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Innovation in the Domains of Learning: A Practical Application to Quality Teaching

Leovigildo Lito D. Mallillin, Ph.D.
Lecturer, Graduate School Program Philippine Christian University Manila, Philippines Northern Luzon Extension Program.

Abstract: The study aims to identify the different domains of learning and its practical application in teaching and learning among the respondents in the area cognitive learning, affective learning, and psychomotor learning and how the innovation of the domains of learning provides practical effectiveness to teaching in terms of learning outcome, learning clarity, learning engagement, and learning enthusiasm. Quantitative research design is employed in the study where it aims to discover how people think, feel, and act in a specific way. It involves a sample size in the study on the response of the respondents in focusing the questionnaire posted on the domains of learning and its practical application in teaching and learning among the respondents. On the other hand, purposive sampling or convenience sampling is utilized in the study which is common in selecting the number of samples in the study because this kind of sampling is selective, judgmental, and subjective in a form of sampling non-probability that will rely on the judgment in choosing to participate in the population of the study. In addition, the respondents comprised thirty (30) only. Results reveal that domains of learning in the area of cognitive learning show the ability to construct meaning from the lesson as to function and activities, and to carry out lesson through execution and implementation, domains of learning in the area of affective learning show students can relate behavior that reflects a set of values in life, practicing and acting on their beliefs, domains of learning in the area of psychomotor learning show students can relate to body movement, visuals, auditory, touch, or coordination and the ability to take information from the environment and reaction. On the other hand, innovation of the domains of learning provides practical effectiveness to teaching in terms of learning outcome provides information among students on how and where they will get and going in the learning process, and provides teachers an outcome with the design framework in the course content and delivery, domains of learning and its practical effectiveness to teaching in terms of learning clarity shows lesson is structured that affords students a way and opportunity to connect the lesson in the concept and materials presented, sees to it that students are given equal learning processes and opportunities so that no one is left behind, domains of learning and its practical effectiveness to teaching in terms of learning engagement creates a better educational and dynamic atmosphere for conducive learning engagement concept and practice, and domains of learning and its practical effectiveness to teaching in terms of learning enthusiasm display effective teaching with high learning enthusiasm and level that reflects his or her competence of professionalism and confidence. Findings show that there is no significant agreement between the domain of learning and its practical application in teaching and learning and how the innovation of the domain of learning provides practical effectiveness to teaching among the respondents.

Keywords: Innovation of the domains of learning, practical application to effective teaching, cognitive learning, affective learning, psychomotor learning. learning outcome, learning clarity, learning engagement, and learning enthusiasm.

INTRODUCTION

The trend of teaching and its application to the innovation in the quality of teaching explore different domains of learning. It reinforces the learning which addresses the popular paradigm in the decision of tasks in sequential teaching. It advances the various domains of learning that requires interaction in a realistic situation of the learning process. It addresses the issues in the domains of learning, and transfer of learning in the reinforcement of the application of learning gained on the leverage tasks of the learning process. It explores learning tasks in accordance with the various domains of learning in a curriculum sequenced for learning purposes. It also presents the curriculum and framework of learning to classify the methods of teaching in terms of objectives and goals, capabilities, and assumptions in the learning process, (Mallillin et. al., 2020). On the other hand, it provides various domains of learning in the academic achievement of the learners since the designs of the domains of learning are based on the activities set by the teachers in the learning process. It explores the student knowledge and activities for the subject of learning and in-depth activities. It provides and helps teachers to adjust the teaching ways and styles in the teaching performance based on the needed learning process of students. It also explores the various domains of learning in the performance and achievement of the teachers as to affective learning, cognitive learning, and psychomotor learning to include the attitude and behavior of students, academic performance, and skills of learning. It provides an ability to implement and execute to carry the lesson on the cognitive learning, provides proper motivation and active attention to learn, willing to respond, feel satisfied, have worth of attitude, acceptance, beliefs, the commitment of values, and preferences in their affective learning, and students relate to auditory, visuals, body movement, coordination, touch, and guide them to get idea and information in the psychomotor of learning. Likewise, acquisition of knowledge and skills in the different scenarios of learning and skills, activities in the classroom especially on the student behavior and

***Corresponding Author:** Leovigildo Lito D. Mallillin, Ph.D

attitude on the learning process that focuses on the various domains of learning for better input and output in the academic achievement and learning process of students, (Mallillin, 2020).

On the other hand, the structure of domains in learning and its innovation to practical application is based on the needs of the learners where the quality of teaching fits to attain a better outcome. It provides a framework and structure to understand the domains of learning in the outcome of the psychomotor, affective, and cognitive learning process and approaches to the techniques and strategies in the comprehension level and achievement of students in the analysis of the domains of learning and its application. The cognitive structure reveals the ability and learning on the meaning and construction of the function of the lesson on the learning task and activities, the affective structure reveals students the proper attention and motivation to learn with full satisfaction, acceptance, commitment, preference, and psychomotor structure reveals that domains of learning can express students learning through facial expression, posture, gesture, and creative movement. Hence, the approach of teaching provides strategies for the analysis of the comprehension level of students in their creativity, competition, and innovation on the concept and ability on the lesson outline which displays the compliance in the different domains of learning that focuses on the academic performance of students in the learning process as to close attention on direction of the set-up lesson among students, (Mallillin, Cabaluna, Laurel, Arroyo, Señoron, & Mallillin, 2021). Hence, the structure of the domains of learning must be based also on the competency skills of the teachers and the performance on how they present the various domains of learning to provide learning output among their students. This is one way of measuring the capacity to bring the lesson to the fullest. This is true with their profession as noblest in molding and shaping the minds of the young learners. It involves different challenges in handling the heterogeneous and homogeneous types of students. The performance of students relies on the techniques of teaching provided by the teachers in terms of planning, communication, teamwork, self-management, and strategic plans, (Mallillin, & Mallillin, 2019).

