to be acceptable by the students. Scores of the respondents as to the scientific knowledge – content knowledge, procedural knowledge, and epistemic knowledge - were found to have increased after utilizing the material. Statistical tests for difference also reflected significantly on the scientific knowledge of the learners implying that the use of problem-based infographic material has improved the skills of the learners while no significant relationship to the intellectual, life skills, and affective development. This concludes that the acceptability of the problem-based infographic material partially affects the scientific knowledge of the students.

*Keywords: Problem-based learning, Infographic, Scientific knowledge, Modular distance learning*

## About the presenter:

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