Moreover, the effectiveness of the domains of learning innovation and its application to quality teaching explored the readiness and implementation, especially that learning process which has been mandated by the various educational institutions as trends in the pedagogy of learning. It provides a pedagogical design that explores competency and academic development on learning literacy and digital advanced technology to enhance collaborative learning through the application and practical domains of learning and innovation. It provides transition on the readiness and implementation of innovation of learning for both the learners and teachers in terms of digital access to learning, technology, adequacy, learning platform, link access, and effectiveness to school. It shows the innovation of learning and its application to the different learning tools and pedagogy as to materials and resources. It inclines on the domains of learning transformation and learning experiences on the learning opportunity. It empowers the learners to be creative on the usage of technology connection in the process of learning. It improves the learning process of students to customize the flexibility and learning experiences of students in dynamic learning and adequacy to technology. It enhances skills in the innovation of learning professionally and teaching through skills knowledge, attitude, in a competitive and quality of teaching tailored with the demand of the global education for better adjustment in a novice teaching and technology innovation which is useful and helpful in the learning process of both the school, teachers, and students, (Mallillin, Mendoza, Mallillin, Felix, & Lipayon, 2020). On the other hand, the effectiveness of the domains of learning innovation is integrated into the knowledge of students in the learning enhancement. It influences the teachers or the lecturers on the technology of teaching and integration with their expertise and professional knowledge and innovation. It is focused on their belief in the enhancement of learning. It identifies the gaps, issues, and problems in innovation of learning to integrate the application and practice domains of learning as an approach to effective and quality teaching for better enhancement of the learning process. It provides gaps in the knowledge and integration of classes and innovation in the enhancement of the learning process of students to provide the framework in the learning process and innovation, (Mallillin, Carag, Mallillin, & Laurel, 2020).

Research Questions

1. What are the domain of learning and its practical application in teaching and learning among the respondents in the area of

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1.1 cognitive learning,
1.2 affective learning, and
1.3 psychomotor learning?

2. How the innovation of the domain of learning provides practical effectiveness to quality of teaching among the respondents in terms of
2.1 learning outcome,
2.2 learning clarity,
2.3 learning engagement, and
2.4 learning enthusiasm?

3.Is there a significant agreement between the domain of learning and its practical application in teaching and learning and how the innovation of the domain of learning provides practical effectiveness to teaching among the respondents?

Hypothesis

There is no significant agreement between the domain of learning and its practical application in teaching and learning and how the innovation of the domain of learning provides practical effectiveness to teaching among the respondents.

Theoretical Framework

The innovation of the domain of learning and its practical application to quality teaching is anchored on the "Theory of Self-Determination in Learning Outcome" as cited by (Hsu, Wang, & Levesque-Bristol, 2019). This supports the self-determination and validity of the theory in the learning conventional setting on the various innovations of the domains of learning that attempts to explore the learning process and application in the context learning. In using the structural model and equation theory of self-determination and the learning outcome predicts the innovation programs in the educational setting. It analyzes the issues and measures the self-determination theory and learning outcome. It indicates psychological needs and learning enhancement. It regulates the motivation process associated with the perceived and transfer knowledge of learning in domains and innovation in the increased objectives and achievement of the classroom setting. It provides application and practical evidence on the domains of learning empirical to self-determination theory in the learning atmosphere.

Consequently, the educational system in connection with the theory of self-determination on the innovation of the domains of learning has significantly changed the drastic technology usage in learning and teaching which is referred to as teaching and learning. The transition of the teaching and learning identified the challenges in the educational system for both the teachers and the learners especially that students have experienced anxiety and stress due to the issues and problems in the learning process that brought to the effect of the innovation of the domains of learning among students which affect the quality and effectiveness of teaching.

On the other hand, the theory of self-determination emphasized the human motivation to learn at the macro level in the domains of learning and its application for effectiveness to teaching that explains the aim in a dynamic human need and learning outcome of students, and motivation in the social context and well-being. It suggests that self-endorsed, self-governed, and feelings on the competence of relatedness and effectiveness to act on the satisfaction of learning. It addresses the pedagogy of learning and designs on the needs of students that engage in the task of learning and motivation in the classroom setting that explains the theory on the basis needs support and effect on the motivation of learning and engagement of students.

Concept of the Study

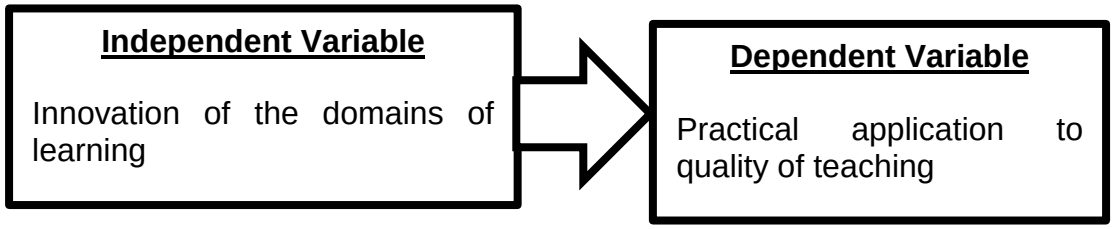

Figure 1: The independent and dependent variables as to the innovation of the domain of learning that provides practical application to effective and quality teaching

RESEARCH DESIGN

Quantitative research design is employed in the study where it aims to discover how people think, feel, and act in a specific way. It involves a sample size in the study on the response of the respondents focusing in the questionnaire posted on the domain

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of learning and its practical application in teaching and learning among the respondents in the area of cognitive learning, affective learning, and psychomotor learning, and how the domain of learning and its practical effectiveness to teach among the respondents in terms of learning outcome, learning clarity, learning engagement, and learning enthusiasm using the Likert Scale as to agree or disagree answers. Analysis of the data is based on the answers of the respondents for statistical analysis. The standard format in the research design of quantitative ensures the data sample of the entire study is analyzed accurately and fairly.

Cortina, (2020) defined the concept of quantitative research-related validity to improve the research design and rationale on the validity in the advocacy of research in understanding and expanding the aspects and ethics in research. He further emphasized that quantitative research would improve the facts and recognition of the data in research ethics.

Sampling Techniques

Purposive sampling or convenience sampling is utilized in the study which is common in selecting the number of samples in the study because this kind of sampling is selective, judgmental, and subjective in a form of sampling non-probability that will rely on the judgment in choosing to participate in the population of the study. The sampling method requires the research knowledge prior to the conduct of the study eligible in the participants and approach in the survey and platform. Purposive sampling in the use of research accesses the subset and particular participants or respondents in the study. It is cost-effective as compared to the other sampling research methods.

Campbell, et. al., (2020) stressed that purposive sampling is developed in history in many views, it is straightforward and simple in complexity. The purposive sampling is matching better for the reasons for the sampling techniques in terms of objectives and aims in the research. It improves the rigor in the research study and result of the data and trustworthiness that focuses on the concept and aspects as to confirmability, credibility, dependability, and transferable that outline the intent and nature of the purposive sampling on its application, examples, and various context.

Participants of the Study

The participants of the study are the different teachers who are experienced in teaching for both public and private educational institutions. The respondents comprised thirty (30) only. The study is conducted during the period 2020-2021.

Instruments Used

Table 1. Domain of learning in the area of cognitive learning

Scale	Descriptive Level	Descriptive Interpretation
4.20-5:00	Highly Observed	Cognitive practical application of learning is far above standard
3.40-4.19	Observed	Cognitive practical application of learning is above standard
2.60-3.39	Moderately Observed	Cognitive practical application of learning is meet standard
1.80-2.59	Not Observed	Cognitive practical application of learning is below standard
1.00-1.79	Never Observed at All	Cognitive practical application of learning is far below standard

Table 2. Domain of learning in the area of affective learning

Scale	Descriptive Level	Descriptive Interpretation
4.20-5:00	Highly Observed	Affective practical application of learning is far above standard
3.40-4.19	Observed	Affective practical application of learning is above standard
2.60-3.39	Moderately Observed	Affective practical application of learning is meet standard
1.80-2.59	Not Observed	Affective practical application of learning is below standard
1.00-1.79	Never Observed at All	Affective practical application of learning is far below standard

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Table 3. Domain of learning in the area of psychomotor learning

Scale	Descriptive Level	Descriptive Interpretation
4.20-5:00	Highly Observed	Psychomotor practical application of learning is far above standard
3.40-4.19	Observed	Psychomotor practical application of learning is above standard
2.60-3.39	Moderately Observed	Psychomotor practical application of learning is meet standard
1.80-2.59	Not Observed	Psychomotor practical application of learning is below standard
1.00-1.79	Never Observed at All	Psychomotor practical application of learning is far below standard

Table 4. Effectiveness of teaching in terms of learning outcome

Scale	Descriptive Level	Descriptive Interpretation
4.20-5:00	Highly Observed	Learning outcome practical application and effectiveness is far above standard
3.40-4.19	Observed	Learning outcome practical application and effectiveness is above standard
2.60-3.39	Moderately Observed	Learning outcome practical application and effectiveness is meet standard
1.80-2.59	Not Observed	Learning outcome practical application and effectiveness is below standard
1.00-1.79	Never Observed at All	Learning outcome practical application and effectiveness is far below standard

Table 5. Effectiveness of teaching in terms of learning clarity

Scale	Descriptive Level	Descriptive Interpretation
4.20-5:00	Highly Observed	Learning clarity practical application and effectiveness is far above standard
3.40-4.19	Observed	Learning clarity practical application and effectiveness is above standard
2.60-3.39	Moderately Observed	Learning clarity practical application and effectiveness is meet standard
1.80-2.59	Not Observed	Learning clarity practical application and effectiveness is below standard
1.00-1.79	Never Observed at All	Learning clarity practical application and effectiveness is far below standard

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Table 6. Effectiveness of teaching in terms of learning engagement

Scale	Descriptive Level	Descriptive Interpretation
4.20-5:00	Highly Observed	Learning engagement practical application and effectiveness is far above standard
3.40-4.19	Observed	Learning engagement practical application and effectiveness is above standard
2.60-3.39	Moderately Observed	Learning engagement practical application and effectiveness is meet standard
1.80-2.59	Not Observed	Learning engagement practical application and effectiveness is below standard
1.00-1.79	Never Observed at All	Learning engagement practical application and effectiveness is far below standard

Table 7. Effectiveness to teaching in terms of learning enthusiasm

Scale	Descriptive Level	Descriptive Interpretation
4.20-5:00	Highly Observed	Learning enthusiasm practical application and effectiveness is far above standard
3.40-4.19	Observed	Learning enthusiasm practical application and effectiveness is above standard
2.60-3.39	Moderately Observed	Learning enthusiasm practical application and effectiveness is meet standard
1.80-2.59	Not Observed	Learning enthusiasm practical application and effectiveness is below standard
1.00-1.79	Never Observed at All	Learning enthusiasm practical application and effectiveness is far below standard

RESULTS

Table 1. Domain of learning in the area of cognitive learning

Indicators	WM	I	R
Recognition and recalling knowledge from memory based on the lesson.	4.10	O	3
Ability to construct meaning from the lesson as to function and activities.	4.30	HO	1.5
Ability to carry out lessons through execution and implementation.	4.30	HO	1.5
Ability to determine lessons through concept, structure, and purpose.	3.00	MO	5
Ability to judge the lesson based on the criteria and standards.	4.00	O	4
Average Weighted Mean	**3.94**	**O**	

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Standard Deviation	**0.541**		

Table 1 presents the weighted mean and the corresponding interpretation of the domains of learning and its practical application in teaching and learning among the respondents in the area of cognitive learning.

As noted in the table, rank 1 is shared by the two indicators which are "Ability to construct meaning from the lesson as to function and activities", and "Ability to carry out lesson through execution and implementation", with a weighted mean of 4.30 or Highly Observed which means that cognitive practical application of learning is far above standard. Rank 2 is "Recognition and recalling knowledge from memory based on the lesson", with a weighted mean of 4.10 or Observed which means that cognitive practical application of learning is above standard, Rank 3 is "Ability to judge the lesson based on the criteria and standard", with a weighted mean of 4.00 or Observed which means that cognitive practical application of learning is above standard. The least in rank is "Ability to determine lesson through concept, structure, and purpose", with a weighted mean of 3.00 or Moderately Observed which means that cognitive practical application of learning is meet the standard. The overall average weighted mean is 3.94 or Observed which means that cognitive practical application of learning is above standard.

Table 2. Domain of learning in the area of affective learning

Indicators	WM	I	R
Students have the sense of learning, the existence of response, awareness, and willingness.	3.37	MO	5
Students have the active attention and proper motivation to learn, willingness to respond, and feeling of satisfaction.	3.81	O	3.5
Students have the attitude of worth, beliefs, acceptance, preference, and of commitment of values.	3.81	O	3.5
Students internalize values and beliefs according to priority.	4.00	O	2
Students can relate behavior that reflects a set of values in life, practicing and acting on their values and beliefs.	4.10	O	1
Average Weighted Mean	**3.81**	**O**	
Standard Deviation	**0.279**		

Table 2 presents the weighted mean and the corresponding interpretation of the domains of learning and its practical application in teaching and learning among the respondents in the area of affective learning.

As gleaned in the table, rank 1 is "Students can relate behavior that reflects a set of values in life, practicing and acting on their values and beliefs", with a weighted mean of 4.10 or Observed which means that affective practical application of learning is above standard. Rank 2 is "Students internalize values and beliefs according to priority", with a weighted mean of 4.00 or Observed which means that affective practical application of learning is above standard. Rank 3 is shared by the two indicators which are "Students have the active attention and proper motivation to learn, willing to respond, and feeling of satisfaction", and "Students have the attitude of worth, beliefs, acceptance, preference and of commitment of values", with a weighted mean of 3.81 or Observed which means that affective practical application of learning is above standard. The least rank is "Students have the sense of learning, the existence of response, awareness and willingness", with a weighted mean of 3.37 or Moderately Observed which means affective practical application of learning is meet standard. The overall average weighted mean is 3.81 or Observed which means that affective practical application of learning is above standard.

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Table 3. Domain of learning in the area of psychomotor learning

Indicators	WM	I	R
Students can encode information and activities in expressing and interpreting information or concepts.	3.41	O	4
Students can express their learning through gestures, posture, facial expressions and/or creative movement.	3.50	O	2.5
Students can relate to endurance, flexibility, agility, strength, reaction-response time.	3.50	O	2.5
Students can relate to body movement, visuals, auditory, touch or coordination, and the ability to take information from the environment and react.	4.15	O	1
Students have the skills related to complex actions like walking, running, jumping, pulling, pushing and manipulation.	3.33	MO	5
Average Weighted Mean	**3.58**	**O**	
Standard Deviation	**0.327**		

Table 3 presents the weighted mean and the corresponding interpretation of the domains of learning and its practical application in teaching and learning among the respondents in the area of psychomotor learning.

As shown in the table, rank 1 is "Students can relate to body movement, visuals, auditory, touch or coordination and the ability to take information from the environment and react", with a weighted mean of 4.15 or Observed which means the psychomotor practical application of learning is above standard. Rank 2 is shared by the two indicators which are "Students can express their learning through gesture, posture, facial expression and/or creative movement", and "Students can relate to endurance, flexibility, agility, strength, reaction-response time", with a weighted mean of 3.50 or Observed which means the psychomotor practical application of learning is above standard. Rank 3 is "Students can encode information and activities in expressing and interpreting information or concepts", with a weighted mean of 3.41 or Observed which means the psychomotor practical application of learning is above standard. The least in rank is "Students have the skills related to complex action like walking, running, jumping, pulling, pushing and manipulation", with a weighted mean of 3.33 or Moderately Observed which means the psychomotor practical application of learning is meet standard. The overall average weighted mean is 3.58 or Observed which means the psychomotor practical application of learning is above standard.

Table 4. Effectiveness of teaching in terms of learning outcome

Indicators	WM	I	R
The learning outcome provides utilization and concerns on the instructional orientation and outcome-based learning.	3.28	MO	7
The learning outcome provides students with focus and unable to clear goals of learning and attention to students.	3.33	MO	6
The learning outcome provides information among students on how and where they will get and go in their learning process.	4.21	HO	1.5
It provides teachers an outcome with the design framework in the course content and delivery.	4.21	HO	1.5
It assesses and enables student learning outcomes in the instructional effectiveness and measures.	4.00	O	4.5
It designated the learning outcome and effective teaching use as a basis for circular learning and establishment alignment.	4.04	O	3
The learning, assessment techniques, and instructional methods acquire students to demonstrate learning outcomes and desires.	4.00	O	4.5
Average Weighted Mean	**3.87**	**O**	
Standard Deviation	**0.394**		

Table 4 presents the weighted mean and the corresponding interpretation on the domain of learning and its practical effectiveness to teach among the respondents in terms of learning outcome.

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As observed in the table, rank 1 is shared by the two indicators which are "The learning outcome provides information among students on how and where they will get and going in their learning process", and "It provides teachers an outcome with the design framework in the course content and delivery", with a weighted mean of 4.21 or Highly Observed which means learning outcome practical application and effectiveness is far above standard. Rank 2 is "It designated the learning outcome and effective teaching use as a basis for the circular learning and establishment alignment", with a weighted mean of 4.04 or Observed which means learning outcome practical application and effectiveness is above standard. Rank 3 is shared by the two indicators which are "It assesses and enables student learning outcomes in the instructional effectiveness and measures", and "The learning, assessment techniques, and instructional methods acquire students to demonstrate learning outcomes and desires", with a weighted mean of 4.00 or Observed which means learning outcome practical application and effectiveness is above standard. The least in rank is "The learning outcome provides utilization and concerns on the instructional orientation and outcome-based learning", with a weighted mean of 3.28 or Moderately Observed which means learning outcome practical application and effectiveness is meet the standard. The overall average weighted mean is 3.87 or Observed which means learning outcome practical application and effectiveness is above standard.

Table 5. Effectiveness of teaching in terms of learning clarity

Indicators	WM	I	R
Effective teaching-learning clarifies the instruction and effective involvement of students.	4.00	O	4
The teacher provides typical explicit and high directions and explanation of the lesson that concerns the course content and organization.	3.67	O	5.5
Instruction and teaching are delivered according to the needs of students.	3.30	MO	8.5
Sees to it that students are given equal learning processes and opportunities so that no one is left behind.	4.04	O	2.5
The degree of learning clarity in the lesson requires students' expectations.	3.38	MO	7
Lessons provide an alternative perspective that engages the instructional and effective practice of learning.	3.30	MO	8.5
The lesson is structured that affords students a way and opportunity to connect the lesson in the concept and materials presented.	4.10	O	1
The instructional materials techniques and strategies are curricular scaffolding.	3.67	O	5.5
The teacher assists students to connect new information in the lesson presented with learning accuracy.	4.04	O	2.5
Average Weighted Mean	**3.72**	**O**	
Standard Deviation	**0.362**		

Table 5 presents the weighted mean and the corresponding interpretation on the domain of learning and its practical effectiveness to teach among the respondents in terms of learning clarity.

As seen in the table, rank 1 is "The lesson is structured that affords students a way and opportunity to connect the lesson in the concept and materials presented", with a weighted mean of 4.10 or Observed which means learning clarity, practical application and effectiveness is above standard. Rank 2 is shared by the two indicators which are "Sees to it that students are given equal learning processes and opportunities so that no one is left behind", and "The teacher assists students to connect new information in the lesson presented with learning accuracy", with a weighted mean of 4.04 or Observed which means learning clarity practical application and effectiveness is above standard. Rank 3 is "Effective teaching-learning

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clarifies the instruction and effective involvement of students", with a weighted mean of 4.00 or Observed which means learning clarity, practical application and effectiveness is above standard. The least in rank is shared also by the two indicators which are "Instruction and teaching are delivered according to the needs of students", and "Lessons provide an alternative perspective that engages the instructional and effective practice of learning", with a weighted mean of 3.30 or Moderately Observed which means learning clarity practical application and effectiveness is meet the standard. The overall average weighted mean is 3.72 or Observed which means learning to clarify practical application and effectiveness is above standard.

Table 6. Effectiveness of teaching in terms of learning engagement

Indicators	WM	I	R
The principles of learning engagement suggest to students the proper way of learning by doing.	4.05	O	3
The lecture technique and format are defined by the teacher for the students.	3.78	O	5.5
The communication process exemplifies the learning engagement process of students in the model of education.	3.78	O	5.5
The teacher creates a better educational and dynamic atmosphere for conducive learning engagement concept and practice.	4.22	HO	1
Effective instructional techniques and strategies are engaged among students in the entire lesson.	3.32	MO	7.5
The learning engagement of the lesson is continuously done in the start of the lesson, body, and end of the lesson.	4.12	O	2
There is a limit on the lecture process in employing the activities and learning that engages actively the students.	3.32	MO	7.5
The learning engagement of activities is facilitated and intended for the development of skills, knowledge, and attitude of students.	4.00	O	4
Average Weighted Mean	**3.82**	**0**	
Standard Deviation	**0.365**		

Table 6 presents the weighted mean and the corresponding interpretation on the domain of learning and its practical effectiveness to teach among the respondents in terms of learning engagement.

As acknowledged in the table, rank 1 is "The teacher creates a better educational and dynamic atmosphere for conducive learning engagement concept and practice", with a weighted mean of 4.22 or Highly Observed which means learning engagement practical application and effectiveness is far above standard. Rank 2 is "The learning engagement of the lesson is continuously done in the start of the lesson, body, and end of the lesson", with a weighted mean of 4.12 or Observed which means learning engagement practical application and effectiveness is above standard. Rank 3 is "The principles of learning engagement suggest to students the proper way of learning by doing", with a weighted mean of 4.05 or Observed which means learning engagement practical application and effectiveness is above standard. The least in rank is shared by the two indicators which are "Effective instructional techniques and strategies are engaged among students in the entire lesson", and "There is a limit on the lecture process in employing the activities and learning that engages actively the students", with a weighted mean of 3.32 or Moderately Observed

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which means learning engagement practical application and effectiveness is meet standard. The overall average weighted mean is 3.82 or Observed which means learning engagement practical application and effectiveness is above standard.

Table 7. Effectiveness of teaching in terms of learning enthusiasm

Indicators	WM	I	R
The teacher hates to teach when students hate to learn, or teacher loves to teach when students love to learn.	4.00	O	4.5
Teacher displays effective teaching with high learning enthusiasm and a level that reflects his or her competence of professionalism and confidence.	4.16	O	1
The characteristics of an enthusiastic teacher can deliver the lesson and subject matter based on instructional experience and knowledge.	4.05	O	3
The teacher establishes a positive learning atmosphere for the subject matter, passion that reinforces students in their activities and class participation.	4.10	O	2
Learning enthusiasm fosters critical components and a healthy classroom for student success in their learning process.	3.35	MO	7
The classroom environment establishes enthusiastic learning that allows the degree of students in their achievement.	3.42	O	6
It provides student achievement and a high level of learning that serves as the motivator and power for learning.	4.00	O	4.5
Average Weighted Mean	**3.87**	**O**	
Standard Deviation	**0.335**		

Table 7 presents the weighted mean and the corresponding interpretation on the domain of learning and its practical effectiveness to teach among the respondents in terms of learning enthusiasm.

As noted in the table, rank 1 is "Teacher displays effective teaching with high learning enthusiasm and level that reflects his or her competence of professionalism and confidence", with a weighted mean of 4.16 or Observed which means learning enthusiasm, practical application and effectiveness is above standard. Rank 2 is "Teacher establishes a positive learning atmosphere for the subject matter, passion that reinforces students in their activities and class participation", with a weighted mean of 4.10 or Observed which means learning enthusiasm, practical application and effectiveness is above standard. Rank 3 is "The characteristics of an enthusiastic teacher can deliver the lesson and subject matter based on instructional experience and knowledge", with a weighted mean of 4.05 or Observed which means learning enthusiasm, practical application and effectiveness is above standard. The least in rank is "Learning enthusiasm fosters critical components and a healthy classroom for student success in their learning process", with a weighted mean of 3.35 or Moderately Observed which means learning enthusiasm, practical application and effectiveness is meet standard. The overall average weighted mean is 3.87 or Observed which means learning enthusiasm, practical application and effectiveness is above standard.

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Table 8. Test of significant agreement between the domain of learning and its practical application in teaching and learning and how innovation of the domain of learning provides practical effectiveness to teaching among the respondents

Variables	Computed r-value	Relationships *significant * not significant	Hypotheses *accepted *rejected
Cognitive learning			
1. learning outcome	0.047555	not significant	accepted
2. learning clarity	0.048504	not significant	accepted
3. learning engagement	0.047865	not significant	accepted
4. learning enthusiasm	0.047555	not significant	accepted
Affective learning			
1. learning outcome	0.048360	not significant	accepted
2. learning clarity	0.049325	not significant	accepted
3. learning engagement	0.048675	not significant	accepted
4. learning enthusiasm	0.049127	not significant	accepted
Psychomotor learning			
1. learning outcome	0.049889	not significant	accepted
2. learning clarity	0.050885	not significant	accepted
3. learning engagement	0.050214	not significant	accepted
4. learning enthusiasm	0.049887	not significant	accepted
Significant at 0.05 level, one-tailed test, df at 28 with a critical r-value of 0.361			

Table 8 presents the test of significant agreement between the domain of learning and its practical application in teaching and learning and how the domain of learning and its practical effectiveness to teach among the respondents.

It revealed that when the two variables are tested against each other, it shows that all the computed r-values are lower than the critical r-value of 0.361, one-tailed test, df of 28 with 0.05 level of significance which reveals non-significance, and the hypothesis is accepted. Therefore, it is safe to say that there is no significant agreement between the domain of learning and its practical application in teaching and learning and how innovation of the domain of learning provides practical effectiveness to teaching among the respondents.

DISCUSSION

The practical application of quality teaching and its effectiveness has to do with the various domains of learning. Hence, in the area of cognitive learning, shows the ability to construct meaning from the lesson as to function and activities, and the ability to carry out the lesson through execution and implementation. This emphasizes that domains of learning have a big impact on the learning process. It fosters the ingredients of competency among professional teachers. It enriches the educational and professional teachers in the vitality key domains of learning, assessment of teaching in the improved and perceived educational atmosphere and is considered as the learner's academic performance in the pedagogy of professional skills and knowledge in teaching, (Guraya, & Chen, 2019). On the other hand, cognitive learning reveals recalling and recognition of knowledge based on memory from the lesson where students are taught the skills of mastery on the rules of the lesson applied from time to time which means the factual knowledge and semantic accumulation is the major task of the learning development of students where it builds the knowledge through direct experiences and understanding the explicit instruction in the process of new knowledge, (Bauer, Dugan, Varga, & Riggins, 2019). Hence, cognitive learning shows the ability to judge the criteria and standard of the lesson based on the ability to determine the purpose, structure, and concept. It provides a better perspective in the learning and in theory initiates the process on the fundamental effect of teachers and interaction on the personal belief of the learners in good approach and practices, (Mayrhofer, 2019).

On the other hand, the domains of learning and its practical application in teaching and learning among the respondents in the area of affective learning shows that students can reflect and can relate to the behavior of values set in life through acting and practicing the actual learning in life

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which is important in the learning process to apply the lesson and knowledge to the fullest. It reflects the academic knowledge and well-being in the various cultures of knowledge in the influences of affective domain of learning in the academic mindset and motivation, (Zhang, Kuusisto, Nokelainen, & Tirri, 2020). Yet, affective domains of learning internalize the values of students according to their priorities and beliefs. This emphasizes that students apply what they have learned. It emphasizes that the motivational beliefs of teachers in the process of regulating the engagement of learning indicate positivity enhancement in the learning process. It perceives the analysis and value task on the learning predicted engagement. It mediates the value activities for self-efficacy of teachers to pay attention to the learning process, (Zhang, & Liu, 2019). Yet, affective domain of learning shows that students have proper motivation and active attention to study, satisfaction, will participate, and students are worthy with their acceptance, belief, commitment, preference of values. This emphasizes that proper motivation is given emphasis among the learners which are influential in teaching and learning factors of a certain situation in the domain of learning where the success depends on the motivation given to the learners, (Filgona, Sakiyo, Gwany, & Okoronka, 2020). Lastly, the affective domain of learning emphasizes that students are willing and aware of the sense of learning and the existence of the response to the learning process.

Subsequently, the domains of learning and its practical application in teaching and learning among the respondents in the area of psychomotor learning shows that students are excited when the learning process involves body movement which helps in arousing their minds to learn, like auditory, visuals, coordination or touch and to respond in the ability to learn through reaction in the environment and information. It provides techniques in the learning process in a holistic process in the development of self-sufficiency. Body movement of learning describes the practice and is reflective of its content session, (Petsilas, Leigh, Brown, & Blackburn, 2019). On the other hand, psychomotor learning provides students to express the process of learning through facial expression, posture, gesture, or creative movement. Students can relate to reaction and response in learning, strength, agility, endurance, and flexibility. Psychomotor learning involves the intervention and design in addressing the needs of students in the context of learning, understanding, and recognizing the personalized education process where it explores the detection of learning involved in the nonverbal behaviors as to facial expression, eye movement, emotion, head, hand over hand gesture in learning, (Behera, *et al*., 2020). Yet, psychomotor learning involves students to encode activities and information in interpreting the expression concept where it provides thinking skills in the learning process, concepts, procedures, and knowledge in an organized manner, to include the skills in complex activities related to manipulation of pushing, pulling, jumping, walking and running, (Jonassen, & Carr, 2020).

Consequently, the innovation of the domains of learning that provides practical effectiveness to teaching among the respondents in terms of learning outcome provides information on the learning process, provides teachers the framework and design of the content, and course delivery which means teachers need to increase their competency skills to better guide the learners to the fullest as challenges in the learning enhancement of students. They can align the learning outcome-based and learning output set in the subject matter. This involves the teaching strategies to change in the development of the teachers' needs to empower the learners of the 21st century. It redefines the requirements of the learning outcome and competence framework in the various levels of the educational system in the new normal, (Caena, & Redecker, 2019). Yet, learning outcome designates the effectiveness of teaching on the establishment alignment of learning. It provides the goals for equipping the achievement of students in an effective way of the learning process to shape the experiences, beliefs, and values that impact their learning intended outcome. It determines the objectives in the aspect of the salient experiences in the learning outcome of student approaches and similar situations, (Iseminger, Acheson-Clair, Kelly, & Morris, 2020). Aside, learning outcomes enables students to assess the effectiveness of instructional measures as to learning, technique, acquisition of instructional methods. It demonstrated desires and outcome to include the concern and utilization of an instructional orientation. It enacts the effectiveness of students in the learning outcome which focuses on academic achievements, and motivation, (Wahono, Lin, & Chang, 2020).

In addition, the innovation of the domains of learning that provides practical effectiveness to

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teaching among the respondents in terms of learning clarity shows that the lesson is structured according to the needs of the learners. It provides students the opportunity to connect a proper way of the lesson and concept presented. The content of the pedagogy and knowledge of lesson clarity to understand the framework in a nuanced interpretation for the learning practice of students is very critical in the application of the learning and practice. It explores the process of learning in a novice inquiry in the ideology and conscious clarity that cultivates the school and personal experiences. It strengthens the pedagogy of ideological clarity in the content knowledge to develop and ensure the critical development of classroom inquiry, (Blevins, Magill, & Salinas, 2020). In addition, clarity of lesson is given with equal opportunity in the learning process. It ensures that no one is left behind and the teacher connects and assists the student in the new information of the lesson presented with accuracy. It provides the analysis and concept of the learning clarity applied to the context of education. The border and concept of the clarity of learning to increase the diverse area of learning theory is to promote clarity in understanding the specific learning consequences and empowerment, (Kaminskiene, Žydžiunaite, Jurgile, & Ponomarenko, 2020). Lastly, learning clarity provides learning teaching and effectiveness on the instruction and involvement of students. The delivery of the lesson and instruction of teaching is based on the students' needs and the lesson provides and engages the alternative perspective to the effective instructional practice to obtain better clarification in the lesson presented. It explains the lesson clarity and effectiveness to the activity of the students' tasks. It enhances the creativity of scientific learning outcomes in the learning process and response. The implementation and concept in the clarity of the lesson and concept is done properly for the student's improvement. Clarity outcome provides positive learning among students, (Setiani, *et al*., 2020).

Furthermore, the innovation of the domains of learning that provides practical effectiveness to teach among the respondents in terms of learning engagement shows that the teacher creates a dynamic and educational atmosphere for engagement learning conducive, practice, and concept. It transfers the skills and knowledge in effective real situations of the specific context and teaching. It provides an essential psychological aspect in providing suitable learners based-simulation educational activities associated with learning engagement context. It is situated to develop the atmosphere for appropriate skills and knowledge considering the principles of learning engagement and effectiveness in the intervention of education. This involves the outcome of the learning engagement to achieve the educational activities accessible and resources in the aspect and realistic simulation in learning, (Alinier, & Hssain, 2019). Learning engagement suggests the principles by emerging the cases and viability of the instructional option in the learning engagement through the principles and theory of the course design. It provides the prevalent educational changes to learning engagement among the implementation of students driven to learning and demands. Designing the preparation and learning engagement is focused on instruction and recognizing the principles of the learning environment, (Abernathy, & Thornburg, 2020). In addition, learning engagement suggests the principles on the proper way of learning engagement through effective techniques and strategies in instruction among students in the entire lesson. It limits the lecture process in the learning activities and engagement of students. It provides a classroom learning engagement that influences the key factor in the educational outcome. It provides a better insight to support the learning engagement in the crucial understanding of the performance of students, (Subramainan, & Mahmoud, 2020).

Lastly, the innovation of the domains of learning that provides practical effectiveness to teaching among the respondents in terms of learning enthusiasm shows that there is a display of effective teaching with high learning enthusiasm among teachers. It reflects the level of competence and confidence of professionalism. Learning enthusiasm enhances the positive outcome of students to include recalling of the lesson in underlying the favorable mechanism on the teacher's effect of the learning process which captures the task of the individual teachers in line with the learning enthusiasm of the students, (Moè, Frenzel, Au, & Taxer, 2020). On the other hand, learning enthusiasm establishes a positive learning atmosphere for the lesson that reinforces the activities in the class participation of the learners. Learning enthusiasm enhances the positive learning atmosphere in excitement and passion of learning. An enthusiastic learning experience created new pathways for the enhanced content of learning. Students learn quickly and touch with

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deep emotion and reaction from the learners where it leads to creating positive learning in a suitable collaborative learning enthusiasm, (Waterworth, 2020). Hence, learning enthusiasm delivers a better characteristic for the instructional materials based on the learning knowledge of the respondents and fosters learning enthusiasm with critical components for the success of students in a healthy classroom. It provides learner-centered instruction through learner-driven pedagogy to advocate the sustainable focus of learning enthusiasm that proposes the collaboration of teaching and learning. It analyzes the learning enthusiasm of student perception in the learning process, self-discipline, teamwork skills, and learning capabilities, (Zhou, Chen, & Chen, 2019).

CONCLUSIONS

The domains of learning in the area of cognitive learning show the ability to construct meaning from the lesson as to function and activities, and to carry out the lesson through execution and implementation. It recalls and recognizes knowledge from memory based on the lesson. The ability to judge the lesson is based on the criteria and standard to determine the lesson through concept, structure, and purpose.

On the other hand, the domains of learning in the area of affective learning show students can relate behavior that reflects a set of values in life, practicing and acting on their beliefs where it internalizes values and beliefs according to priority on the active attention and proper motivation to learn, willing to respond, and feeling of satisfaction. This includes the attitude of worth, beliefs, acceptance, preference, commitment of values, sense of learning, existence of response, awareness, and willingness.

Hence, the domains of learning in the area of psychomotor learning show students that can relate to body movement, visuals, auditory, touch, or coordination and the ability to take information from the environment and reaction. They can express the learning through gesture, posture, facial expression and/or creative movement, and students can relate to endurance, flexibility, agility, strength, reaction-response time, encode information and activities in expressing and interpreting information or concepts, and students have the skills related to complex action like walking, running, jumping, pulling, pushing, and manipulation.

Moreover, the innovation of the domains of learning that provides practical effectiveness to teaching in terms of learning outcome provides information among students on how and where they will get and going in the learning process. It provides teachers an outcome with the design framework in the course content and delivery. It designates the learning outcome and effective teaching usage as the basis for the circular learning and established alignment. It assesses student learning outcomes in the instructional effectiveness measures, learning, assessment techniques, and instructional methods. It acquires students to demonstrate learning outcomes desires. It provides utilization and concerns on instructional orientation and outcome-based learning.

Furthermore, the innovation of the domains of learning that provides practical effectiveness to teaching in terms of learning clarity shows a lesson is structured that affords students a way and opportunity to connect the lesson in the concept and materials presented. It sees to it that students are given equal learning processes and opportunities so that no one is left behind. It assists students to connect new information in the lesson presented with learning accuracy, effective teaching-learning clarifies the instruction and effective involvement of students, instruction and teaching are delivered according to the needs of students. It provides an alternative perspective that engages the instructional and effective practice of learning.

Notwithstanding, the innovation of the domains of learning that provides practical effectiveness to teaching in terms of learning engagement creates a better educational and dynamic atmosphere for conducive learning engagement concept and practice. The learning engagement of the lesson is continuously done at the start of the lesson, body, and end of the lesson to include the principles of learning engagement to suggest to students the proper way of learning by doing, effective instructional techniques and strategies are engaged among students in the entire lesson. It limits on the lecture process in employing the activities and learning that engages actively the students

Lastly, the innovation of the domains of learning that provides practical effectiveness to teaching in terms of learning enthusiasm displays effective teaching with high learning enthusiasm and level that reflects his or her competence of professionalism and confidence. It includes the

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positive learning atmosphere for the subject matter, passion that reinforces students in the activities and class participation. Enthusiastic teacher can deliver the lesson and subject matter based on instructional experience and knowledge. The learning enthusiasm fosters critical components and a healthy classroom for student success in the learning process.

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